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MOTIVATION, CAPACITY, RECRUITMENT NETWORKS, AND CIVIC EDUCATION AS PREDICTORS OF POLITICAL PARTICIPATION OF YOUNG ELECTORATE VOTERS

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ABSTRACT

Youth political participation continues to fall short of expectations. This study aims to examine the role of civic education, political motivation, political capacity, and recruitment networks as predictors of political engagement among young electorate voters. By utilizing multiple linear regression analysis, 280 senior high school students were selected through simple random sampling as respondents. The findings indicated that political capacity and recruitment networks significantly influenced youth political participation, offering partial support for the Civic Voluntarism Model. Future research could investigate additional variables to explain the remaining 91.8% variance in the criterion variable. Moreover, efforts to enhance education on political capacity and strengthen recruitment networks may further encourage youth political engagement, aligning with the goals of Sustainable Development Goal 4 (SDG 4).

KEYWORDS: *Motivation, Capacity, Recruitment Networks, Civic Education, Political Participation, Young Electorate Voters*

CHAPTER 1

The Problem and Its Setting

Political participation among young electorate voters is alarmingly low (Weinberg, 2021). Despite efforts to encourage civic engagement, young people globally exhibit a persistent lack of active involvement in political processes (Holbein et al., 2018). This political disengagement is disturbing among youth. (Weinschenk & Dawes, 2021).

In the United States, despite access to information and electoral processes, youth voter turnout as an indication of poor political participation remains consistently low (Shapiro & Brown, 2018). Similarly, in the United Kingdom, young citizens disconnect themselves from political activities (House of Lords, 2018). In Australia, despite efforts to integrate civic education into the curriculum, it was highlighted that there are varying levels of political engagement among students (ACARA, 2022). Furthermore, in South Africa, the hope of the post-apartheid for robust youth political participation manifests the problem (Chauke, 2022).

The Philippines mirrors this global trend, where youth political participation is evident. While there are instances of youth mobilization, particularly during election periods or in response to specific social issues, sustained and meaningful engagement in electoral and policy-making processes remains limited (Pingul, 2015). This limitation is not merely a matter of low voter turnout; it extends to a lack of active involvement in local governance, policy consultations, and participation in civil society organizations. For instance, studies have shown that young Filipinos often perceive political processes as inaccessible and dominated by elite interests, leading to feelings of alienation (David & Briones, 2018). Furthermore, the proliferation of misinformation and disinformation on social media platforms has been identified as a significant barrier to informed political participation among the youth (Ong, 2016). Additionally, economic precarity and the need to prioritize immediate survival often overshadow civic engagement, as highlighted by research on the impact of poverty on youth political apathy (Tadem, 2019). Youth disengagement is fueled by limited access to unbiased political information, distrust in political institutions, the marginalization of youth concerns by neoliberal policies, lack of platforms for youth voices, and economic hardships that shift focus from civic duties to survival (Walker, 2015).

This widespread political disengagement and low political efficacy among young voters, stemming from inadequate civic education, threatens the stability and responsiveness of democratic systems worldwide (Holbein et al., 2016). Addressing the critical gaps in current programs is imperative to ensure meaningful youth political participation. These gaps include but are not limited to, the lack of practical engagement opportunities within civic education curricula, insufficient integration of digital literacy and critical media analysis skills, and the absence of platforms that facilitate direct dialogue between young people and policymakers. However, despite the urgency of this issue, there was a lack of comprehensive research on how existing civic education curricula could improve to better prepare young citizens for meaningful participation in democratic processes. Specifically, there was a need for studies that explore the effectiveness of

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innovative teaching methods that promote active learning, the impact of integrating digital engagement strategies into civic education, and the role of policy support in fostering sustainable youth participation initiatives. Thus, this study was pursued to fill these gaps by investigating and proposing strategies for enhancing civic education, with a focus on practical interventions and policy recommendations that could foster a more engaged and informed young electorate.

Significance of the Study

This study holds significance as it aims to address the gap between the intended outcomes of civic education and its actual impact on young electorate voters. It explores how civic education could influence their motivation, capability, and recruitment networks in relation to political participation. By identifying potential deficiencies in the current framework—which often emphasizes theoretical knowledge over practical engagement and critical thinking—, the study may propose strategies that would benefit Social Studies education, Department of Education officials, school administrators, civic education teachers, and students.

Specifically, this research could provide evidence-based insights that may inform curriculum development, policy enhancement, and the adoption of practical teaching methods designed to foster informed and responsible citizenship. Furthermore, the findings could serve as a basis for future research investigating additional factors that influence youth political participation, the effectiveness of diverse teaching strategies, and the long-term impact of civic education on political behavior. Ultimately, this study may contribute to cultivating a more engaged and empowered young electorate.

Statement of the Problem

The general objective of the study was to determine the significance of civic education, political motivation, political capacity, and recruitment network as predictors of political participation of young electorate voters. More specifically, this study sought to achieve the following:

1. To determine the level of civic education in terms of civic knowledge, civic skills, civic engagement attitudes, and civic responsibilities; political motivation in terms of civic interest and political efficacy; political capacity in terms of civic capacity; recruitment network in terms of peer influence and social network; and political participation among young electorate voters in terms of voting, digital participation, civic engagement, monetary contribution, and community activities.
2. To determine the significance of the relationships between civic education, political motivation, political capacity, recruitment network, and political participation among young electorate voters.
3. To determine the significance of the influence of civic education, political motivation, political capacity, and recruitment network on the political participation of young electorate voters.

Hypotheses

H_{01}: Civic education and the factors of motivation, capacity, and recruitment network are not significantly correlated with the political participation of young electorate voters.

H_{02}: Civic education, political motivation, political capacity, and recruitment network do not significantly influence the political participation of young electorate voters.

Theoretical Framework

This study was anchored on the Civic Voluntarism Model (Verba et al., 1995). It posits that citizens become politically active by focusing on three key factors: motivation, capacity, and recruitment. Individuals are motivated to participate in politics through voluntary and personal choice engagement. Resources and capacity to participate, such as time, money, or communication skills, as different forms of participation have specific requirements. Lastly, participation is most likely when an individual is recruited.

In this study, the predictive variables used include capacity variable indicated by political capacity (Weinberg, 2021) and civic education indicated by civic knowledge, civic skills, civic engagement attitudes, and civic responsibilities (Kahne & Westheimer, 2020) both stand for capacity to become politically active. Another variable used is motivation indicated by civic interest and political efficacy (Weinschenk & Dawes, 2021) stands for motivation factor as stated in the theory. Lastly, the variable included is recruitment networks indicated by peer influence and social networks (Wegemer, 2021) stands for the recruitment factor. On the other hand, the criterion variable is political participation indicated by voting, digital participation, civic engagement, monetary contribution, and community activities (Theocharis & Van, 2018), which stands for a politically active variable.

The politically active variable referred to in this study is about the election participation of the young electorate voters. Other political activities like protests for passing of bills or implementation of laws, approval and budget expenditures, corruption, and joining insurgence activities are excluded in this research.

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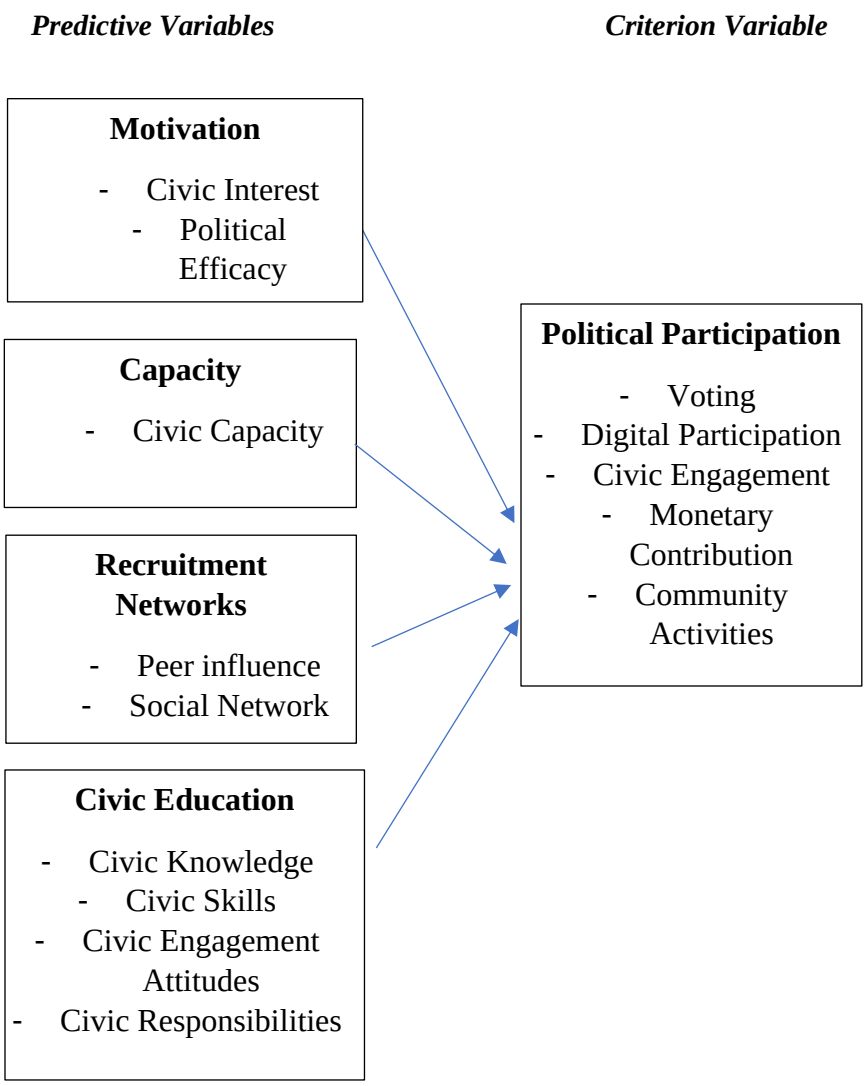


Figure 1. The Conceptual Framework of the Study

CHAPTER 2
METHODOLOGY

This chapter presents the methods and processes used in conducting the study, including the research design, research locale, research respondents, research instruments, ethical considerations, data gathering procedures, and data analysis.

Research Design

This study employed a comprehensive quantitative research design utilizing a descriptive-correlation predictive approach to investigate the complex interplay of civic education, political motivation, political capacity, recruitment networks, and political participation among young electorate voters. Utilizing quantitative methods, which emphasize objective measurements and statistical analysis as detailed by Creswell and Creswell (2018), the study first seeks to determine the level of each variable. The correlational aspect, as supported by Fraenkel et al. (2012), allows for the examination of relationships between these factors, while the predictive component, relying on techniques like regression analysis (Field, 2018), assesses the ability of certain variables to forecast political participation.

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Research Locale

The study was conducted among the Grade 12 Senior High School students from Cluster 4 schools of the Division of Davao City located in Toril District in Davao City. Cluster 4 of the Division of Davao City consisted of various public schools that served students from a wide range of socio-economic backgrounds, which provided a rich context for studying civic education and its impact on young electorate voters.

The choice of this locale was significant as it provided a unique opportunity to study Grade 12 students, who, as senior high school learners, were on the verge of transitioning into the electorate. Many of these students were already 18 years old or nearing the voting age, making them a critical group for examining political participation. They represented newly eligible voters preparing for their first electoral experience.

The educational system in this area offered valuable insights into how civic education was implemented and understood across various settings. Schools within Cluster 4 of the Division of Davao City adhered to the Department of Education's K-12 curriculum, which included subjects such as Understanding Culture, Society, and Politics. These subjects provided students with foundational knowledge in civics and governance. However, the study explored key issues such as the practical engagement of students in civic activities, their political awareness, and the effectiveness of civic education programs.

By focusing on this locale, the research aimed to shed light on the effectiveness of civic education in shaping the political participation of young electorate voters, offering a deeper understanding of its impact and potential areas for improvement.

Sample and Sampling

This study recruited 280 Grade 12 Senior High School students from Cluster 4 Schools within the Division of Davao City offering Senior High School programs. To ensure a representative sample, simple random sampling was employed. This method, as described by Noor et al. (2022), involves selecting participants individually, giving each student an equal chance of being chosen, thereby minimizing selection bias. This approach aligns with the principles of probability sampling, enhancing the external validity of the study. Furthermore, to determine the appropriate sample size, the Yamane Formula was utilized, which was a widely accepted method for calculating sample sizes in social science research, particularly when the population size was known. The selection of a sample size of 280 was intended to provide sufficient statistical power, reducing the risk of random error and enhancing the reliability of research findings, consistent with recommendations for sample sizes exceeding 150 in studies aiming for robust results (Brysbaert, 2019).

Research Instrument

This study employed an adapted survey questionnaire to gather data on civic education, motivation, capacity, recruitment networks, and political participation. The questionnaire was adapted from the IEA International Civic and Citizenship Education Study 2022 Assessment Framework (2023), as well as from works by Goldberg and Sciarini (2023), You et al. (2024), and Whitaker (2018). It was modified to fit the specific context of this research.

The first part of the questionnaire assessed the respondents' knowledge, skills, attitudes, and responsibilities related to civic education. On the scale provided, respondents rated the influence of civic education based on specific factors. They used a Likert Scale with a corresponding rating system. A rating of 5 indicated that the influence of civic education among young electorate voters was Very High, while a rating of 4 reflected a High influence. A rating of 3 signified that the influence was Moderate or Average, whereas a rating of 2 represented a Low influence. Finally, a rating of 1 denoted that the influence of civic education among young electorate voters was Very Low.

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Range of Means	Verbal Description	Interpretation
4.20-5.00	Very High	The civic education among young electorate voters is excellent.
3.40-4.19	High	The civic education among young electorate voters is very good.
2.60-3.39	Moderate or Average	The civic education among young electorate voters is good.
1.80-2.59	Low	The civic education among young electorate voters is poor.
1.00-1.79	Very Low	The civic education among young electorate voters is very poor.

Furthermore, the second part of the survey examined the respondents' motivation for political participation, focusing on their civic interest and political efficacy as defined by Verba et al. (1995). Motivation for political participation refers to the underlying factors that drove individuals to engage in activities related to the political process. Respondents rated their motivation using a Likert Scale based on the provided factors. A rating of 5 indicated that the motivation of young electorate voters towards political participation was excellent, while a rating of 4 reflected very good motivation. A rating of 3 signified good motivation, whereas a rating of 2 represented poor motivation. Finally, a rating of 1 denoted that the motivation of young electorate voters towards political participation was very poor.

Range of Means	Verbal Description	Interpretation
4.20-5.00	Very High	The motivation of young electorate voters towards political participation is extremely strong.
3.40-4.19	High	The motivation of young electorate voters towards political participation is very strong.
2.60-3.39	Moderate or Average	The motivation of young electorate voters towards political participation is strong.
1.80-2.59	Low	The motivation of young electorate voters towards political participation is weak.
1.00-1.79	Very Low	The motivation of young electorate voters towards political participation is very weak.

Moreover, the third part of the survey evaluated the respondents' self-assessed civic capability to engage in political activities. Civic capacity refers to an individual's ability to effectively participate in civic and political life, encompassing the knowledge, skills, and attitudes necessary for involvement in democratic processes and contributions to society (Verba et al., 1995). Respondents rated their political capacity using a Likert Scale based on the provided factors. A rating of 5 indicated that the political capacity of young electorate voters towards political participation was extremely strong, while a rating of 4 reflected a very strong capacity. A rating of 3 signified strong capacity, whereas a rating of 2 represented weak capacity. Finally, a rating of 1 denoted that the political capacity of young electorate voters towards political participation was very weak.

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Range of Means	Verbal Description	Interpretation
4.20-5.00	Very High	The capacity of young electorate voters towards political participation is excellent.
3.40-4.19	High	The capacity of young electorate voters towards political participation is very good.
2.60-3.39	Moderate or Average	The capacity of young electorate voters towards political participation is good.
1.80-2.59	Low	The capacity of young electorate voters towards political participation is poor.
1.00-1.79	Very Low	The capacity of young electorate voters towards political participation is very poor.

Additionally, the fourth part of the survey evaluated the influence of recruitment networks on political participation, focusing on peer influence and social networks. Respondents rated this influence using a Likert Scale based on the provided factors. A rating of 5 indicated that the influence of recruitment networks on young electorate voters' political participation was excellent, while a rating of 4 reflected very good influence. A rating of 3 signified good influence, whereas a rating of 2 represented poor influence. Finally, a rating of 1 denoted that the influence of recruitment networks on young electorate voters' political participation was very poor.

Range of Means	Verbal Description	Interpretation
4.20-5.00	Very High	The recruitment network to young electorate voters towards political participation is extremely strong.
3.40-4.19	High	The recruitment network to young electorate voters towards political participation is very strong.
2.60-3.39	Moderate or Average	The recruitment network to young electorate voters towards political participation is strong.
1.80-2.59	Low	The recruitment network to young electorate voters towards political participation is weak.
1.00-1.79	Very Low	The recruitment network for young electorate voters towards political participation is very weak.

Finally, the fifth part of the survey assessed the respondents' actual or intended political participation, which included activities such as voting, digital participation, civic engagement, monetary contributions, and community involvement. Respondents rated their political participation using a Likert Scale based on the provided factors. A rating of 5 indicated that the political participation of young electorate voters was extremely strong, while a rating of 4 reflected very strong participation. A rating of 3 signified strong participation, whereas a rating of 2 represented weak participation. Lastly, a rating of 1 denoted that the political participation of young electorate voters was very weak.

Range of Means	Verbal Description	Interpretation
4.20-5.00	Very High	The political participation of young electorate voters is very excellent.
3.40-4.19	High	The political participation of young electorate voters is very good.
2.60-3.39	Moderate or Average	The political participation of young electorate voters is good.
1.80-2.59	Low	The political participation of young electorate voters is poor.
1.00-1.79	Very Low	The political participation of young electorate voters is very poor.

The contents of the instrument were presented to a group of experts for validation. After the questionnaire was validated, pilot testing was carried out. Additionally, Cronbach's alpha was utilized to judge the reliability of the research instrument being tested.

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Ethical Considerations

This study adhered to the ethical guidelines established by the Philippine Health Research Ethics Board (PHREB, 2017), ensuring fairness, respect, and integrity throughout the research process. The researcher demonstrated commitment to upholding nine key ethical principles: social value, informed consent, risk and safety, privacy and confidentiality, justice, transparency, researcher qualifications, adequacy of facilities, and community involvement.

The study held social value by benefiting students, educators, and policymakers in improving civic education. Informed consent was obtained prior to data collection, allowing participants the freedom to withdraw at any point. Participant safety and well-being were prioritized, ensuring a comfortable and non-coercive environment. Privacy and confidentiality were strictly maintained, with data securely stored and disposed of after obtaining the necessary approvals.

Justice was upheld through a fair selection process, treating participants with dignity and recognizing their contributions. Transparency was achieved through open communication, where respondents were provided with a digital copy of the study, and findings were shared in academic discussions. The researcher, qualified with a background in Social Studies education, maintained ethical integrity and sought expert guidance when required. Adequate facilities were provided to ensure a conducive environment for the survey. Lastly, community involvement was fostered by promoting inclusivity and eliminating any form of discrimination during the research process.

Data Gathering Procedure

The following steps and procedures were observed in obtaining sufficient data for this study:
The researcher sought permission from the Dean of the Graduate School of Holy Cross of Davao College to conduct this study. Upon approval, the researcher wrote a formal letter addressed to the Schools Division Superintendent of the Division of Davao City, requesting permission to conduct the study in the selected Cluster 4 schools. This letter was channeled through the principals of the public secondary schools where the Grade 12 Senior High School students were enrolled. With the approval of the school principal, the approved letter was endorsed for the administration of the questionnaires to the respondents of the study. The researcher also ensured that the availability of the respondents was considered, allotting approximately 15 minutes for them to answer the survey questionnaire and explain the purpose of the study. The questionnaire was then administered to each national public secondary school. With the full support of the principals and teachers, the researcher distributed the questionnaires to the students and thoroughly explained the study.

Once ethical clearance was issued, the researcher sought permission from the School Principals to access the Grade 12 students and coordinated with their respective class advisers. Consent from the students was also obtained to ensure adherence to ethical standards, particularly concerning privacy and confidentiality. The researcher clarified that no personal information would be revealed or used in any part of the manuscript.

After the respondents understood and agreed to participate in the study, ample time was given for them to answer the survey questionnaire. Afterward, the researcher retrieved the questionnaires. Following the administration and retrieval of the test, results were gathered and encoded in preparation for statistical treatment. Survey data were subjected to statistical analysis using Mean, Pearson Product Moment Correlation Coefficient, Causal Modeling, and Multiple Linear Regression Analysis.

Data Analysis

In the study, the following statistical tools were used for data analysis and interpretation:

Mean. This was employed to ascertain the level of civic education, political motivation, political capacity, recruitment network, and political participation among young electorate voters.

Pearson Product Moment Correlation Coefficient. Pearson's correlation coefficient was a measure of the strength of the relationship between two variables that were measured on the same interval or ratio scale (Kenton, 2022). This statistical tool was used to determine the significant relationship between civic education, political motivation, political capacity, recruitment network, and political participation.

Multiple Linear Regression Analysis. It is used to determine the influence of civic education, political motivation, political capacity, and network recruitment on the political participation of young electorate voters.

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CHAPTER 3
RESULTS

This chapter presents the results of the study, including the descriptive analysis, correlation analysis, and regression analysis.

Descriptive Analysis

Table 1 shows the descriptive table in the study. It summarized the variables along with their corresponding indicators, which included civic education (represented by civic knowledge, civic skills, civic engagement attitudes, and civic responsibilities), motivation (represented by civic interest and political efficacy), capacity (represented by civic capacity), recruitment networks (represented by peer influence and social networks), and political participation (represented by voting, digital participation, civic engagement, monetary contributions, and community activities). Additionally, the descriptive table presented the population, the mean values, the corresponding standard deviations, and the descriptive levels for each variable.

Table 1. Descriptive Table

Variables	N	SD	Mean	Descriptive Level
Civic Education	**280**	**0.457**	**3.677**	**High**
Civic Knowledge		0.805	3.709	High
Civic Skills		0.803	3.626	High
Civic Engagement Attitude		0.796	3.710	High
Civic Responsibilities		0.766	3.661	High
Political Motivation	**280**	**0.569**	**3.818**	**High**
Civic Interest		0.768	3.821	High
Political Efficacy		0.751	3.815	High
Political Capacity	**280**	**0.838**	**3.654**	**High**
Civic Capacity		0.838	3.654	High
Recruitment Network	**280**	**0.561**	**3.859**	**High**
Peer Influence		0.729	3.820	High
Social Networks		0.608	3.899	High
Political Participation	**280**	**0.550**	**3.425**	**High**
Voting		0.796	3.629	High
Digital Participation		0.857	3.592	High
Civic Engagement		0.843	3.521	High
Monetary Contribution		1.066	2.994	Moderate
Community Activities		0.927	3.389	Moderate

Table 1 shows that the civic education variable obtained a standard deviation of 0.457 and a mean of 3.677, which was described as high. This indicated that civic education was very good, with all its indicators achieving respective means that were also described as high.

Furthermore, the political motivation variable achieved a standard deviation of 0.569 and a mean of 3.818, which was described as high. This suggested that political motivation was very strong, with all its indicators attaining means categorized as high.

Additionally, the political capacity variable had a standard deviation of 0.838 and a mean described as high. This indicated that the political capacity of young electorate voters was very good, with its indicator obtaining a mean similarly described as high.

In addition, the recruitment network variable showed a standard deviation of 0.561 and a mean of 3.859, which was described as high. This revealed that the recruitment network of young electorate voters was very strong, with its indicators achieving respective means categorized as high.

Finally, the political participation variable demonstrated a standard deviation of 0.550 and a mean of 3.425, which was described as high. This indicated that the political participation of young electorate voters was very good. However, two of its indicators—monetary contribution and community activities—obtained means described as moderate, in contrast to its other indicators, all of which achieved means described as high.

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Correlation Analysis

Table 2 presents the table of correlation. It contained civic education, political motivation, political capacity, and recruitment network as predictive variables and political participation as criterion variables. Moreover, it contained the r-value, p-value, the decision on the hypothesis, and the corresponding interpretation.

Table 2. Correlation Table

	Political Participation			
Predictive Variables	**r-value**	**p-value**	**Decision on $H_0$1 at 0.05 level of significance**	**Interpretation**
Civic Education	.153	.010	Reject H_{02}	Significant
Political Motivation	.078	.195	Fail to Reject H_{02}	Not Significant
Political Capacity	.233	.000	Reject H_{02}	Significant
Recruitment Network	.197	.001	Reject H_{02}	Significant

The correlation analysis, as presented in Table 2, examined the relationship between civic education, political motivation, political capacity, and recruitment networks with political participation. The correlation between civic education and political participation yielded a p-value of 0.010, which was less than the 0.05 degree of confidence; therefore, the hypothesis was rejected. This indicated that the correlation between civic education and political participation was significant. Furthermore, the r-value of 0.153 suggested a positive low correlation.

In addition, the correlation between political motivation and political participation produced a p-value of 0.195, which was greater than the 0.05 degree of confidence; hence, the hypothesis was accepted. This implies that the correlation between political motivation and political participation was not significant. Additionally, the r-value of 0.078 indicated a very weak positive correlation.

Moreover, the correlation between political capacity and political participation resulted in a p-value of 0.000, which was less than the 0.05 degree of confidence; thus, the hypothesis was rejected. This demonstrated that the correlation was significant. Furthermore, the r-value of 0.233 indicated a positive low correlation.

Finally, the correlation between recruitment networks and political participation yielded a p-value of 0.001, which was less than the 0.05 degree of confidence; therefore, the hypothesis was rejected. This signified that the correlation between recruitment networks and political participation was significant. Additionally, the r-value of 0.197 suggested a positive low correlation.

Regression Analysis

Table 3 is the regression table. It contained the variables, both the predictive and the criterion variables, namely civic education, political motivation, political capacity and recruitment network, and political participation. In addition, table 3 contains the unstandardized coefficient, the standardized coefficient, the decision on the null hypothesis, and the decision.

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Table 3. Regression Table

Model	Political Participation					
	Unstandardized Coefficients		Standardized Coefficients			Decision on H_o
	B	Standard Error	Beta	*t*	Sig.	
(Constant)	2.159	.328		6.587	.000	
Civic Education	.096	.075	.080	1.281	.201	Fail to Reject
Political Motivation	-0.010	.059	-.010	-0.164	.870	Fail to Reject
Political Capacity	.124	.040	.190	3.141	.002	Reject
Recruitment Network	.129	.061	.131	2.105	.036	Reject

R=.286, R Square=.082, Adjusted R Square= .068, F-ratio=6.102, p-value=.000

The regression analysis, shown in Table 3, examined the influence of four predictive variables on political participation. Civic education obtained a beta coefficient of 0.080, which signified an 8% influence on political participation. Since civic education obtained a p-value of 0.201, which was greater than the 0.05 degree of confidence, the null hypothesis was accepted. This indicated that the 8% influence of civic education on political participation was not significant. It implies that for every 0.080 increase in civic education, there is a corresponding unit increase in political participation. The political motivation variable obtained a beta coefficient of -0.010, which signified a -1% influence on political participation. Since political motivation obtained a p-value of 0.870, which was greater than the 0.05 degree of confidence, the null hypothesis was accepted. This indicated that the political motivation had no significant influence on political participation. It further implies that for every -0.010 unit increase in political motivation, there was a corresponding decrease in political participation. In addition, the political capacity variable obtained a beta coefficient of 0.190, which signified a 19% influence on political participation. Since political capacity obtained a p-value of 0.002, which was less than the 0.05 degree of confidence, the null hypothesis was rejected. This indicated that political capacity had a significant influence on political participation. It further implies that for every 0.019 unit increase in political capacity, there was a corresponding increase in political participation. Finally, the recruitment network obtained a beta coefficient of 0.131, which signified a 13.1% influence on political participation. Since the recruitment network obtained a p-value of 0.036, which was less than the 0.05 degree of confidence, the null hypothesis was rejected. This means that the influence of the recruitment network on political participation was statistically significant. It further implies that for every 0.131 unit increase in the recruitment network, there was a corresponding increase in political participation.

The combined degree of influence of civic education, political motivation, political capacity, and recruitment network on Political Participation was 8.2%, as indicated by the R square value of 0.082; such combined degree of influence was significant, as indicated by the p-value of 0.000 which was less than 0.05 degree of confidence.

Finally, the statistical results of the study defined the regression formula for political participation such that PP = 0.096 CE – 0.010 PM + 0.124 PC + 0.129 RN + 2.159.

Summary of Findings

1. The civic education, political motivation, political capacity, and recruitment network of young electorate voters were good.
2. The civic education, political motivation, political capacity, and recruitment network were significantly correlated with the political participation of young electorate voters.
3. The civic education, political motivation, political capacity, and recruitment network significantly influenced political participation by 8.2%.

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CHAPTER 4
DISCUSSIONS

This chapter presents the discussions on the results of the study. The specific results are presented in such a way that they are either confirming or contrasting previous findings.

Descriptive Analysis

This study explains the descriptive analysis of the levels of civic education, political motivation, political capacity, recruitment network, and political participation of young electorate voters. The implications of these variables were expounded and discussed in detail.

The finding that civic education is at a very good level in this study affirms the finding of An et al. (2024), who report that civic education in South Korea is of excellent level. Similarly, the result of this study supports the study of Paschou and Duran (2022), revealing that civic education in Athens and Cologne is at a good level. Furthermore, the finding that political motivation among the young electorate voters is very strong supports the finding of Rasmussen and Nørgaard (2017) state that students influenced by education possess a strong level of political motivation. On the other hand, the finding that political capacity among the youth is very strong affirms the study of Cabo (2018), which reveals that the political capacity level is indeed very strong for the youth who demonstrate a keen interest in political life. Finally, the finding of the study that the recruitment network is very strong affirms the study of Wathan (2024), who found that the recruitment network is perceived as very strong. It also supports the findings of Olley et al. (2023), who reported that the recruitment network is perceived as strong. However, this study contradicts the study of Valencia (2023), who reveals that the level of recruitment network for youth is weak.

Correlation and Regression Analyses

The study's findings indicate a significant positive correlation between civic education and political participation among youth, with regression analysis indicating that civic education explains 8% of the variance in political participation. This aligns with the research by Suhariyanto and Rozak (2025), who find that civic education significantly enhances political engagement among Generation Z in Indonesia, emphasizing the role of educational programs in fostering political awareness and participation. Similarly, Sardjijo (2024) highlights the importance of civic education in increasing student participation in elections, suggesting that such education fosters a sense of responsibility and understanding of democratic processes. However, contrasting evidence is presented by Jung and Gopalan (2024), who conducted a quasi-experimental study in the United States and found that state-mandated civics tests did not significantly impact youth voter turnout. Their research suggests that while civic education is essential, its effectiveness may vary depending on implementation and contextual factors.

Furthermore, the study revealed that political motivation had a weak and statistically insignificant correlation with political participation, with regression analysis indicating that political motivation explains -1% of the variance in political participation. This finding is consistent with the research by Onyewuchi et al. (2024), who identify that despite high levels of political awareness among Nigerian youth, actual political participation remained low due to factors such as political disillusionment and systemic barriers. Conversely, Mulyadi et al. (2024) found that political motivation significantly influenced youth participation in the 2024 presidential elections in Indonesia. Their study emphasizes that enthusiasm and personal interest in political processes were strong predictors of active engagement among young voters.

Moreover, the findings demonstrate a strong positive correlation between political capacity and political participation, with regression analysis indicating that political capacity explains 19% of the variance in political participation. This supports the study by Cabo (2018), which reveals that Filipino youth possess substantial political resources and efficacy, enabling them to engage actively in political processes beyond just voting. However, contrasting perspectives are offered by the International Foundation for Electoral Systems (2023), which suggests that while youth may have the capacity, their engagement is often hindered by a lack of opportunities and systemic barriers, indicating that capacity alone may not suffice to ensure active participation.

Finally, the study identified a significant positive correlation between recruitment networks and political participation, with regression analysis showing that recruitment networks account for 13.1% of the variance in political participation. This finding aligns with the research by Wathan (2024), who finds that social media platforms serve as effective recruitment tools, enhancing political engagement among youth by facilitating discussions and organizing political events. In contrast, Valencia (2023) revealed that youth political participation in the Philippines is influenced more by partisan affiliations than by recruitment networks, highlighting the stronger impact of political loyalties over recruitment efforts.

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Conclusion

Based on the findings of the study, it is concluded that political capacity and recruitment network are significant predictors of political participation of young electorate voters, but not the civic education and political motivation variables. The combined degree of the predictors is 8.2%. This result partially affirms the theory of the Civic Voluntarism Model stating that citizens become politically active by focusing on three key factors: motivation, capacity, and recruitment.

Recommendations

Based on the conclusion, further studies may be undertaken using other potential variables not covered in this study in order to account for the 91.8% variance in young electorates' political participation. Moreover, enhancing political capacity and recruitment network education in order to improve political participation. These recommendations contribute to the realization of sustainable development goals particularly on equal access to quality education (SDG 4).

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APPENDICES

Appendix A



Figure 2. Map of the Philippines pointing the location of Davao City

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Appendix B

Survey Questionnaire

(Adapted Goldberg and Sciarini, 2022; Schulz et.al., 2023; Vromen , 2016, Whitaker, 2018 and You et.al., 2024)

The Moderating effect of Civic Education on the Correlation between Motivation, Capacity, and Recruitment Network and the Political Participation of Young Electorate Voters

Name (Optional): _____School: _____

Dear Respondents,

I am conducting a survey on the **The Moderating effect of Civic Education on the Correlation between Motivation, Capacity, and Recruitment Network and the Political Participation of Young Electorate Voters**. This study aims to address the gap between the intended outcomes of civic education and its actual impact on young electorate voters by exploring how civic education influences their motivation, capability and recruitment network towards political participation.

The survey will ask you to answer questions that were adapted from established research, including the *Civic Attitudes and Engagement Framework* (Schulz et al., 2023), studies by Goldberg and Sciarini (2022) and You, Lee, and Lee (2024), Whitaker (2018), Vromen (2016), and the *National Civic League* (n.d.). The items were localized to suit young Filipino voters, focusing on civic knowledge, motivation, capacity, recruitment networks, and political participation.

It will take approximately 10-20 minutes to complete. Please note that your participation is entirely voluntary, and you may withdraw at any time without any consequences. All responses will be kept confidential, and no personal information will be linked to your answers.

If you have any questions or concerns about this study, please feel free to contact Aljon A. Tamon at 09676577791. By proceeding with the survey, you are indicating that you understand the purpose of the research and consent to participate. Thank you for your time and contribution to this important study.

Sincerely,
ALJON A. TAMON
Researche

Instruction: Provide the necessary information by checking the appropriate box or filling in the blank.

Name (Optional): _____

Name of School: _____

Age: _____

Gender: ☐ Male ☐ Female ☐ Prefer not to say

Grade Level: ☐ Grade 12 ☐ Other: _____

General Instruction: Please indicate your responses by selecting the number that best corresponds to your personal observation for each item. This survey is divided into five sections: Part I focuses on Civic Education, Part II on Motivation, Part III on Capacity, Part IV on Recruitment Networks, and Part V on Political Participation. Use the scale provided to objectively assess each statement. Your responses should be truthful and thoughtful to ensure the accuracy and reliability of the results.

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5 – Strongly Agree 4 – Agree 3 – Somewhat Agree 2 – Disagree 1 – Strongly Disagree

Part I. CIVIC EDUCATION

A. Civic Knowledge. *As a young electorate voter …*	5	4	3	2	1
1. I am familiar with the structure and functions of the Philippine government.	5	4	3	2	1
2. I understand the rights and responsibilities of a Filipino citizen.	5	4	3	2	1
3. I can explain how democratic election in the Philippines works.	5	4	3	2	1
4. I am aware of the social issues faced in our country today.	5	4	3	2	1
5. I am aware of the roles of different government agencies in addressing national concerns.	5	4	3	2	1
B. Civic Skills. *As a young electorate voter…*	5	4	3	2	1
1. I participate in discussions about political and social issues	5	4	3	2	1
2. I know how to access reliable information about government policies and current events.	5	4	3	2	1
3. I can critically analyze information about civic matters from various sources.	5	4	3	2	1
4. I am able to express my opinions clearly when engaging in debates or discussions on civic issues.	5	4	3	2	1
5. I can effectively communicate with others about the importance of active citizenship.	5	4	3	2	1
C. Civic Engagment Attitudes. *As a young electorate voter…*	5	4	3	2	1
1. I believe that every citizen has a duty to stay informed about political and social issues.	5	4	3	2	1
2. I feel that participating in community activities is important for promoting positive change.	5	4	3	2	1
3. I am motivated to vote in elections to contribute to the democratic process.	5	4	3	2	1
4. I think it is important to engage in discussions about national issues with my peers.	5	4	3	2	1
5. I believe that my voice can make a difference in improving society.	5	4	3	2	1
D. Civic Responsibilities. *As a young electorate voter …*	5	4	3	2	1
1. I responsibly follow laws and regulations.	5	4	3	2	1
2. I actively participate in activities that promote the welfare of my community.	5	4	3	2	1
3. I encourage others to engage in the community.	5	4	3	2	1
4. I am critical to make elected officials accountable of their actions.	5	4	3	2	1
5. I regularly take part in civic activities, such as community clean-ups, volunteering, or advocacy work.	5	4	3	2	1

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Part II. MOTIVATION

A. Civic Interest. *As a young electorate voter …*	5	4	3	2	1
1. I am interested in learning about political and social issues affecting the country.	5	4	3	2	1
2. I actively seek information on current events related to governance and politics.	5	4	3	2	1
3. I find discussions about political issues engaging and informative.	5	4	3	2	1
4. I enjoy participating in activities that involve civic or political matters.	5	4	3	2	1
5. I feel motivated to stay updated on political developments in the Philippines.	5	4	3	2	1
B. Political Efficacy. *As a young electorate voter …*	5	4	3	2	1
1. I believe my vote can make a difference in the outcome of elections.	5	4	3	2	1
2. I feel confident that I can influence government decisions through civic actions.	5	4	3	2	1
3. I think that citizens like me can impact how the government addresses national issues.	5	4	3	2	1
4. I am capable of understanding political issues enough to participate in democratic processes.	5	4	3	2	1
5. I feel that the government listens to the concerns of people like me.	5	4	3	2	1

Part III. CAPACITY

A. Civic Capacity. *As a young electorate voter …*	5	4	3	2	1
1. I feel that I have the necessary skills to effectively participate in civic activities.	5	4	3	2	1
2. I am confident in my ability to collaborate with others to address community problems.	5	4	3	2	1
3. I can navigate local government resources to solve civic issues.	5	4	3	2	1
4. I have the ability to organize and participate in events that raise awareness about social issues.	5	4	3	2	1
5. I can influence local policies by engaging with civic leaders and decision-makers.	5	4	3	2	1

Part IV. RECRUITMENT NETWORK

A. Peer Influence. *As a young electorate voter …*	5	4	3	2	1
1. I encourage my peers to be engaged in civic and political activities.	5	4	3	2	1
2. I am more likely to get involved in community projects when my peers are involved.	5	4	3	2	1
3. I often discuss political or social issues with my friends.	5	4	3	2	1
4. My peers influence my decision to vote or participate in elections.	5	4	3	2	1
5. I feel motivated to join civic activities together with my friends.	5	4	3	2	1
B. Social Networks. *As a young electorate voter …*	5	4	3	2	1
1. I use social media to stay informed about political and civic activities.	5	4	3	2	1
2. I often see posts from my social network that encourage civic participation (e.g., voting, volunteering).	5	4	3	2	1
3. Social media helps me connect with groups that advocate for social or political causes.	5	4	3	2	1
4. I am more likely to participate in events that I find through my social networks.	5	4	3	2	1
5. Social media platforms help me stay connected with people who share similar civic and political interests.	5	4	3	2	1

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Part V. POLITICAL PARTICIPATION

A. Voting. *As a young electorate voter …*	5	4	3	2	1
1. I plan to vote in the upcoming elections.	5	4	3	2	1
2. I believe that voting is a powerful way to influence government decisions.	5	4	3	2	1
3. I encourage others in my community to vote during elections.	5	4	3	2	1
4. I have actively participated in past elections by voting.	5	4	3	2	1
5. I feel confident in my ability to make an informed decision when voting.	5	4	3	2	1
B. Digital Participation. *As a young electorate voter …*	5	4	3	2	1
1. I use social media platforms to share information about political and civic issues.	5	4	3	2	1
2. I participate in online discussions about current political events.	5	4	3	2	1
3. I engage in digital activism by signing online petitions or sharing advocacy campaigns.	5	4	3	2	1
4. I follow political figures and government organizations on social media.	5	4	3	2	1
5. feel that digital platforms allow me to make a meaningful contribution to political causes.	5	4	3	2	1
C. Civic Engagement. *As a young electorate voter …*	5	4	3	2	1
1. I actively participate in community meetings or town halls to discuss local issues.	5	4	3	2	1
2. I feel a sense of duty to be involved in solving community problems.	5	4	3	2	1
3. I have volunteered in activities that address social or political issues in my community.	5	4	3	2	1
4. I believe that my involvement in civic activities can lead to positive change.	5	4	3	2	1
5. I encourage others to participate in civic activities to improve our community.	5	4	3	2	1
D. Monetary Contribution. *As a young electorate voter …*	5	4	3	2	1
1. I have donated money to support political candidates or causes I believe in.	5	4	3	2	1
2. I am willing to contribute financially to organizations that work on social or political issues.	5	4	3	2	1
3. I believe that my monetary contributions help bring about positive political changes.	5	4	3	2	1
4. I regularly donate to civic or political advocacy groups.	5	4	3	2	1
5. I encourage others to support political or civic organizations through financial contributions.	5	4	3	2	1
E. Community Activities. *As a young electorate voter …*	5	4	3	2	1
1. I regularly participate in community service activities aimed at improving my local area.	5	4	3	2	1
2. I am involved in organizing events or initiatives that address local community needs.	5	4	3	2	1
3. I believe that being active in community activities is essential for creating change.	5	4	3	2	1
4. I feel that my participation in community activities helps strengthen my neighborhood.	5	4	3	2	1
5. I often collaborate with others in my community to address local issues.	5	4	3	2	1

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Curriculum Vitae



ALJON A. TAMON
Purok 6 Ramihan, Bato, Toril

Davao City, Davao Del Sur

Academic Background

Graduate School	Master of Arts in Education Major in Teaching Social Studies Holy Cross of Davao College Sta. Ana Avenue, Davao City April 2025
College	BSED – Social Studies Davao Central College, Inc. Toril, Davao City March 2017
High School	Crossing Bayabas National High School Toril, Davao City March 2013
Elementary	Gasco Elementary School Toril, Davao City March 2009

Employment History

Title/Position:	Teacher I
Institution:	DepEd Davao/ San Miguel Integrated School
Date of Employment:	January 2023 to Present
Title/Position:	Teacher/OIC – Principal
Institution:	Davao Central College, Inc.
Date of Employment:	June 2017 – March 2020

Eligibility/Licensure

Examination:	Licensure Examination for Teachers
Date Taken:	September 2017
Rating:	85.20

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Relevant Seminars and Conferences

Title:	School-Based Training for Teacher on the MATATAG Curriculum
Date:	July 2024
Venue:	Crossing Bayabas National High School
Title:	School Learning Action Cell Session Entitled: Teaching Strategies that Enhance Learner Achievement in Literacy Skills
Date:	November 2024
Venue:	San Miguel Integrated School
Title:	School Learning Action Cell Session Entitled: Teaching Strategies to Develop Critical and Creative Thinking, as well as Other High-Order Thinking Skills
Date:	September 2024
Venue:	San Miguel Integrated School