LAND, LAW, AND LEVY: A MIXED-METHODS INVESTIGATION OF HISTORICAL UNDERSTANDING, CIVIC RESPONSIBILITY, AND NATION-BUILDING THROUGH PHILIPPINE HISTORY EDUCATION

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Abstract

History education becomes more meaningful when learners move beyond recalling past events toward understanding how historical developments shape contemporary social issues, civic responsibilities, and participation in nation-building. This study examined the extent to which integrating agrarian reform, constitutional evolution, and taxation in Readings in Philippine History enhances college students' historical understanding, civic responsibility, and engagement in nation-building. A convergent parallel mixed-methods design was employed involving 124 college students. Quantitative data were collected using a researcher-made questionnaire consisting of 60 indicators measured on a four-point Likert scale, while qualitative data were generated through six open-ended questions. Means and standard deviations were used for quantitative analysis, while qualitative responses underwent thematic analysis; both strands were subsequently integrated through joint display and meta-inference. Results showed that the integrated instruction enhanced historical understanding, civic responsibility, and nation-building engagement to a great extent (M = 3.47, SD = 0.51). Agrarian reform instruction improved understanding of land tenure, rural equity, and support for farmer-centered reforms (M = 3.56, SD = 0.50); comparative constitutional study developed civic literacy, rights awareness, and democratic accountability (M = 3.52, SD = 0.53); and taxation instruction increased understanding of tax fairness, trust in public finance, and willingness to comply with tax obligations (M = 3.64, SD = 0.50). Qualitative findings revealed six themes emphasizing historical relevance, farmer welfare and social equity, rights and democratic responsibilities, government accountability, taxation as civic responsibility, and active nation-building. Mixed-methods integration demonstrated convergence and complementarity, indicating that historical

learning develops both knowledge and civic dispositions. These findings informed the proposed HANDA Framework, which advances Historical Understanding → Critical Social Awareness → Civic Responsibility → Democratic Accountability → Nation-Building Engagement as a curriculum enhancement pathway for transforming history education into historically grounded, socially responsive, and participatory citizenship education.

Keywords: *civic responsibility, curriculum enhancement, historical understanding, nation-building, Philippine history*

Introduction

History education in higher education increasingly extends beyond the transmission of dates, personalities, events, and documentary evidence toward the development of historical consciousness, critical thinking, citizenship, and the capacity to relate past developments to contemporary social realities. Recent scholarship emphasizes that meaningful history education should enable learners to establish relationships among the past, present, and future and to recognize the relevance of historical knowledge to their own lives and society. Dessingué (2024), for instance, demonstrates that students' engagement with history is influenced by the relevance they attribute to historical knowledge, while comparative research by Goh (2024) highlights the role of history curricula in developing historical consciousness and empathy toward different groups in society. In the Philippine tertiary context, Gadaza et al. (2025) similarly found that contextualized, multi-perspectival, and reflective approaches to Philippine history instruction can strengthen historical consciousness, cultural awareness, and civic engagement. These developments indicate a broader trend toward positioning history education as a means of preparing learners not only to interpret the past but also to critically understand contemporary society and participate responsibly in its development.

Within this educational direction, the teaching of agrarian reform, constitutional evolution, and taxation provides particularly important opportunities for connecting Philippine historical experience with continuing questions of social justice, democratic governance, public

accountability, and citizenship. Agrarian reform allows learners to examine the historical roots of land ownership, rural inequality, farmer welfare, and struggles for equitable access to productive resources. Comparative examination of the 1935, 1973, and 1987 Philippine Constitutions enables students to understand changes in governmental structures, constitutional rights, democratic institutions, and mechanisms for limiting and holding public power accountable. The historical evolution of taxation, meanwhile, provides an avenue for examining the relationship between citizens and the state through tax fairness, financing of public services, fiscal transparency, responsible use of public resources, and tax compliance. When approached as interconnected historical and contemporary concerns, these topics can demonstrate that issues involving land, law, and levy are not simply matters of the Philippine past but enduring dimensions of citizenship and nation-building.

Despite their relevance, an important issue concerns whether students' exposure to these historical topics actually translates into deeper historical understanding, stronger civic responsibility, and greater willingness to participate in nation-building. Earlier research in a private tertiary institution in Laguna found that Readings in Philippine History produced generally positive outcomes in students' appreciation of Philippine history, transferable skill development, and broader academic engagement (Alvero, 2024). However, that study examined the overall impact of the course rather than how specific historically and civically significant content areas contribute to historical understanding, civic responsibility, and nation-building. Knowing that agrarian laws, constitutional provisions, or taxation systems existed does not necessarily mean that learners can explain their continuing consequences, evaluate questions of fairness and accountability, or apply historical understanding to contemporary civic decisions. The distinction is significant because history instruction can become overly content-driven when emphasis is placed primarily on factual acquisition without sufficient opportunities for interpretation, contextualization, critical reflection, and civic application. Recent Philippine evidence suggests that instruction becomes more meaningful when learners encounter multiple perspectives,

connect historical narratives to present realities, and participate in reflective and contextualized learning experiences (Gadaza et al., 2025). International research likewise demonstrates that historical consciousness develops when students perceive history as relevant and use interpretations of the past to make sense of present conditions (Dessingué, 2024). Hence, there is a need to examine whether historically significant topics in Readings in Philippine History contribute not only to what students know, but also to how they understand social issues, perceive their civic responsibilities, evaluate public institutions, and envision their role as citizens.

The significance of this concern extends to the international educational agenda embodied in the United Nations Sustainable Development Goals (SDGs). The study is directly aligned with SDG 4: Quality Education, particularly Target 4.7, which calls for learners to acquire the knowledge and skills necessary to promote sustainable development through education for human rights, a culture of peace and non-violence, global citizenship, cultural diversity, and related values. UNESCO identifies global citizenship education as a means of equipping learners with the knowledge, skills, values, attitudes, and behaviors needed to assume active roles in building more just, peaceful, inclusive, and sustainable societies. The study also contributes to SDG 16: Peace, Justice and Strong Institutions because its emphasis on constitutional rights, transparency, public accountability, ethical leadership, responsible governance, and citizen participation corresponds with the broader objective of developing effective, accountable, and inclusive institutions. Agrarian reform and rural equity additionally intersect with concerns underlying SDG 1: No Poverty, SDG 2: Zero Hunger, and SDG 10: Reduced Inequalities, particularly insofar as land access, farmer welfare, food security, and equitable development are examined as historically rooted social concerns. The SDG alignment therefore situates Philippine history education within a broader educational responsibility to prepare learners for informed and responsible participation in sustainable and democratic societies.

Against this background, the objective of the present study is to determine how the

integration of agrarian reform, constitutional evolution, and taxation in Readings in Philippine History contributes to college students' historical understanding, civic responsibility, and intended engagement in nation-building. Specifically, the study examines how agrarian reform instruction improves students' understanding of land tenure issues, perceptions of equity in rural development, and willingness to support farmer-centered reforms; how comparative study of the 1935, 1973, and 1987 Constitutions develops civic literacy, rights awareness, and support for democratic accountability mechanisms; and how instruction on the historical evolution and principles of Philippine taxation increases understanding of tax fairness, trust in public finance, and willingness to comply with tax obligations. Employing a convergent parallel mixed-methods design involving 124 college students, the study combines quantitative evidence from a 60-item four-point Likert-scale questionnaire with qualitative evidence generated through six open-ended questions. The integration of these strands allows the study to determine not only the extent of perceived educational outcomes but also how students explain and experience the connections among historical learning, social awareness, citizenship, accountability, and nation-building.

The principal contribution of the study lies in repositioning the selected content of Readings in Philippine History within a progressive curriculum orientation that connects historical knowledge with meaningful civic outcomes. Rather than treating agrarian reform, constitutional evolution, and taxation as independent historical topics, the study examines their collective potential to develop learners who can understand historical structures, critically examine contemporary social concerns, recognize civic obligations, demand democratic accountability, and participate constructively in national development. The integrated findings provide the empirical basis for the proposed HANDA Framework: A Curriculum Enhancement Framework for Historically Informed Citizenship and Nation-Building, articulated through the progression Historical Understanding → Critical Social Awareness → Civic Responsibility → Democratic Accountability → Nation-Building Engagement. Supported across all stages by reflection, dialogue,

collaboration, and action, the framework seeks to provide educators, curriculum developers, higher education institutions, and researchers with an adaptable approach for strengthening the civic and transformative dimensions of history education. Ultimately, the study advances the proposition that the enduring value of Philippine history education lies not solely in enabling students to know and interpret the national past, but in preparing them to use that understanding to become historically informed, critically aware, civically responsible, democratically accountable, and actively engaged participants in building a just, inclusive, sustainable, and democratic Philippines.

Method

Research Design

The study employed a convergent parallel mixed-methods research design to determine the extent to which the integration of agrarian reform, constitutional evolution, and taxation in Readings in Philippine History enhances students' historical understanding, civic responsibility, and engagement in nation-building. In this design, quantitative and qualitative data were collected during the same phase of the study, analyzed independently, and subsequently integrated during the interpretation of the findings. The quantitative strand measured students' perceptions of the extent to which instruction enhanced or developed specific historical and civic learning outcomes, while the qualitative strand explored students' learning experiences, reflections, and perceived changes resulting from their engagement with the selected historical topics.

Specifically, the quantitative strand examined four major areas: (1) the extent to which the integration of agrarian reform, constitutional evolution, and taxation enhanced students' historical understanding, civic responsibility, and intent to engage in nation-building; (2) the extent to which instruction on agrarian reform policies improved their understanding of land tenure issues, perceptions of equity in rural development, and willingness to support farmer-centered reforms; (3) the extent to which comparative study of the 1935, 1973, and 1987 Philippine Constitutions developed their civic literacy, rights awareness, and support for democratic accountability mechanisms; and (4) the extent to which instruc-

tion on the historical evolution and principles of Philippine taxation increased their understanding of tax fairness, trust in public finance, and willingness to comply with tax obligations. Concurrently, the qualitative strand examined how students described their learning experiences and perceived changes in historical understanding, social awareness, civic responsibility, democratic accountability, and engagement in nation-building.

The convergent parallel design was appropriate because the quantitative findings established measurable patterns regarding the extent of students' perceived learning outcomes, while the qualitative findings provided contextual depth regarding how and why these changes were experienced by the learners. Following the independent analyses, the two strands were merged through a joint display to determine areas of convergence, complementarity, expansion, or divergence. The resulting meta-inferences provided the empirical basis for the development of the proposed HANDA Framework: A Curriculum Enhancement Framework for Historically Informed Citizenship and Nation-Building, organized around the progression Historical Understanding → Critical Social Awareness → Civic Responsibility → Democratic Accountability → Nation-Building Engagement.

Research Participants

The participants of the study consisted of 124 college students enrolled in the Readings in Philippine History course during the conduct of the investigation. The respondents were considered appropriate participants because they had direct academic exposure to the historical topics covered by the study, particularly agrarian reform, constitutional evolution, and Philippine taxation. Their engagement with these topics enabled them to provide informed assessments of how the course contributed to their historical understanding, civic attitudes, and perceived responsibilities toward Philippine society and nation-building.

Eligibility for participation was limited to students who were officially enrolled in Readings in Philippine History and who had sufficient instructional exposure to the selected topics before the administration of the research instrument. This criterion ensured that the respondents had encountered the historical

concepts, policies, laws, constitutional developments, and taxation principles necessary to provide meaningful responses to both the quantitative and qualitative components of the study. Participation was voluntary, and only students who provided informed consent were included in the final dataset.

Research Instrument

A researcher-made mixed-methods questionnaire served as the primary data-gathering instrument. The quantitative component consisted of 60 indicators measured using a four-point Likert scale. The instrument was divided into four major sections containing 15 indicators each. The first section measured the extent to which the integration of agrarian reform, constitutional evolution, and taxation enhanced students' historical understanding, civic responsibility, and intent to engage in nation-building. The second section assessed the extent to which instruction on agrarian reform policies improved students' understanding of land tenure issues, perceptions of equity in rural development, and willingness to support farmer-centered reforms.

The third quantitative section examined the extent to which the comparative study of the 1935, 1973, and 1987 Philippine Constitutions developed students' civic literacy, rights awareness, and support for democratic accountability mechanisms. The fourth section assessed the extent to which instruction on the historical evolution and principles of Philippine taxation increased students' understanding of tax fairness, trust in public finance, and willingness to comply with tax obligations. Each major area therefore consisted of three dimensions represented by five indicators each, resulting in 15 indicators per section and 60 quantitative indicators for the entire instrument.

A four-point Likert scale was utilized to obtain the respondents' assessments. Depending on the construct being measured, the numerical responses were interpreted in terms of the extent to which the identified learning outcomes were enhanced, improved, developed, or increased. The four-point format was used to require respondents to indicate the direction and extent of their assessment without providing a neutral midpoint. Composite means were subsequently calculated for each major dimension and for the correspond-

ing sections of the instrument.

The quantitative component was complemented by six open-ended questions constituting the qualitative strand. These questions were designed to elicit students' experiences, insights, reflections, and perceived changes resulting from their study of agrarian reform, constitutional evolution, and taxation. The questions explored how students connected historical developments with contemporary Philippine issues; how agrarian reform influenced their awareness of farmer welfare and rural equity; how constitutional comparison affected their understanding of rights and democratic responsibilities; how taxation influenced their perceptions of fiscal responsibility and public accountability; how the lessons shaped their civic attitudes and intended participation; and how historical learning contributed to their understanding of nation-building.

The open-ended questions enabled respondents to elaborate on experiences that could not be adequately represented by numerical ratings alone. They were particularly important in identifying the meanings students attached to their learning experiences and in determining whether the patterns revealed by the quantitative findings were reflected in their narratives. These responses subsequently provided the qualitative evidence from which the major themes concerning historical relevance, social equity, rights awareness, government accountability, taxation as civic responsibility, and nation-building engagement were derived.

Prior to administration, the researcher-made questionnaire underwent face and content validation by qualified experts in relevant areas such as Philippine history, social sciences, General Education, educational research, and research methodology. The validators examined the instrument in terms of clarity, relevance, appropriateness, coherence, comprehensiveness, and alignment with the research objectives and constructs. Particular attention was given to whether the 60 quantitative indicators adequately represented the intended dimensions and whether the six qualitative questions were sufficiently open-ended to generate meaningful and substantive responses without unnecessarily directing participants toward predetermined conclusions.

Recommendations from the validators were incorporated into the revision of the questionnaire before its administration. The quantitative component was also subjected to appropriate reliability assessment to establish the internal consistency of the scales. Cronbach's alpha was used for the quantitative indicators, whereas the six open-ended questions were not subjected to internal-consistency testing because they were designed to generate narrative responses rather than measure latent constructs through a multi-item scale.

Data Gathering Procedure

Prior to data collection, the researcher secured the necessary permission from the appropriate institutional authorities and coordinated with the faculty members or academic units concerned with the implementation of Readings in Philippine History. Eligible respondents were identified based on the established inclusion criteria. Before answering the questionnaire, the students were informed of the purpose and scope of the study, the nature of their participation, confidentiality measures, the voluntary character of participation, and their right to decline or withdraw without academic penalty. Informed consent was obtained before the research instrument was administered.

Consistent with the convergent parallel mixed-methods design, the quantitative and qualitative data were collected during the same data-gathering phase using the researcher-made questionnaire. The 124 respondents answered the 60 four-point Likert-scale indicators and six open-ended questions. This simultaneous administration ensured that both numerical assessments and narrative accounts reflected the respondents' learning experiences within the same general period and instructional context.

Following retrieval, the questionnaires were screened for completeness, organized, coded, and prepared for analysis. The quantitative and qualitative datasets were initially treated as separate strands to preserve the integrity of their respective analytical procedures. Quantitative responses were encoded for statistical analysis, while the narrative responses to the open-ended questions were organized for qualitative coding and thematic analysis. The results of the two strands were merged only after their respective analyses had been completed.

Data Analysis

For the quantitative strand, the mean and standard deviation were used as the primary descriptive statistical measures. The mean determined the extent to which instruction enhanced, improved, developed, or increased the identified historical and civic learning outcomes, while the standard deviation described the degree of variation or consistency among respondents' assessments. Composite or overall means were calculated for the major dimensions and sections to provide a summary measure of students' perceived outcomes.

For the qualitative strand, responses to the six open-ended questions were subjected to thematic analysis. The analysis involved familiarization with the responses, initial coding of significant statements and recurring ideas, comparison and clustering of related codes, development of broader categories, and generation and refinement of themes. The resulting themes represented recurring patterns in students' learning experiences and perceived changes associated with the selected historical topics. Indicative responses were retained to substantiate the interpretation of each theme while protecting the identities of individual participants.

The qualitative analysis generated themes reflecting students' experiences of history as a lens for understanding present-day issues; greater awareness of social equity and farmer welfare; strengthened awareness of rights and democratic responsibilities; critical awareness of government accountability; taxation as a shared civic responsibility; and movement from historical learning toward active nation-building. These themes provided explanatory depth to the numerical findings and enabled the study to examine how students themselves interpreted the educational and civic relevance of the selected topics.

Following the independent quantitative and qualitative analyses, the findings were integrated using a joint display and meta-inference approach. The quantitative patterns were placed alongside corresponding qualitative themes to determine the nature of their relationship. Convergence was identified when both strands supported similar conclusions; complementarity occurred when the qualitative findings provided additional explanation or depth to quantitative

patterns; expansion was considered when one strand revealed relevant dimensions not sufficiently captured by the other; and divergence was examined when the two strands appeared to present contrasting patterns.

The mixed-methods integration ultimately demonstrated an emerging progression from Historical Understanding to Critical Social Awareness, Civic Responsibility, Democratic Accountability, and Nation-Building Engagement. This integrated interpretation served as the empirical foundation for the proposed HANDA Framework, ensuring that the curriculum enhancement framework was grounded in the combined evidence generated from both quantitative and qualitative findings rather than being derived from either strand independently.

Ethical Considerations

The study adhered to established ethical principles governing research involving human participants. Prior to data collection, respondents were provided with sufficient information regarding the objectives, procedures, expected participation, and intended use of the research findings. Participation was entirely voluntary, and informed consent was obtained before administration of the questionnaire. Students were informed that participation or non-participation would not affect their grades, academic standing, relationship with their instructors, or access to institutional services. They were likewise informed of their right to decline to answer any question or withdraw from participation without penalty.

The principles of privacy, anonymity, and confidentiality were observed throughout the collection, analysis, integration, reporting, and storage of the research data. No unnecessary personally identifiable information was collected. Quantitative findings were presented in aggregate form, while qualitative responses were anonymized. Indicative statements used to substantiate the themes were reviewed to ensure that they did not contain information that could reasonably identify individual respondents. Research data were managed securely and used exclusively for legitimate academic and research purposes in accordance with applicable institutional policies and the Data Privacy Act of 2012 (Republic Act No. 10173).

The study further observed the principles of respect

for persons, autonomy, beneficence, non-maleficence, justice, and research integrity. The research instrument presented minimal risk to participants and did not require unnecessary disclosure of sensitive personal information. The researchers maintained integrity in the processing and reporting of quantitative and qualitative evidence by avoiding fabrication, falsification, selective reporting, or alteration of participants' intended meanings. In particular, qualitative statements were analyzed and reported in ways that preserved the substance of students' perspectives. These measures ensured that the rights, dignity, welfare, privacy, and autonomy of the 124 respondents were protected throughout the research process.

Results and Discussion

Table 1 shows that the integration of agrarian reform, constitutional evolution, and taxation in Readings in Philippine History enhanced students' historical understanding, civic responsibility, and intention to engage in nation-building to a great extent, as reflected in the composite mean of 3.47 (SD = 0.51). The findings indicate that the course content extends beyond the acquisition of historical facts by helping learners connect the past with contemporary questions of governance, social justice, citizenship, and public responsibility. Within historical understanding, the highest-rated indicator was students' ability to understand how agrarian reform, constitutional evolution, and taxation shaped Philippine history (M = 3.40, SD = 0.51), while the lowest was their ability to explain how land, law, and levy influenced social justice and nation-building (M = 3.22, SD = 0.55). This distinction is noteworthy because it suggests that students more readily recognize the general historical significance of major reforms than explain the complex causal and structural relationships among them. This pattern is consistent with Miguel-Revilla (2022), who found that history education becomes particularly meaningful when students perceive its relevance to citizenship, identity, and understanding contemporary society. Similarly, Popa (2023) emphasized that meaningful history education requires learners to move beyond factual knowledge toward interpretation and meaning-making in order to develop historical consciousness. In the Philippine setting, Gadaza et al. (2025) likewise found that Philippine his-

tory instruction characterized by contextualization, multiple perspectives, and reflective learning strengthens students' historical consciousness and their ability to connect historical narratives with contemporary civic realities.

Table 1. *Extent to Which the Integration of Agrarian Reform, Constitutional Evolution, and Taxation in Readings in Philippine History Enhances Students' Historical Understanding, Civic Responsibility, and Nation-Building Engagement*

Historical understanding As a learner, I…	Mean	SD	VD/VI
1. understand how agrarian reform, constitutional evolution, and taxation shaped Philippine history.	3.40	0.51	SA
2. recognize the connections between land policies, governance systems, and taxation across different periods.	3.35	0.49	SA
3. identify major events and laws related to land reform, constitutional change, and taxation.	3.24	0.47	A
4. explain how land, law, and levy influenced social justice and nation-building.	3.22	0.55	A
5. analyze historical issues by linking agrarian, legal, and taxation reforms.	3.29	0.55	SA
Civic Responsibility **As a learner, I…**			
1. value the responsibility to learn about national issues affecting land, rights, and public finance.	3.77	0.43	SA
2. demonstrate concern for social justice and equitable governance.	3.60	0.49	SA
3. practice fair and ethical decision-making in civic discussions.	3.56	0.53	SA
4. participate in campus or community activities related to civic awareness.	3.38	0.53	SA
5. reflect on the duty to uphold democratic principles.	3.56	0.50	SA
Intent to engage in nation-building **As a learner, I…**			
1. seek information on public policies related to land reform, governance, and taxation.	3.41	0.49	SA
2. plan to engage in community or civic activities promoting good governance.	3.51	0.53	SA
3. support initiatives that promote transparency and equity in government programs.	3.58	0.50	SA
4. advocate for fair and inclusive policies affecting farmers, citizens, and taxpayers.	3.59	0.51	SA
5. commit to fulfilling civic duties such as informed voting and lawful compliance.	3.58	0.51	SA
Composite Mean	**3.47**	**0.51**	**EGE**

Legend: *4.00 – 3.26 – Strongly Agree (SA)/ Enhanced to a Great Extent (EGE); 3.25 – 2.51 – Agree(A)/ Enhanced to a Moderate Extent (EME); 2.50 – 1.76 – Disagree (D)/ Enhanced to a Low Extent (ELE); 1.75 – 1.00 – Strongly Disagree (SD)/ Not Enhanced (NEN)*

A particularly notable finding is that the highest mean among all 15 indicators was recorded for students' valuing of the responsibility to learn about national issues affecting land, rights, and public finance (M = 3.77, SD = 0.43), followed by concern for social justice and equitable governance (M = 3.60, SD = 0.49). The comparatively low standard deviation of the highest-rated indicator also suggests considerable agreement among

learners regarding the civic importance of these issues. Furthermore, indicators of intended nation-building engagement were consistently high, particularly advocating for fair and inclusive policies affecting farmers, citizens, and taxpayers (M = 3.59, SD = 0.51), supporting transparency and equity in government programs (M = 3.58, SD = 0.50), and fulfilling civic duties such as informed voting and lawful compliance (M = 3.58, SD = 0.51). These results demonstrate that integrating historically grounded public issues may develop not only cognitive understanding but also dispositions toward responsible citizenship. Internationally, Suyato et al. (2024) reported that civic learning which engages students with authentic social problems strengthens civic skills, including collaboration, problem solving, social responsibility, and participation. This is also consistent with critical civic engagement literature showing that instruction becomes more transformative when learners critically examine political and social structures and connect classroom knowledge with purposeful civic action (Schmidt, 2021). In the Philippine higher education context, Abril et al. (2025) found that understanding and values were dominant motivations for civic engagement among tertiary students, although students tended to engage more strongly in information seeking than in active civic collaboration. This latter observation is especially relevant to the present findings because participation in campus or community civic-awareness activities, although still rated strongly, obtained a relatively lower mean of 3.38, suggesting a possible gap between civic orientation and actual participation.

The findings therefore imply that the integration of agrarian reform, constitutional development, and taxation should be sustained in Readings in Philippine History but strengthened through learning experiences that move students from historical awareness to historical analysis, and from civic intention to observable civic participation. The relatively lower scores for identifying major laws and events (M = 3.24), explaining the influence of land, law, and levy on nation-building (M = 3.22), and participating in civic-awareness activities (M = 3.38) indicate that instruction could benefit from document-based inquiry, comparative constitutional analysis, historical case studies, policy debates, commu-

nity-based projects, simulations, and contemporary issue mapping. Such strategies would allow students to investigate how historical policies continue to shape land inequality, constitutional rights, governmental accountability, taxation, and public services rather than treating these topics as isolated historical episodes. This recommendation is reinforced by recent Philippine evidence showing that contextualized and reflective Philippine history instruction can promote critical historical consciousness and civic engagement (Gadaza et al., 2025), while Abril et al. (2025) emphasized the need for curricular interventions that convert civic readiness into meaningful participation. The taxation component also carries important nation-building implications: international research found that tax education significantly influences students' prospective compliance behavior (Hidayati, 2023), while recent Philippine evidence demonstrated a strong positive relationship between tax knowledge and actual tax compliance among taxpayers (Mendoza et al., 2026). Collectively, these findings support positioning Readings in Philippine History not merely as a content-based general education course but as an interdisciplinary platform for developing historically informed, socially conscious, democratically responsible, and fiscally literate citizens capable of contributing meaningfully to Philippine nation-building.

Table 2. *Extent to Which Instruction on Agrarian Reform Policies Across Historical Periods Enhances Students' Understanding of Land Tenure Issues, Perceptions of Equity in Rural Development, and Support for Farmer-Centered Reforms*

Understanding Land Tenure Issues As a learner, I…	Mean	SD	VD/VI
1. understand the historical roots of land ownership problems in the Philippines.	3.37	0.53	SA
2. identify major agrarian laws and their impacts on farmers.	3.31	0.51	SA
3. distinguish differences between tenancy, land ownership, and agrarian rights.	3.34	0.61	SA
4. recognize the role of political power in land distribution issues.	3.48	0.55	SA
5. explain why agrarian reform remains a continuing struggle.	3.27	0.60	SA
Perceptions of Equity in Rural Development **As a learner, I…**			
1. believe that farmers deserve greater support in land distribution and rural development.	3.84	0.37	SA
2. evaluate whether agrarian reforms create fair opportunities for rural communities.	3.47	0.52	SA
3. see inequities in land access as barriers to rural progress.	3.48	0.55	SA
4. understand how land policies affect poverty and food security.	3.69	0.47	SA
5. assess whether government programs fairly address rural needs.	3.51	0.52	SA

Willingness to Support Farmer-centered Reforms As a learner, I…			
1. support laws and policies that protect farmer rights.	3.83	0.38	SA
2. agree with reforms promoting fair land access for rural communities.	3.80	0.40	SA
3. advocate for programs that uplift small farmers.	3.73	0.46	SA
4. prefer government decisions that prioritize agricultural sustainability.	3.56	0.55	SA
5. promote awareness about farmer struggles and agrarian issues.	3.77	0.44	SA
Overall	**3.56**	**0.50**	**IGE**

Legend: *4.00 – 3.26 – Strongly Agree (SA)/ Improved to a Great Extent (IGE); 3.25 – 2.51 – Agree(A)/ Improved to a Moderate Extent (IME); 2.50 – 1.76 – Disagree (D)/ Improved to a Low Extent (ILE); 1.75 – 1.00 – Strongly Disagree (SD)/ Not Improved (NIM)*

Table 2 reveals that instruction on agrarian reform policies across historical periods improved students' understanding of land tenure issues, perceptions of equity in rural development, and willingness to support farmer-centered reforms to a great extent, as indicated by the overall mean of 3.56 (SD = 0.50). All 15 indicators obtained means within the Strongly Agree range, suggesting consistently positive learning outcomes across cognitive, equity-oriented, and action-oriented dimensions. Under understanding of land tenure issues, the strongest result was students' recognition of the role of political power in land distribution issues (M = 3.48, SD = 0.55), while the lowest mean in the entire table was recorded for explaining why agrarian reform remains a continuing struggle (M = 3.27, SD = 0.60). This difference is notable: students appear capable of recognizing the political dimensions of land distribution, but explaining the persistence and complexity of agrarian problems remains comparatively more challenging. Such complexity is supported by recent Philippine research. Galang (2021) found that land tenure arrangements remain closely connected with farmers' access to credit and agricultural performance, with Certificate of Land Ownership Award-holding agrarian reform beneficiary households exhibiting higher borrowing incidence. Galang (2022) further demonstrated that unresolved issues involving collective land titles and their parcelization continue to affect agricultural productivity, highlighting that land redistribution alone is insufficient without efficient land administration, agrarian justice, and complementary rural development strategies.

The most pronounced findings emerged in students' perceptions of rural equity and support for farmer-centered reforms. The highest mean among all indicators was obtained for the belief that farmers deserve

greater support in land distribution and rural development (M = 3.84, SD = 0.37), closely followed by support for laws and policies protecting farmer rights (M = 3.83, SD = 0.38), agreement with reforms promoting fair land access (M = 3.80, SD = 0.40), and willingness to promote awareness of farmer struggles and agrarian issues (M = 3.77, SD = 0.44). The relatively small standard deviations of these indicators indicate substantial agreement among respondents, suggesting that agrarian reform instruction may contribute not only to historical knowledge but also to heightened sensitivity toward equity and farmer welfare. Particularly significant is students' strong understanding that land policies affect poverty and food security (M = 3.69, SD = 0.47). This finding reflects the broader developmental significance of land tenure. In their Philippine case study, Mendoza and Sanchez (2023) observed that land redistribution must be accompanied by adequate post-distribution support because agrarian reform beneficiaries may continue to encounter livelihood and productivity constraints even after receiving land. International evidence similarly shows that secure and equitable land rights can contribute to food security, sustainable land management, livelihood resilience, and greater participation in community decision-making, demonstrating that access to land is simultaneously an economic, social, and development concern.

The findings therefore imply that teaching agrarian reform in Readings in Philippine History can serve as an important means of developing historically informed and socially responsive perspectives toward rural development, rather than limiting instruction to memorization of agrarian laws, presidential administrations, and land redistribution programs. The pattern of results is particularly instructive: students expressed very strong support for farmers and equitable policies, yet their comparatively weakest competency was explaining why agrarian reform remains an unresolved historical struggle. This suggests a need to bridge pro-farmer dispositions with deeper structural understanding. Instruction should therefore provide greater attention to landlord–tenant relations, concentration of political and economic power, implementation gaps, collective versus individual land titles, access to credit and markets, agrarian

justice, agricultural productivity, and post-land-distribution support. Philippine evidence supports this multidimensional approach: Galang (2022) concluded that parcelization should be complemented by strategies such as farm consolidation and improvements in cadastral and land-record systems, while Mendoza and Sanchez (2023) demonstrated the importance of evaluating agrarian interventions in terms of the actual capabilities and welfare of beneficiaries rather than land redistribution alone. Consequently, the results support the use of historical case analysis, agrarian policy comparison, primary-source examination, farmer narratives, contemporary rural-development cases, and policy debates in teaching the topic. These approaches may help transform students' already strong concern for farmer welfare into a more critical understanding of why agrarian inequities persist and how historically grounded, sustainable, and farmer-centered reforms can contribute to poverty reduction, food security, social justice, and inclusive rural development.

Table 3. *Extent to Which Comparative Study of the 1935, 1973, and 1987 Philippine Constitutions Enhances Students' Civic Literacy, Rights Awareness, and Support for Democratic Accountability*

Civic Literacy **As a learner, I…**	**Mean**	**SD**	**VD/VI**
1. understand the differences among the 1935, 1973, and 1987 Constitutions.	3.17	0.58	A
2. recognize how constitutional structures affect governance.	3.44	0.54	SA
3. identify roles and powers of the three branches of government.	3.42	0.59	SA
4. explain why constitutions must reflect people's rights and historical contexts.	3.39	0.57	SA
5. discuss constitutional issues using accurate concepts and examples.	3.26	0.65	SA
Right Awareness **As a learner, I…**			
1. know the fundamental rights stated in the Constitution.	3.33	0.52	SA
2. identify situations where rights may be violated or upheld.	3.52	0.52	SA
3. value the protections provided by the Bill of Rights.	3.58	0.51	SA
4. assert individual rights respectfully when needed.	3.53	0.53	SA
5. recognize the importance of rights in a democratic society.	3.65	0.48	SA
Support for Democratic Accountability Mechanisms **As a learner, I…**			
1. believe government officials should be held accountable through legal processes.	3.73	0.48	SA
2. support systems such as impeachment, judicial review, and public transparency.	3.71	0.47	SA
3. trust democratic checks and balances to prevent abuses of power.	3.59	0.54	SA
4. advocate for citizen participation in monitoring government performance.	3.70	0.46	SA
5. promote responsible and ethical leadership in governance.	3.72	0.45	SA
Overall	**3.52**	**0.53**	**DGE**

Legend: *4.00 – 3.26 – Strongly Agree (SA)/ Developed to a Great Extent (DGE); 3.25 – 2.51 – Agree(A)/ Developed to a Moderate Extent (DME); 2.50 – 1.76 – Disagree (D)/ Developed to a Low Extent (DLE); 1.75 – 1.00 – Strongly Disagree (SD)/ Not Developed (NDE)*

Table 3 indicates that the comparative study of the 1935, 1973, and 1987 Philippine Constitutions developed students' civic literacy, rights awareness, and support for democratic accountability to a great extent, as reflected in the overall mean of 3.52 (SD = 0.53). Among the three dimensions, a notable pattern emerges in civic literacy: students demonstrated strong recognition of how constitutional structures affect governance (M = 3.44, SD = 0.54) and the roles and powers of the three branches of government (M = 3.42, SD = 0.59), yet the lowest-rated indicator in the entire table was their understanding of the differences among the three Philippine Constitutions (M = 3.17, SD = 0.58), interpreted only as Agree. Their ability to discuss constitutional issues using accurate concepts and examples was also comparatively modest (M = 3.26, SD = 0.65) and showed the greatest variability in responses. These findings suggest that students may understand broad governmental principles more readily than the historically specific institutional differences among constitutional regimes. This is important because civic knowledge provides a foundation for meaningful democratic participation. Reichert (2022), using evidence from three cohorts of Australian students, demonstrated the importance of educational and school resources in developing civic and political knowledge. Similarly, Abendschön et al. (2022) found that experiential instruction involving parliamentary institutions, political processes, and simulated decision-making positively affected students' political knowledge and interest. Thus, comparative constitutional instruction should go beyond identifying dates and provisions by enabling students to examine how constitutional changes altered executive power, legislative authority, judicial independence, electoral institutions, and citizen participation across different historical periods.

The findings are particularly strong in rights awareness and democratic accountability. Students strongly recognized the importance of rights in a democratic society (M = 3.65, SD = 0.48), valued the protections of the Bill of Rights (M = 3.58, SD = 0.51), and indicated their willingness to assert individual rights respectfully when necessary (M = 3.53, SD = 0.53). More significantly, the highest mean among all 15 indicators was students' belief that government officials should be held account-

able through legal processes (M = 3.73, SD = 0.48), closely followed by promoting responsible and ethical leadership (M = 3.72, SD = 0.45), supporting impeachment, judicial review, and public transparency (M = 3.71, SD = 0.47), and advocating citizen participation in monitoring government performance (M = 3.70, SD = 0.46). The clustering of these high means, together with relatively low standard deviations, indicates substantial agreement that constitutional democracy requires both the protection of individual rights and mechanisms that restrain and scrutinize governmental power. This supports the Philippine findings of Castillo et al. (2021), whose study of senior high school students conceptualized civic education empowerment around political knowledge and understanding, democratic attitudes, and readiness for democratic political action. Internationally, Alscher et al. (2022) similarly found that cognitively activating civic education and an open classroom climate were positively associated with students' willingness to participate in political and civic life, with political knowledge and interest serving as important mechanisms linking instruction with participation. These studies reinforce the present finding that constitutional education can contribute not merely to knowledge of governmental institutions but to democratic dispositions involving rights protection, accountability, ethical governance, and citizen participation.

The results carry important implications for the teaching of constitutional history in Readings in Philippine History. The contrast between the comparatively lower understanding of differences among the 1935, 1973, and 1987 Constitutions (M = 3.17) and the very strong support for governmental accountability (M = 3.73) suggests that students possess strong democratic values but require deeper historical and constitutional knowledge to ground these values in informed civic judgment. Instruction should therefore explicitly connect constitutional evolution with the political circumstances that produced each charter: the Commonwealth and preparation for independence under the 1935 Constitution, the transformation of political institutions and concentration of governmental power associated with the 1973 Constitution and Martial Law period, and the post-EDSA restoration and strengthening of democratic safeguards under the 1987 Con-

stitution. Comparative constitutional matrices, primary-source analysis, mock constitutional conventions, judicial-review case studies, impeachment simulations, Bill of Rights scenarios, and structured debates on contemporary constitutional issues may be particularly appropriate. This implication is consistent with Alscher et al. (2022), who demonstrated that cognitive activation, rather than mere exposure to current political discussions, was positively associated with political knowledge, interest, and willingness to participate. Accordingly, constitutional instruction should be designed not simply to produce students who can recall constitutional provisions, but to cultivate constitutionally literate citizens who can recognize rights violations, evaluate exercises of governmental power, understand checks and balances, and participate responsibly in holding public institutions accountable.

Table 4. *Extent to Which Instruction on the Historical Evolution and Principles of Philippine Taxation Enhances Students' Understanding of Tax Fairness, Trust in Public Finance, and Willingness to Comply with Tax Obligations*

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Understanding tax fairness As a learner, I…	Mean	SD	VD/VI
1. understand why taxes must be collected to fund public services.	3.72	0.45	SA
2. distinguish between progressive, regressive, and proportional taxes.	3.36	0.58	SA
3. evaluate whether certain tax types are fair or unfair.	3.53	0.53	SA
4. assess how tax burdens differ among income groups.	3.58	0.50	SA
5. explain how taxation supports equity and public welfare.	3.56	0.55	SA
Trust in Public Finance **As a learner, I…**			
1. trust that taxes should be used for public benefit.	3.72	0.49	SA
2. believe transparency in government spending improves public trust.	3.73	0.45	SA
3. question tax misuse and demand accountability.	3.72	0.47	SA
4. expect government agencies to handle funds responsibly.	3.67	0.61	SA
5. value anti-corruption measures that protect public resources.	3.78	0.41	SA
Willingness to Comply with Tax Obligations **As a learner, I…**			
1. intend to comply with tax requirements when becoming a taxpayer.	3.65	0.51	SA
2. believe paying taxes is a responsibility of every citizen.	3.61	0.54	SA
3. support policies that encourage responsible tax compliance.	3.67	0.47	SA
4. view tax compliance as part of nation-building.	3.65	0.48	SA
5. commit to becoming an honest and responsible taxpayer.	3.71	0.46	SA
Overall	**3.64**	**0.50**	**IGE**

Legend: *4.00 – 3.26 – Strongly Agree (SA)/ Increased to a Great Extent (IGE); 3.25 – 2.51 – Agree(A)/ Increased to a Moderate Extent (IME); 2.50 – 1.76 – Disagree (D)/ Increased to a Low Extent (ILE); 1.75 – 1.00 – Strongly Disagree (SD)/ Not Increased (NIN)*

Table 4 shows that instruction on the historical evolution and principles of Philippine taxation increased students' understanding of tax fairness, trust in public finance, and willingness to comply with tax obligations to a great extent, as indicated by the overall mean of 3.64 (SD = 0.50). All 15 indicators were rated Strongly Agree, demonstrating consistently favorable outcomes across the three dimensions. Under tax fairness, students most strongly understood why taxes are collected to finance public services (M = 3.72, SD = 0.45), while the lowest mean in the entire table was obtained for distinguishing among progressive, regressive, and proportional taxes (M = 3.36, SD = 0.58). Although still interpreted positively, this comparatively lower result suggests that students understand the social purpose of taxation more readily than its technical classifications and distributive mechanisms. This distinction is important because meaningful tax literacy involves both understanding why governments collect taxes and evaluating how tax systems distribute burdens across citizens. Athaya and Valentino (2021), in a study involving university students, found that tax literacy significantly influenced tax compliance, demonstrating that taxation knowledge acquired by prospective taxpayers can shape subsequent compliance orientations. Timothy and Abbas (2021) similarly established that tax knowledge, perceptions of justice, trust in public authorities, and tax morale are important considerations in understanding compliance behavior. Thus, historical taxation instruction appears valuable not simply for teaching fiscal history but for helping students evaluate taxation in relation to fairness, equity, public welfare, and citizenship.

The most notable findings concern public accountability and responsible use of tax revenues. The highest-rated indicator among all 15 items was students' valuing of anti-corruption measures that protect public resources (M = 3.78, SD = 0.41), followed by the belief that transparency in government spending improves public trust (M = 3.73, SD = 0.45). Students also strongly agreed that taxes should be used for public benefit (M = 3.72, SD = 0.49) and that citizens should question tax misuse and demand accountability (M = 3.72, SD = 0.47). The relatively low standard deviations of these indicators suggest substantial agreement that taxation entails reciprocal responsibilities: citi-

zens contribute through taxes, while government is expected to manage those resources transparently, responsibly, and for public benefit. This pattern is supported by Capasso et al. (2021), who found from cross-national evidence that greater fiscal transparency and access to information about government fiscal accounts can strengthen citizens' willingness to pay taxes by enhancing tax morale. Likewise, Koumpias et al. (2021), using World Values Survey data, demonstrated that trust in government institutions positively influences tax morale. These findings are especially relevant to the present results because students' willingness to become responsible taxpayers appears intertwined with expectations of transparency and accountability. In the Philippine context, this relationship has practical significance because contemporary tax administration emphasizes both compliance and confidence in the tax system; the Department of Finance (2024) reported that intensified compliance and enforcement initiatives contributed to higher BIR collections in 2023 while electronic filing expanded substantially.

The findings further reveal that taxation instruction may contribute to the formation of prospective tax-compliant citizens. Students expressed strong commitment to becoming honest and responsible taxpayers (M = 3.71, SD = 0.46), supported policies encouraging responsible tax compliance (M = 3.67, SD = 0.47), intended to comply with future tax requirements (M = 3.65, SD = 0.51), and viewed tax compliance as part of nation-building (M = 3.65, SD = 0.48). These findings have important implications for Readings in Philippine History: taxation should not be taught merely as a chronology of colonial tributes, cedulas, revenue laws, and contemporary taxes, but as an evolving social contract linking citizens, government, equity, accountability, and national development. The comparatively lower competency in distinguishing tax structures (M = 3.36) indicates a need to strengthen students' functional fiscal literacy through historical-to-contemporary tax comparisons, income-based tax scenarios, public-budget analysis, simulations of progressive and regressive taxation, and examination of how tax revenues translate into education, health care, infrastructure, and social protection. At the same time, the exceptionally high value assigned to anti-corruption

suggests that instruction should explicitly connect tax compliance with fiscal transparency and accountable governance. This is consistent with international evidence that transparency can strengthen tax morale (Capasso et al., 2021) and that institutional trust is positively associated with willingness to comply (Koumpias et al., 2021). Consequently, integrating taxation into Philippine history education can serve a broader civic purpose by developing students who understand not only how and why taxes are imposed, but also what constitutes a fair tax system, why citizens have an obligation to comply, and why government has a corresponding obligation to use public revenues transparently, equitably, and responsibly.

Table 5. *Thematic Analysis of Students' Learning Experiences and Perceived Changes in Historical Understanding, Civic Responsibility, and Engagement in Nation-Building*

Theme	Description	Indicative Responses
History as a Lens for Understanding Present-Day Issues	Students described the lessons as helping them connect historical developments in agrarian reform, constitutional evolution, and taxation with contemporary Philippine social, political, and economic issues. The topics made history more relevant by showing how past decisions continue to influence present conditions.	"I realized that many issues we experience today have historical roots." "The lessons helped me understand why some current policies and problems developed."
Greater Awareness of Social Equity and Farmer Welfare	Learning about agrarian reform increased students' awareness of land ownership, rural inequality, and the continuing challenges faced by farmers. Students developed a stronger appreciation of equitable land policies and farmer-centered reforms.	"I became more aware of the difficulties experienced by farmers regarding land ownership." "Agrarian reform made me understand why fairness in land distribution is important."
Strengthened Awareness of Rights and Democratic Responsibilities	Comparing the 1935, 1973, and 1987 Constitutions helped students recognize the development of constitutional rights, democratic institutions, and citizens' responsibilities. Students expressed greater appreciation for protecting rights and participating responsibly in democratic processes.	"I became more aware of my rights and responsibilities as a Filipino citizen." "Comparing the Constitutions showed me why democratic rights should be protected."
Critical Awareness of Government Accountability	Students reported becoming more conscious of the importance of transparency, responsible governance, and accountability in the exercise of public authority and use of public resources.	"Citizens should know what the government is doing and hold officials accountable." "I learned that knowing our rights also means questioning abuses and demanding transparency."
Taxation as a Shared Civic Responsibility	Students developed a broader understanding of taxation as a mechanism for financing public services and national development. They also recognized that tax compliance should be accompanied by transparency and responsible use of public funds.	"I understood better why paying taxes is necessary for government services." "People should pay the correct taxes, but the government should also use them properly."
From Historical Learning to Active Nation-Building	Students described the lessons as encouraging greater involvement in civic and national affairs through informed voting, policy awareness, community participation, responsible tax behavior, and attention to social issues. Historical learning was viewed as a foundation for becoming a more responsible and engaged citizen.	"The subject encouraged me to become more involved in issues affecting our country." "Nation-building is not only the government's responsibility; citizens also have a role through voting, participating, and following their responsibilities."

The thematic analysis presented in Table 5 demonstrates that students experienced the integration of agrarian reform, constitutional evolution, and taxation as a means of making Philippine history more relevant to contemporary social, politi-

cal, and economic realities. The theme "History as a Lens for Understanding Present-Day Issues" indicates that learners moved beyond viewing history as a collection of past events and increasingly recognized the historical roots of present policies and societal problems. Statements such as "many issues we experience today have historical roots" demonstrate emerging historical consciousness in which learners connect past developments with present conditions. This was complemented by "Greater Awareness of Social Equity and Farmer Welfare," wherein students recognized continuing problems surrounding land ownership, rural inequality, and farmer welfare. These experiences suggest that contextualized historical instruction can encourage students to interpret contemporary inequalities through their historical origins rather than viewing them as isolated present-day conditions. This finding aligns with Holmqvist (2024), who emphasizes that historical consciousness involves connecting interpretations of the past with understandings of the present and orientations toward the future. In the Philippine context, Guiang (2022) demonstrates that land reform and agrarian relations cannot be separated from broader histories of political power and social transformation, reinforcing the importance of situating contemporary agrarian concerns within their historical and institutional contexts. Thus, the students' narratives indicate that historical learning became meaningful when it enabled them to recognize the continuing consequences of earlier political and socioeconomic arrangements.

The themes "Strengthened Awareness of Rights and Democratic Responsibilities" and "Critical Awareness of Government Accountability" further show that students associated historical learning with the development of civic consciousness. Their responses revealed increased appreciation of constitutional rights, citizen responsibilities, transparency, and the need to hold public officials accountable. Particularly important is the students' recognition that knowing one's rights also entails questioning abuses and demanding transparency, suggesting movement from passive knowledge toward critical democratic awareness. This is consistent with the International Civic and Citizenship Education Study 2022, which showed that civic knowledge is asso-

ciated with students' attitudes toward democratic institutions, citizenship, participation, and engagement, while also underscoring the importance of educational experiences in preparing young people for democratic citizenship (Schulz et al., 2023). Similarly, Knowles and Castro (2021) argue that civic education should cultivate students' capacity to understand political institutions and critically engage with questions of democracy, power, and participation rather than merely transmit institutional facts. The emergence of "Taxation as a Shared Civic Responsibility" further extends this civic orientation into the fiscal domain. Students recognized taxation as necessary for financing government services but simultaneously emphasized the state's responsibility to use public resources appropriately. This reciprocal understanding is significant because recent international evidence indicates that perceived government effectiveness, institutional quality, and confidence in how public resources are managed are closely related to citizens' tax morale and willingness to comply (Alm & Torgler, 2022). Hence, students appear to conceptualize responsible citizenship as involving both individual compliance and legitimate expectations of accountable governance.

Most significantly, "From Historical Learning to Active Nation-Building" integrates the preceding themes by showing how historical understanding was translated into intentions toward informed voting, policy awareness, community participation, responsible tax behavior, and engagement with national concerns. The statement that "nation-building is not only the government's responsibility" reflects an understanding of citizenship as participatory rather than merely legal or symbolic. This finding has important implications for Readings in Philippine History: the course can function not simply as a venue for transmitting historical content but as a form of civic and nation-building education in which historical inquiry provides the basis for evaluating contemporary public issues and responsible citizenship. Recent international evidence supports this orientation. The International Association for the Evaluation of Educational Achievement found that opportunities to discuss political and social issues, experience an open classroom climate, and participate in civic-related activities are important elements

of civic and citizenship learning (Schulz et al., 2023). UNESCO (2023) similarly emphasizes that education for citizenship should enable learners to understand interconnected social challenges and develop the knowledge, values, attitudes, and capacities necessary for active participation in building more just and sustainable societies. Pedagogically, the findings therefore support greater use of primary-source analysis, historical-to-contemporary issue mapping, constitutional case analysis, agrarian policy debates, public-budget and taxation exercises, community-based inquiry, and civic action projects. Such approaches could strengthen the progression evident in the qualitative findings—from understanding history, to recognizing social inequities and rights, to questioning governance, and ultimately to participating responsibly in nation-building.

The qualitative findings imply that the integration of agrarian reform, constitutional evolution, and taxation should be deliberately structured around a past–present–future orientation. Historical content should first enable students to understand the origins of contemporary issues, then provide opportunities to critically examine their present implications for farmers, taxpayers, citizens, and democratic institutions, and finally encourage learners to identify responsible forms of civic action. The six themes collectively suggest a developmental pathway of historical understanding → social and rights awareness → accountability consciousness → civic responsibility → nation-building engagement. This pathway may provide a useful basis for designing learning outcomes, performance tasks, community-engagement activities, and potentially an instructional framework arising from the study. Importantly, the findings suggest that the educational value of Readings in Philippine History lies not only in what students know about Philippine history after instruction, but also in how historical knowledge informs their judgments, responsibilities, and intended participation as citizens.

Table 6. *Joint Display of Quantitative and Qualitative Findings on Historical Understanding, Civic Responsibility, Democratic Accountability, and Nation-Building Engagement*

Quantitative Findings	Qualitative Findings	Nature of Integration	Integrated Interpretation
Overall integration of agrarian reform, constitutional evolution, and taxation enhanced historical understanding, civic responsibility, and nation-building engagement to a great extent (M = 3.47, SD = 0.51).	History as a Lens for Understanding Present-Day Issues and From Historical Learning to Active Nation-Building	Convergence and Expansion	Both strands indicate that integrating major historical-social issues makes history relevant to contemporary citizenship. The qualitative findings expand the quantitative result by showing that students connect historical knowledge with current issues, informed voting, policy awareness, community participation, and other nation-building responsibilities.
Agrarian reform instruction improved understanding of land tenure, perceptions of rural equity, and support for farmer-centered reforms to a great extent (M = 3.56, SD = 0.50). Strongest responses centered on farmer support (M = 3.84) and protection of farmer rights (M = 3.83).	Greater Awareness of Social Equity and Farmer Welfare	Convergence	Both findings demonstrate that learning about agrarian reform strengthens sensitivity to land inequality and farmer welfare. Historical understanding appears to reinforce students' support for equitable land access, farmer protection, and socially responsive rural-development policies.
Comparative study of the 1935, 1973, and 1987 Constitutions developed civic literacy, rights awareness, and democratic accountability to a great extent (M = 3.52, SD = 0.53). The highest indicator was holding government officials accountable through legal processes (M = 3.73).	Strengthened Awareness of Rights and Democratic Responsibilities and Critical Awareness of Government Accountability	Convergence and Complementarity	The qualitative accounts reinforce the high quantitative ratings by showing that constitutional learning increased awareness of rights, democratic responsibilities, transparency, and accountability. Together, the findings suggest that comparative constitutional study develops both knowledge of democratic institutions and dispositions toward responsible democratic citizenship.
Taxation instruction increased understanding of tax fairness, trust in public finance, and willingness to comply to a great extent (M = 3.64, SD = 0.50). The strongest indicator was valuing anti-corruption measures protecting public resources (M = 3.78).	Taxation as a Shared Civic Responsibility and Critical Awareness of Government Accountability	Convergence and Complementarity	Both strands show that students understand taxation as a reciprocal civic responsibility. Citizens are expected to comply with legitimate tax obligations, while government is expected to use revenues transparently, responsibly, and for public benefit. The qualitative responses explain why accountability and proper use of public funds are central to students' attitudes toward taxation.
Quantitative Findings	**Qualitative Findings**	**Nature of Integration**	**Integrated Interpretation**
Across the quantitative results, students generally demonstrated stronger civic attitudes and intentions, although some knowledge-oriented indicators were relatively lower, such as explaining how land, law, and levy influence nation-building (M = 3.22) and differentiating the three Constitutions (M = 3.17).	Students described increased awareness, relevance, responsibility, and willingness to participate, while emphasizing connections between historical knowledge and contemporary issues.	Complementarity	The integration reveals that students may develop strong civic values and intentions even while some complex historical and constitutional competencies remain comparatively less developed. Thus, positive civic dispositions should be reinforced with deeper analytical and comparative historical learning.
Collectively, Tables 1–4 demonstrate consistently high outcomes across historical understanding, agrarian equity, constitutional citizenship, taxation, and nation-building engagement.	The six themes collectively demonstrate movement from understanding historical issues toward social awareness, democratic responsibility, accountability, and civic participation.	Meta-Inference / Overall Convergence	The merged findings suggest a developmental process in which historical learning promotes contextual understanding, which strengthens social and civic consciousness and subsequently encourages responsible nation-building engagement. Thus, *Readings in Philippine History* can function not merely as a content-oriented history course but as a platform for historically informed citizenship and active nation-building.

The integration of the quantitative and qualitative findings demonstrates strong convergence and complementarity, indicating that instruction on agrarian reform, constitutional evolution, and taxation in Readings in Philippine His-

tory contributes not only to students' historical knowledge but also to their civic orientations and intended participation in nation-building. Quantitatively, all major areas registered favorable overall assessments: the combined integration of the three historical topics enhanced historical understanding, civic responsibility, and nation-building engagement to a great extent (M = 3.47, SD = 0.51); agrarian reform instruction improved land-tenure understanding, perceptions of rural equity, and support for farmer-centered reforms to a great extent (M = 3.56, SD = 0.50); comparative constitutional study developed civic literacy, rights awareness, and democratic accountability to a great extent (M = 3.52, SD = 0.53); and taxation instruction increased tax-fairness understanding, trust in public finance, and willingness to comply to a great extent (M = 3.64, SD = 0.50). These numerical patterns converge with the qualitative themes of History as a Lens for Understanding Present-Day Issues, Greater Awareness of Social Equity and Farmer Welfare, Strengthened Awareness of Rights and Democratic Responsibilities, Critical Awareness of Government Accountability, Taxation as a Shared Civic Responsibility, and From Historical Learning to Active Nation-Building. The convergence suggests that the high quantitative assessments were reflected in students' actual descriptions of how historical learning shaped their understanding of contemporary Philippine issues and their responsibilities as citizens.

A closer examination of the merged findings reveals that each historical content area generated a distinct but interconnected dimension of civic learning. The strong quantitative assessment of agrarian reform instruction (M = 3.56, SD = 0.50), particularly students' belief that farmers deserve greater support in land distribution and rural development (M = 3.84), was reinforced by qualitative accounts emphasizing social equity, farmer welfare, and continuing land inequalities. Similarly, the constitutional findings (M = 3.52, SD = 0.53), including strong support for holding government officials accountable through legal processes (M = 3.73), converged with narratives concerning rights protection, democratic responsibilities, transparency, and governmental accountability. Taxation produced the highest overall assessment among the specific content areas (M =

3.64, SD = 0.50), with anti-corruption measures protecting public resources receiving the highest individual rating (M = 3.78); qualitatively, students likewise described taxation as a reciprocal responsibility in which citizens should comply with tax obligations while government must ensure transparent and responsible utilization of public funds. These patterns demonstrate complementarity, because the qualitative findings provide explanatory depth to the statistical results by illustrating how students translate abstract concepts of agrarian justice, constitutionalism, and taxation into judgments about fairness, rights, accountability, and civic responsibility. Such integration is consistent with the broader purpose of mixed-methods research, wherein the combination of quantitative trends and qualitative experiences can generate more comprehensive meta-inferences than either strand can provide independently (Creswell & Plano Clark, 2023; Dawadi et al., 2021).

An important meta-inference, however, emerges from the contrast between students' strong civic dispositions and comparatively lower ratings on several cognitively demanding indicators. For instance, explaining how land, law, and levy influenced social justice and nation-building obtained M = 3.22, understanding differences among the 1935, 1973, and 1987 Constitutions obtained M = 3.17, and distinguishing progressive, regressive, and proportional taxation, although strongly rated, obtained a comparatively lower M = 3.36. In contrast, affective and civic-oriented indicators—including supporting farmers, protecting public resources, demanding accountability, and engaging responsibly in nation-building—consistently received some of the highest ratings. The qualitative findings help explain this pattern: students readily articulated increased awareness, concern, responsibility, and willingness to participate, but their narratives were generally oriented toward the contemporary relevance and civic meaning of the topics rather than detailed historical or technical analysis. The integrated evidence therefore suggests that the instruction has been particularly effective in developing civic consciousness and value orientations, while deeper comparative, causal, and analytical historical competencies require further reinforcement. This distinction is pedagogically important be-

cause historical consciousness involves more than recognizing the relevance of history; it requires learners to interpret relationships among the past, present, and future and use historical knowledge to make informed judgments (Holmqvist, 2024). Likewise, recent international civic education evidence emphasizes the importance of combining civic knowledge with opportunities for critical discussion, participation, and democratic engagement (Schulz et al., 2023).

Overall, the integrated findings suggest a developmental pathway through which the teaching of historically significant Philippine issues may contribute to citizenship formation: Historical Understanding → Critical Social Awareness → Civic Responsibility → Democratic Accountability → Nation-Building Engagement. Agrarian reform exposes students to questions of social justice and rural equity; constitutional evolution develops understanding of rights, institutions, and limitations on governmental power; and taxation connects citizenship with fiscal responsibility, transparency, and public welfare. When these topics are taught as interconnected historical and contemporary concerns rather than isolated units, students appear more capable of recognizing that nation-building involves both governmental responsibility and active citizenship. The implication is that Readings in Philippine History should increasingly employ historical inquiry, primary-source analysis, comparative policy examination, contemporary issue mapping, structured debates, case-based constitutional analysis, public-finance exercises, and community-oriented civic projects. These approaches can address the comparatively weaker analytical competencies while transforming students' already strong civic dispositions into informed and meaningful participation. The integrated findings therefore position the course not simply as a mechanism for transmitting knowledge of the Philippine past, but as a potentially transformative general education space for cultivating historically informed, critically aware, rights-conscious, accountable, and actively engaged Filipino citizens.

Proposed HANDA Curriculum Enhancement Framework for Historically Informed Citizenship and Nation-Building

The HANDA Framework: A Curriculum Enhancement Framework for Historically Informed Citizenship and Nation-Building is designed to strengthen the teaching of Readings in Philippine History by transforming historical learning from a primarily content-oriented experience into a progressive process of civic formation. The framework is anchored on five interrelated stages: Historical Understanding → Critical Social Awareness → Civic Responsibility → Democratic Accountability → Nation-Building Engagement. These stages reflect the integrated quantitative and qualitative findings of the study, which show that students do not merely acquire knowledge about agrarian reform, constitutional evolution, and taxation; they also develop stronger awareness of social inequities, appreciation of rights, concern for governmental accountability, and willingness to participate in civic and national affairs. In this sense, the framework positions history as both an academic discipline and a civic resource. Historical knowledge becomes meaningful when learners are able to interpret the present through the past and use that understanding to make informed, ethical, and socially responsible decisions.

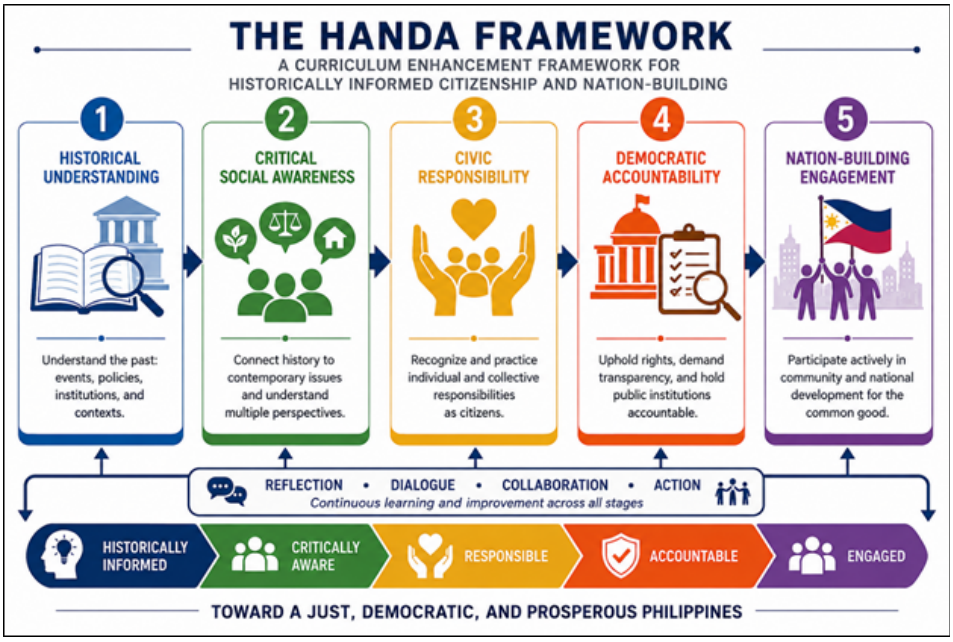


Figure 1. *Proposed HANDA Curriculum Enhancement Framework for Historically Informed Citizenship and Nation-Building by Alvero (2026)*

The first component, Historical Understanding, serves as the intellectual foundation of the framework. At this stage, students are expected to develop accurate and contextualized knowledge of key historical events, policies, institutions, and structural developments. In the context of the present study, this includes understanding the historical evolution of agrarian reform, the comparative features of the 1935, 1973, and 1987 Constitutions, and the development and principles of Philippine taxation. This stage goes beyond memorization of laws, dates, and personalities. It requires learners to identify relationships among historical forces, recognize continuity and change, and explain how political, economic, and social structures developed across different periods. The importance of this foundation is reinforced by the study's quantitative findings, where several of the comparatively lower indicators involved more complex cognitive tasks, such as distinguishing constitutional differences or explaining how land, law, and levy influence nation-building. The framework therefore emphasizes deeper historical inquiry through primary-source analysis, comparative timelines, document interpretation, case studies, and issue-based historical investigation.

From this foundation, learners progress to Critical Social Awareness, where historical knowledge is connected to contemporary realities. This stage encourages students to examine how past decisions and institutions continue to shape current issues such as land inequality, farmer welfare, access to rights, political accountability, corruption, taxation, and public service delivery. The qualitative findings strongly support this dimension, particularly the themes History as a Lens for Understanding Present-Day Issues and Greater Awareness of Social Equity and Farmer Welfare. These themes suggest that students develop stronger engagement with history when they see direct connections between historical developments and present-day conditions. The curriculum implication is that lessons should deliberately employ a past–present linkage. Rather than treating agrarian reform, constitutional development, and taxation as isolated historical units, instruction should

ask learners to evaluate how unresolved historical patterns continue to affect Philippine society. Contemporary issue mapping, policy comparisons, social problem analysis, and contextualized discussions can help operationalize this dimension.

The third component, Civic Responsibility, translates critical awareness into recognition of individual and collective duties. At this stage, students move from understanding social issues to reflecting on how citizens should respond to them. Civic responsibility includes informed voting, respect for laws and rights, concern for marginalized sectors, responsible tax behavior, participation in community activities, and ethical engagement in public discussions. The study's findings provide strong empirical support for this component. Students expressed high levels of concern for social justice, strong support for farmer-centered policies, respect for constitutional rights, and willingness to comply with civic obligations. These findings indicate that historical learning can shape not only what students know but also the values and responsibilities they associate with citizenship. The framework therefore recommends learning experiences that require active reflection and participation, such as civic journals, community issue analysis, voter education activities, service-learning projects, public policy reflection papers, and structured classroom deliberations.

The fourth component, Democratic Accountability, develops students' capacity to evaluate the exercise of public authority and understand the mechanisms that preserve democratic governance. This stage emphasizes transparency, checks and balances, constitutional rights, legal accountability, ethical leadership, public scrutiny, and responsible use of public resources. It is one of the strongest areas reflected in the study's quantitative results, particularly in the high ratings for holding public officials accountable through legal processes, supporting impeachment and judicial review, valuing anti-corruption measures, and demanding responsible use of public funds. The qualitative theme Critical Awareness of Government Accountability further confirms this orientation. The framework therefore treats democratic accountability as a necessary bridge between civic responsibility and active

nation-building. Learners are not only expected to fulfill their own duties but also to understand that citizenship involves monitoring institutions, questioning abuses, and advocating lawful and ethical governance. Classroom strategies may include mock legislative hearings, constitutional case analysis, impeachment simulations, budget transparency exercises, governance audits, policy debates, and examination of historical episodes involving institutional failure or democratic reform.

The final component, Nation-Building Engagement, represents the application of historical understanding, social awareness, civic responsibility, and democratic accountability to meaningful participation in society. It reflects the highest-level outcome of the framework: the development of learners who see themselves as active contributors to national development rather than passive recipients of government action. In the qualitative findings, students described nation-building in terms of informed voting, policy awareness, community participation, responsible tax behavior, and involvement in issues affecting the country. This demonstrates that historical learning can contribute to a broader conception of citizenship rooted in participation, responsibility, and public-mindedness. The framework therefore encourages authentic performance tasks that require learners to apply what they have learned to real or simulated civic contexts. These may include community-based research, public information campaigns, issue briefs, local history projects, advocacy materials, policy recommendations, civic forums, and collaborative projects related to social justice, governance, or public responsibility.

A key feature of the HANDA Framework is that the five stages are not intended to function as rigid or isolated steps. Instead, they operate as a progressive and recursive learning cycle supported by the cross-cutting processes of reflection, dialogue, collaboration, and action. Reflection enables learners to examine how historical knowledge affects their beliefs and responsibilities. Dialogue allows them to engage with diverse perspectives and contested interpretations. Collaboration develops the interpersonal and participatory skills necessary for democratic life. Action provides opportunities to translate learning into meaningful civic par-

ticipation. These four processes ensure that the framework remains dynamic rather than linear. Learners may revisit earlier stages as new insights emerge, and deeper civic engagement may in turn strengthen historical understanding. This recursive structure is important because citizenship development is not a one-time outcome but an evolving process shaped by continued learning and participation.

The framework is also intended to address the gap between civic dispositions and deeper analytical competence identified in the integrated findings. Students generally showed strong support for fairness, accountability, rights, farmer welfare, and responsible taxation, but some of the more technical and analytical competencies received relatively lower ratings. This suggests that positive civic values are already present, but these values need to be reinforced by stronger historical reasoning and policy analysis. The HANDA Framework responds to this by deliberately connecting affective outcomes with cognitive depth. Historical understanding ensures that civic engagement is informed; critical awareness ensures that values are grounded in evidence; civic responsibility gives learners a sense of duty; democratic accountability provides institutional literacy; and nation-building engagement transforms these capacities into constructive participation.

From a curriculum-development perspective, the HANDA Framework can serve as a basis for revising course outcomes, lesson sequencing, learning activities, assessment practices, and community-engagement components in Readings in Philippine History. Course outcomes may be redesigned to include not only historical knowledge but also critical interpretation, civic judgment, accountability awareness, and participatory competence. Assessment can move beyond traditional quizzes and examinations toward authentic tasks such as comparative policy analyses, document-based essays, advocacy outputs, community inquiry projects, public issue presentations, and reflective civic portfolios. Instructors may also organize the course around thematic clusters rather than purely chronological coverage, allowing students to examine enduring national issues such as land, rights, governance, taxation, and social justice across historical periods.

The framework further possesses strong potential for broader applicability because its logic is not limited to one course or institution. The sequence from historical understanding to nation-building engagement may be adapted for other general education, social science, civic education, and humanities courses that aim to develop responsible citizenship. Its strength lies in combining historical literacy, critical consciousness, civic values, democratic principles, and participatory outcomes within a single instructional model. As such, it can support curriculum developers, educators, and researchers seeking a structured approach to transforming content-based instruction into socially responsive learning.

Overall, the HANDA Framework advances the proposition that history education should not end with knowledge of the past; it should prepare learners to understand the present, assume civic responsibility, demand democratic accountability, and participate meaningfully in shaping the future. Its five-stage architecture reflects an educational progression from knowing, to understanding, to valuing, to evaluating, and ultimately to acting. In this way, the framework positions Readings in Philippine History as a potentially transformative platform for developing learners who are historically informed, critically aware, civically responsible, democratically accountable, and actively engaged in nation-building.

Conclusion

Integrating agrarian reform, constitutional evolution, and taxation into Readings in Philippine History meaningfully strengthens students' historical understanding, civic responsibility, and orientation toward nation-building. The convergence of the quantitative and qualitative findings demonstrates that historically grounded instruction enables learners to connect past developments with contemporary issues of land equity, farmer welfare, constitutional rights, democratic governance, fiscal responsibility, transparency, and public accountability. While students demonstrated particularly strong civic values and willingness to support socially responsible and democratic practices, comparatively lower results in selected analytical competencies indicate the continuing need to deepen historical reasoning and con-

ceptual understanding. These findings provided the empirical foundation for the proposed HANDA Framework—Historical Understanding → Critical Social Awareness → Civic Responsibility → Democratic Accountability → Nation-Building Engagement—which positions historical education as a progressive and transformative process for developing historically informed, critically aware, responsible, accountable, and actively engaged citizens.

It is recommended that higher education institutions and instructors teaching Readings in Philippine History consider adopting and contextualizing the HANDA Framework as a curriculum enhancement guide for connecting historical content with contemporary civic and national concerns. Instruction should move beyond factual recall by incorporating primary-source inquiry, comparative historical and policy analysis, contemporary issue mapping, constitutional case studies, public-finance and tax-literacy activities, structured civic dialogue, community-based learning, and authentic nation-building projects. Particular attention should be given to strengthening students' comparatively less-developed analytical competencies while sustaining their strong dispositions toward social equity, rights protection, transparency, accountability, and civic participation. Future studies may further validate and evaluate the framework across different higher education institutions, disciplines, geographic contexts, and student populations to determine its effectiveness, transferability, and potential contribution to historically informed citizenship and nation-building education.

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