

From Exposure to Responsibility: A Developmental Model of Political Awareness Formation Among Senior High School Learners

Sandra Marie A. Garcia
SDO Caloocan Bagumbong High School
sandramarieavisogarcia@gmail.com

Date Submitted:
January 14, 2026

Date Accepted:
February 9, 2026

Date Published:
February 27, 2026

DOI:
10.5281/zenodo.18802740

ABSTRACT

This study revisits data originally gathered from the school-based research titled “*A Mixed-Method Approach to Understanding SHS Students’ Political Awareness Through News Habits, Civic Involvement, and Political Literacy Levels*” to further examine how political awareness develops among Senior High School students and to propose a developmental model explaining its formation. Employing a secondary mixed-method research design, the study integrates previously collected quantitative survey results and qualitative interview responses to identify patterns and developmental differences in students’ political awareness.

Quantitative findings reveal clear distinctions among students classified as having low, moderate, and high levels of awareness across key dimensions, including news engagement, civic participation, recognition of political issues and challenges, and political literacy. These distinctions are further enriched by qualitative findings, which highlight the significant roles of media exposure, peer discussions, and teacher-facilitated classroom dialogue in shaping students’ political understanding and engagement. The integrated analysis indicates that political awareness among adolescents develops progressively, beginning with passive exposure to political information and advancing toward critical interpretation, active civic engagement, and a strengthened sense of social and civic responsibility. Based on these results, the study proposes the “From Exposure to Responsibility Model,” a four-stage developmental framework that conceptualizes political awareness as an evolving process rather than a fixed level of knowledge. By emphasizing the dynamic nature of political awareness formation, the study contributes to the literature on political socialization and offers practical implications for educational institutions aiming to foster informed, critically engaged, and socially responsible citizens among the youth.

Keywords: *Political Awareness, Political Socialization, Civic Participation, Secondary Data Analysis, Developmental Model, Senior High School Students*

INTRODUCTION

Political awareness among Senior High School students has become increasingly important in today's fast-paced and information-rich environment. Adolescents are continuously exposed to political content through traditional news outlets, social media platforms, and peer networks. However, exposure alone does not necessarily translate into meaningful understanding. Students encounter a mixture of credible reporting, partisan narratives, and misinformation, making the development of political awareness a complex and uneven process. In this context, political awareness should not be understood simply as familiarity with current events, but rather as a developmental formation shaped by how learners interpret, evaluate, and engage with political information.

The process through which young individuals develop political orientations is well explained by Political Socialization Theory, first articulated by Herbert H. Hyman. The theory posits that political beliefs and attitudes are gradually shaped through interactions with key socializing agents, including family, schools, peers, and media. These agents do more than provide information; they influence how political realities are interpreted and internalized. Within the school context, structured discussions, classroom instruction, and peer engagement may significantly contribute to shaping students' political understanding.

Research in media literacy further underscores the importance of critical evaluation skills. In an environment saturated with digital content, students must be able to assess credibility, identify bias, and distinguish factual reporting from misinformation. Without such competencies, exposure to political information may lead to confusion or misinterpretation rather than informed awareness. Thus, the quality of engagement with information becomes as important as access to it.

Civic engagement literature also suggests that participation deepens understanding. Experiences such as involvement in student leadership, volunteer initiatives, or guided classroom discussions allow learners to contextualize political issues within real-life settings. Through these experiences, abstract political concepts become more concrete and personally meaningful. Over time, participation may foster not only greater awareness but also a developing sense of civic responsibility. Political awareness, therefore, is not static; it evolves through exposure, reflection, interaction, and active involvement.

Despite existing research examining levels of political awareness among students, fewer studies conceptualize awareness as a developmental process. Much of the literature focuses on measuring knowledge or engagement at a single point in time rather than explaining how awareness forms and progresses. This gap highlights the need to reinterpret existing data in ways that illuminate the formation of political awareness rather than merely its degree.

Responding to this need, the present study conducts a secondary mixed-method analysis of data originally gathered in the research entitled "A Mixed-Method Approach to Understanding SHS Students' Political Awareness Through News Habits, Civic Involvement, and Political Literacy Levels." By integrating quantitative and qualitative findings from the original dataset, this study aims to examine how political awareness develops among Senior High School students and to propose the "From Exposure to Responsibility Model," which conceptualizes political awareness as a gradual movement from passive exposure to active civic responsibility.

Through this reframing, the study contributes to political socialization research by presenting political awareness not merely as a measurable outcome but as a dynamic and evolving developmental process with important implications for educational practice.

Statement of the Purpose

This study aims to reinterpret and synthesize existing mixed-method findings to explain how political awareness develops among Senior High School students and to propose a developmental model grounded in the integrated dataset.

Previous research conducted in a local Senior High School context has shown that students demonstrate varying levels of political awareness influenced by news consumption patterns, civic involvement, and social environments. While earlier studies identified levels of awareness and examined relationships among variables, fewer have reexamined these findings to explain how awareness progresses over time. Political awareness has often been treated as a measurable outcome rather than a developmental process.

Addressing this gap, the present study conducts a secondary mixed-method analysis of previously collected data to examine how political awareness forms and evolves. By integrating quantitative patterns with qualitative insights, the study conceptualizes political awareness as a progression from initial exposure to political information toward critical engagement, culminating in a developing sense of civic responsibility. The goal is not to generate new statistical results but to provide a deeper theoretical explanation of political awareness formation among adolescents.

Research Objectives

Rather than re-measuring variables, this study focuses on reinterpretation, integration, and theory-building. Specifically, it aims to:

1. Reexamine previously reported quantitative and qualitative findings to identify patterns in students' levels of political awareness.
2. Analyze how exposure to news and perceptions of information credibility contribute to the development of political awareness.
3. Explain how civic engagement experiences deepen students' political understanding.
4. Examine how students' perceptions of political issues and responsibility differ across awareness levels.
5. Develop a developmental model that explains political awareness as a progression from initial exposure to active civic responsibility.

Scope and Delimitation

This study examines the development of political awareness among Senior High School students through a secondary mixed-method analysis of data originally collected in the school-based research entitled "*A Mixed-Method Approach to Understanding SHS Students' Political Awareness Through News*

Habits, Civic Involvement, and Political Literacy Levels.” The original study involved 61 students from Bagumbong High School, Division of Schools – Caloocan City, who completed surveys assessing their news habits, civic engagement, and political literacy, with a subset participating in semi-structured interviews.

By revisiting this dataset, the present study focuses on how political awareness forms and progresses, moving beyond measurement to explore developmental patterns from initial exposure to active civic responsibility. The scope of this research is therefore limited to the respondents of the base study, and the insights derived are situated within the social, cultural, and institutional context of Bagumbong High School.

While the findings reveal meaningful patterns in political understanding and engagement, these are not directly generalizable to students in other schools or regions. This study is also delimited by its reliance on previously collected data, with no new participants recruited and no additional interviews conducted. Nonetheless, by integrating and reinterpreting the quantitative and qualitative findings of the previous research, this study provides a nuanced understanding of the processes through which adolescents engage with political information and cultivate a sense of civic responsibility.

METHODOLOGY

Research Design

This study employed a Secondary Explanatory Sequential Mixed-Methods Design, following the framework outlined by John W. Creswell. Rather than collecting new data, the study reanalyzed an existing dataset to further interpret patterns of political awareness formation among Senior High School students and to develop a model grounded in those findings.

The original research followed an explanatory sequential design. Quantitative data were first gathered through a structured political awareness survey, followed by qualitative interviews intended to clarify and deepen the numerical results. In the present secondary analysis, the same dataset was revisited with a different analytical focus. The aim was to move beyond description and toward theoretical explanation, examining how political awareness develops from exposure to information and civic experiences toward a sense of responsibility.

The quantitative findings were first reviewed to identify patterns in awareness levels, news engagement, and civic participation. These results guided the reanalysis of qualitative interview transcripts, with attention given to how students described their experiences, reflections, and motivations. Integrating both strands allowed the development of a developmental model of political awareness formation.

This design was appropriate because secondary mixed-method analysis enables researchers to generate new theoretical insights from existing data while preserving the integrity of the original findings. The study does not alter previously reported statistics; rather, it reframes them within a developmental and conceptual perspective.

Data Source and Research Instrument

The dataset analyzed in this study was derived from a school-based research project in Bagumbong High School, Division of Schools – Caloocan City, entitled “*A Mixed-Method Approach to Understanding SHS Students’ Political Awareness Through News Habits, Civic Involvement, and Political Literacy Levels.*” The project was carried out and submitted to the school principal for academic purposes. As an unpublished research project, the dataset provides a valuable foundation for this secondary mixed-method analysis, allowing for the reinterpretation of previously collected data to examine how political awareness develops rather than generating new statistical results.

A. Quantitative Phase (Secondary Reanalysis)

The quantitative data were derived from the original study entitled *A Mixed-Method Approach to Understanding SHS Students’ Political Awareness Through News Habits, Civic Involvement, and Political Literacy Levels*. In that study, political awareness was measured using the Political Awareness Scale developed by Balintongog and Narido (2022). The instrument assessed political awareness across dimensions, including news consumption habits, civic involvement, and political literacy.

In the original research, descriptive statistics such as means and standard deviations were computed using Jamovi software. Students were categorized into Low, Moderate, and High awareness groups through the Tertile Method, following the procedure supported by Turner, Dobson, and Pocock (2010). These statistical analyses were completed and reported in the original study.

For the present research, no new statistical tests were conducted. The previously computed descriptive results were retained in their original form. The contribution of this study lies not in recalculation, but in reinterpretation. The awareness groupings were analytically reconsidered as indicative of developmental stages within a broader process of political awareness formation, ranging from limited exposure to active civic orientation.

B. Qualitative Phase (Secondary Reanalysis)

The qualitative data also originated from the earlier mixed-method study. In that research, semi-structured interviews were conducted using a validated Interview Protocol Guide. The instrument underwent content validation through the Content Validity Index framework as described by Lynn (1986) and later refined by Polit and Beck (2006) and Polit et al. (2007). Data saturation was achieved in the original investigation.

In the present secondary analysis, no new interviews were conducted. Instead, the existing transcripts were revisited and reanalyzed with a different analytical lens. While the original study focused on describing students’ levels of awareness, the current study reorganized the interview findings to examine developmental patterns. Particular attention was given to:

- Sources of political exposure
- Processes of interpretation and critical reflection
- Emerging sense of civic responsibility

- Motivations for political engagement

Rather than generating entirely new themes, this phase reorganized previously identified insights into a developmental structure aligned with the proposed model.

Respondents

The dataset consisted of 61 Senior High School students with complete and valid responses in the original study. Most respondents were aged 16 to 18 years, with the majority enrolled in Grade 11 and identified as full-time students.

In the original analysis, students were grouped into Low, Moderate, and High awareness categories using the Tertile Method. In the present study, these categories were analytically interpreted as representing stages within a developmental process of political awareness formation.

Eight to ten students representing different awareness levels had participated in the qualitative interviews in the original study. Their narratives provided contextual depth, allowing the present research to examine how exposure, interaction, and participation contributed to the progression of awareness.

Data Analysis Procedure

The secondary analysis was conducted in three interconnected phases.

First, the quantitative findings reported in the original study were reexamined. Rather than performing new statistical tests, the previously computed descriptive statistics were reviewed to identify developmental tendencies linking news exposure, civic participation, and levels of political awareness. The awareness groupings were interpreted analytically as stages within a progression rather than merely statistical categories.

Second, the qualitative interview transcripts were revisited and reanalyzed thematically. Attention was given to how students described their exposure to political information, their evaluation of credibility, the influence of socialization agents, and their motivations for civic engagement. Previously identified themes were reorganized to reflect a developmental pathway from exposure to responsibility.

Finally, findings from both strands were integrated to construct the proposed model, the From Exposure to Responsibility Model. Through this integrative process, descriptive findings from the original dataset were transformed into a developmental explanation of political awareness formation among Senior High School students.

Ethical Considerations

This study adhered strictly to ethical standards in the conduct of secondary data analysis. Since no new data were collected, the research relied solely on previously gathered quantitative and qualitative data from the original study. However, before proceeding with this new analysis and model development, the researcher formally sought and obtained approval from the school principal to use the previously collected dataset for the purpose of developing a new study.

The request clearly stated that the data would not be altered, fabricated, or supplemented with new responses, but would instead be reanalyzed to generate deeper theoretical insights and to construct a proposed model. Approval was granted with the understanding that the secondary analysis would maintain the integrity of the original data and uphold all prior ethical commitments.

In the original study, participants were fully informed about the purpose of the research and signed informed consent forms prior to participation. They were assured that their responses would remain confidential, anonymous, and used strictly for academic purposes. Participation was voluntary, and students were informed of their right to withdraw at any time without consequence.

For the present secondary study:

- No new participants were recruited.
- No additional interviews were conducted.
- No identifying information was disclosed.
- All data remained anonymized throughout reanalysis.

The researcher ensured that the reuse of data did not violate the scope of the original consent and that confidentiality protocols continued to be strictly observed. All transcripts and survey data were securely stored and accessed only for academic research purposes.

By securing institutional permission and maintaining rigorous ethical safeguards, this study ensured responsible data reuse while contributing new theoretical insights on political awareness formation among Senior High School students.

RESULTS AND DISCUSSION

Political Awareness Based on News and Information

The quantitative findings reveal clear distinctions among students categorized into low, moderate, and high awareness groups. Students in the low-awareness group recorded mean scores ranging from 1.45 to 2.25. These scores indicate limited engagement with political news, minimal effort to verify information, and infrequent discussion of political issues. Their responses suggest a level of awareness shaped largely by passive exposure.

Students in the moderate-awareness group obtained mean scores between 1.70 and 2.75. Their responses reflect occasional efforts to verify information and differentiate between reliable and unreliable sources. However, engagement appears inconsistent. While these students demonstrate developing awareness, their political engagement remains transitional rather than fully established.

The high-awareness group recorded mean scores ranging from 2.86 to 3.38. These students consistently agreed with statements concerning political knowledge, information verification, and issue

recognition. Although none reached a “highly aware” classification, their responses demonstrate sustained interaction with political content and more deliberate evaluation of information.

The findings suggest that frequency and quality of exposure both matter. Access to information alone does not ensure deeper awareness; students who actively evaluate and reflect on political content demonstrate higher levels of awareness.

Political Awareness in Terms of Civic Participation

Patterns of civic participation further reinforce the developmental interpretation of awareness. Students in the low-awareness group reported limited involvement in civic discussions and rarely followed government initiatives. Their engagement tends to remain observational.

Students in the moderate group show emerging participation. They express interest in understanding political issues and verifying information, but do not consistently engage in political discussions or organized civic activities. This indicates awareness that is forming but not yet translated into sustained action.

In contrast, students in the high-awareness group demonstrate stronger agreement with statements involving civic engagement. They report identifying political leaders, understanding national issues, and using social media as a platform for informed learning. Their responses suggest that knowledge is increasingly connected to participation.

The results indicate that civic engagement reinforces political awareness. Students who participate in discussions and civic activities tend to develop greater confidence and understanding of political processes.

Awareness of Political Challenges

Differences across awareness levels are also evident in students’ recognition of political challenges. Students in the low-awareness group show limited acknowledgment of systemic political issues such as corruption, institutional barriers, or distrust in leadership. Their responses may reflect either limited exposure or limited critical reflection.

The moderate group demonstrates partial recognition of these challenges. While some awareness of corruption and political barriers is evident, responses remain varied. This suggests that students at this stage are beginning to interpret political realities more critically but have not yet formed consistent analytical perspectives.

Students in the high-awareness group consistently acknowledge structural challenges within the political system. Their responses indicate recognition of corruption, lack of representation, and systemic limitations. This pattern suggests that higher awareness is associated with broader and more critical perspectives on political institutions.

Overall, recognition of political challenges appears to deepen as awareness develops. Students move from surface-level understanding toward more structural interpretations of political issues.

Political Literacy

Political literacy follows a similar progression. Students in the low-awareness group demonstrate limited understanding of political processes, government functions, and civic responsibilities. Their knowledge appears fragmented and introductory.

The moderate group displays developing comprehension. While students show some understanding of political structures and civic rights, noticeable gaps remain.

The high-awareness group demonstrates stronger agreement with statements reflecting knowledge of political systems, civic duties, and governance processes. Their responses suggest clearer conceptual understanding and greater familiarity with institutional frameworks.

These findings indicate that political awareness and political literacy develop in tandem. Awareness involves not only exposure to information but also conceptual clarity and structured understanding.

Qualitative Findings: Understanding the Developmental Process

The qualitative findings provide deeper insight into how students move across levels of awareness.

Sources of Political Information

Students in the low-awareness group primarily rely on traditional news consumption and occasional exposure through media platforms. Their engagement tends to be passive.

Students in the moderate group frequently cite social media as a major source of political information. While social media increases accessibility, students also recognize challenges related to misinformation and credibility.

Students in the high-awareness group often identify classroom discussions and teacher guidance as influential factors in shaping their understanding. These findings suggest that interactive and guided environments contribute significantly to deeper awareness.

Peer Discussion and Confidence

Students with lower awareness levels report limited participation in political conversations, often describing themselves as listeners rather than active contributors. In contrast, students with higher awareness levels engage more confidently in discussions, analyze issues critically, and connect local concerns to broader societal themes.

Confidence appears closely linked to engagement. Students who regularly participate in political discussions demonstrate stronger analytical skills and greater willingness to express informed opinions.

Motivations for Civic Participation

Motivations for engagement vary across levels of awareness. Students in the low group tend to express interest primarily in issues that directly affect them. Those in the moderate group show growing curiosity and concern about broader political matters. Students in the high-awareness group articulate motivations grounded in societal responsibility and national development.

This progression suggests that as awareness deepens, motivations shift from personal relevance toward collective responsibility.

Integration of Quantitative and Qualitative Findings

When considered together, the quantitative and qualitative findings reveal a coherent developmental trajectory. The survey data identify distinct levels of awareness, while the interview responses explain the processes underlying those levels. Lower awareness is associated with passive exposure and limited discussion. Moderate awareness reflects emerging critical engagement. Higher awareness is characterized by consistent evaluation of information, recognition of systemic issues, and greater civic involvement.

The integration of findings supports the view that political awareness develops gradually through exposure, interpretation, interaction, and participation.

Theoretical Interpretation

The findings are consistent with political socialization theory, originally advanced by Herbert H. Hyman, which emphasizes the role of social institutions in shaping political attitudes and behavior. Schools, media, and peer groups serve as key agents of socialization. The present analysis suggests that awareness strengthens when exposure to information is accompanied by guided discussion and opportunities for meaningful engagement.

Political awareness formation appears to depend not only on information access but also on the social contexts in which information is interpreted and discussed.

Proposed Model: From Exposure to Responsibility Model

Based on the integrated findings, this study proposes a four-stage developmental model of political awareness formation. The process begins with exposure to political information through media and social environments. It progresses to interpretation, where students evaluate credibility and meaning. Engagement follows, characterized by discussion and issue recognition. The final stage involves civic responsibility, where awareness translates into participation and a sense of societal duty.

The model conceptualizes political awareness as developmental rather than static. Movement across stages is influenced by the quality of exposure, opportunities for dialogue, and institutional support.

Theoretical Foundation

The integrated findings of this secondary mixed-method analysis indicate that political awareness among Senior High School students develops progressively rather than existing as a fixed attribute. This developmental trajectory aligns with political socialization theory, particularly the work of Herbert H. Hyman, who emphasized that political attitudes and orientations are shaped through interaction with key social institutions such as schools, media, peer groups, and family environments.

Political awareness, from this perspective, emerges through structured exposure, guided interpretation, and participatory experiences. The present findings extend this theoretical orientation by

demonstrating how different levels of awareness correspond to varying degrees of exposure, evaluation, and civic engagement.

Based on the integration of quantitative and qualitative findings, this study proposes the From Exposure to Responsibility Model, a four-stage developmental model explaining how political awareness is formed and strengthened among Senior High School students.

Overview of the Model

The model conceptualizes political awareness as a sequential yet dynamic progression consisting of four interrelated stages:

1. Exposure
2. Interpretation
3. Engagement
4. Civic Responsibility

Movement across these stages is influenced by the quality of information access, opportunities for dialogue, and institutional support systems.

Stage 1: Exposure

The Exposure stage involves students' initial contact with political information. This primarily occurs through news media, social media platforms, classroom instruction, and informal conversations.

- *Quantitative findings:* Students with low political awareness show limited engagement with political content, reflected in lower mean scores for news consumption and issue recognition.
- *Qualitative findings:* Students tend to rely on passive information intake, often encountering political content incidentally rather than intentionally.

At this stage, awareness remains surface-level: information is received but not critically processed or internalized.

Stage 2: Interpretation

The Interpretation stage involves the evaluation and critical processing of political information. Students begin assessing source credibility, distinguishing reliable from unreliable content, and recognizing broader political issues.

- *Quantitative findings:* Moderate-awareness students demonstrate emerging efforts to verify information and reflect on political challenges, though engagement remains inconsistent.
- *Qualitative findings:* Recognition of systemic issues—such as corruption, governance limitations, and institutional barriers—becomes more evident.

Political awareness shifts from mere exposure to cognitive engagement, as interpretive and reflective skills develop.

Stage 3: Engagement

The Engagement stage is characterized by active participation in discussions and increased confidence in expressing political opinions. Students begin connecting information to personal experiences and societal contexts.

- *Quantitative findings:* High-awareness students show stronger agreement in areas related to civic participation and issue identification.
- *Qualitative findings:* Classroom discussions, peer interaction, and teacher guidance enhance analytical confidence.

Engagement transforms political awareness from private understanding to public interaction, making it dialogical and socially reinforced.

Stage 4: Civic Responsibility

The Civic Responsibility stage represents the internalization of political awareness into a sense of civic duty. Students demonstrate concern for issues beyond personal interests, embracing broader societal and national matters.

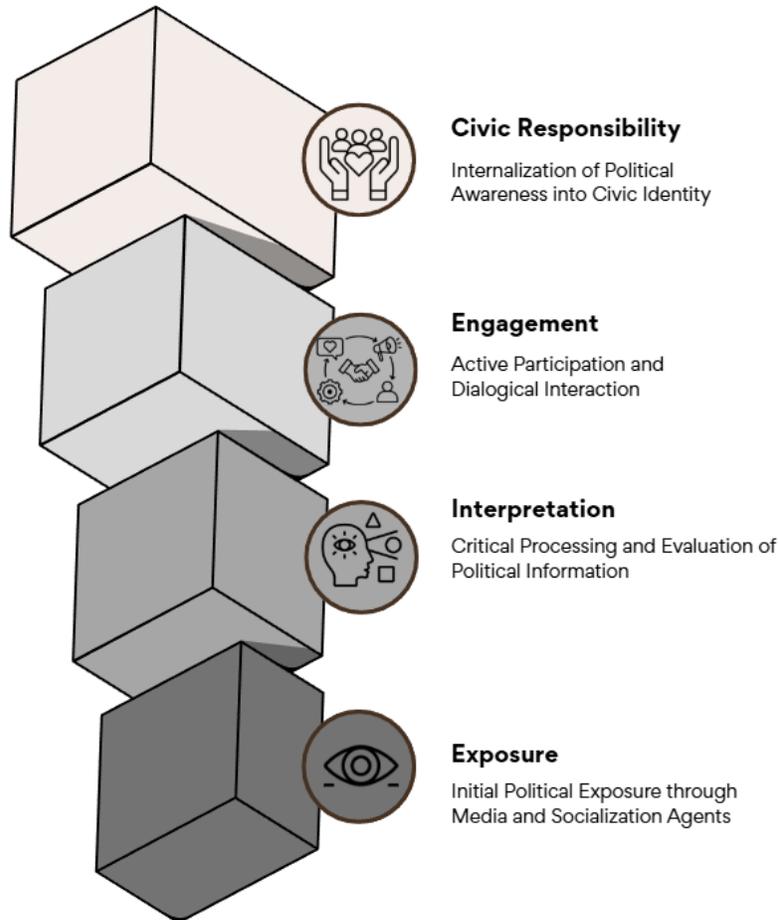
- Motivations shift from personal gain to collective responsibility.
- Students articulate informed perspectives, recognize structural political challenges, and express willingness to participate in civic processes.

At this stage, awareness integrates knowledge, critical evaluation, and participatory intention, becoming action-oriented and identity-based.

Key Characteristics of the Model

1. ***Developmental:*** Students progress through identifiable stages as awareness deepens.
2. ***Socially influenced:*** Media exposure initiates awareness, while schools and peer discussions strengthen interpretive and engagement capacities.
3. ***Quality over frequency:*** Critical evaluation enhances awareness more than mere exposure.
4. ***Non-linear progression:*** Students may advance or regress depending on contextual factors and opportunities for engagement.

Visual Representation of the Model



This flow illustrates the gradual strengthening of political awareness from passive information intake to active civic orientation.

Based on the integration of quantitative and qualitative findings, this study proposes the From Exposure to Responsibility Model, a four-stage developmental model that explicates the formation and consolidation of political awareness among Senior High School students. The foundational stage, Exposure, involves students' initial encounters with political information through various channels, including media, classroom instruction, and interactions with peers and family members. At this stage, engagement is largely passive, and political awareness remains incidental and superficial. Progressing to the Interpretation stage, students begin critically processing and evaluating political information by assessing source credibility, distinguishing reliable from unreliable content, and recognizing broader systemic and structural political issues. This stage marks the emergence of critical thinking and reflective judgment. The third stage, Engagement, reflects active participation and dialogical interaction, wherein students apply political knowledge in discussions, articulate their opinions with confidence, and relate political issues to personal and societal contexts, thereby socially reinforcing their understanding. The terminal stage, Civic

Responsibility, represents the internalization of political awareness into students' civic identity, characterized by informed, action-oriented perspectives and a heightened sense of duty toward societal and national concerns. Collectively, the From Exposure to Responsibility Model underscores a sequential progression from passive awareness to active, responsible citizenship, providing a comprehensive framework for understanding the development of political consciousness in adolescents.

Conclusion of Findings

The secondary mixed-method analysis demonstrates that political awareness among Senior High School students develops progressively rather than appearing as a static trait. Students do not become politically aware solely through exposure to information; rather, awareness deepens when initial exposure is coupled with critical evaluation, reflection, discussion with peers, and structured opportunities for civic participation. The findings indicate that political awareness evolves through a dynamic process, moving from passive reception of political content toward active engagement and a growing sense of responsibility.

Specifically, the "From Exposure to Responsibility Model" identifies four interconnected stages. In the Exposure stage, students encounter political information primarily through news media and socialization agents, which raises their initial awareness. The Interpretation stage involves evaluating the credibility of information, distinguishing bias from fact, and reflecting on political issues. In the Engagement stage, students participate in discussions, civic initiatives, or school-based activities that contextualize abstract political concepts into meaningful experiences. Finally, in the Responsibility stage, students demonstrate a sense of civic duty and informed action, indicating that political awareness has matured into deliberate and responsible engagement.

These findings underscore the critical role of educational institutions in shaping informed and responsible citizens. Schools provide the social and instructional environment necessary for moving students beyond passive exposure. Structured classroom discussions, media literacy programs, peer-facilitated dialogue, and participatory projects act as catalysts for students' progressive development in political awareness. Without these guided opportunities, students may remain exposed to political information without achieving deeper understanding or engagement.

Implications of the Model

The proposed model has both theoretical and practical significance. Theoretically, it reframes political awareness as a developmental process, complementing Political Socialization Theory by demonstrating how exposure, reflection, and participation interact to shape adolescents' political orientations. Practically, it offers educators and school administrators a framework to design interventions that cultivate critical thinking, civic engagement, and social responsibility. For instance, incorporating structured debates, collaborative civic projects, and media literacy instruction into the Senior High School curriculum can strengthen students' progression through each stage of awareness.

Furthermore, the model suggests that political awareness is not achieved solely by providing information but requires guided interpretation, social interaction, and active involvement. By intentionally creating opportunities for engagement and reflection, schools can support students in transforming passive knowledge into informed, responsible civic behavior.

Finally, while the findings are context-specific to Bagumbong High School and the Division of Schools – Caloocan City, the developmental perspective may inform similar educational settings seeking to enhance students’ political literacy and civic responsibility. Future research could expand the model across diverse school environments, longitudinally track the progression of political awareness, or investigate how digital media and peer networks influence the stages of development.

REFERENCES

- Ayop, C. M. J., Maureal, M. P. B., Juriana, L. Q., & Lagura, G. B. (2025). Political awareness of youth in Panabo City, Philippines: An explanatory sequential analysis. *Journal of Public and Private Management*. <https://so03.tci-thaijo.org/index.php/ppmjjournal/article/view/286038>
- Balintongog, R. B., & Narido, J. L. (2022). *Political awareness among residents of select barangays in Claveria, Misamis Oriental* [Unpublished undergraduate thesis].
- Calderon, A. M. C., Lazaro, B. L. G., Santarin, A. M. R., Maur, M. E., & Olaes, J. A. D. (2023). Social media, politics, and the youth of the 21st century in Noveleta, Cavite: A sequential explanatory mixed-method study. *International Journal of Advanced Multidisciplinary Research and Studies*, 3(3), 816–824.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Lefranco, M. C., & Camasura, R. R. (2024). A mixed-methods sequential explanatory design comparison between financial literacy and financial stress of junior high school teachers in the Davao Region. *TWIST*, 19(2), 340–347. <https://twistjournal.net/twist/article/view/260>
- Lee, J. (2022). Civic engagement and youth development in community-based programs. *Journal of Community Engagement and Scholarship*. <https://jces.ua.edu/articles/10.54656/KRYI6242>
- Lynn, M. R. (1986). Determination and quantification of content validity. *Nursing Research*, 35(6), 382–385. <https://pubmed.ncbi.nlm.nih.gov/3640358/>
- Malterud, K., Siersma, V. D., & Guassora, A. D. (2016). Sample size in qualitative interview studies: Guided by information power. *Qualitative Health Research*, 26(13), 1753–1760. <https://doi.org/10.1177/1049732315617444>
- Marshall, B., Cardon, P., Poddar, A., & Fontenot, R. (2013). Does sample size matter in qualitative research? A review of qualitative interviews in information systems research. *Journal of Computer Information Systems*, 54(1), 11–22. <https://doi.org/10.1080/08874417.2013.11645667>
- McLeod, J. M., Daily, K., Guo, Z., Eveland, W. P., Bayer, J., Yang, S., & Wang, H. (1999). Community involvement and political engagement among youth. *Journal of Social Issues*, 55(3), 533–554.
- Noelle-Neumann, E. (1974). The spiral of silence: A theory of public opinion. *Journal of Communication*, 24(2), 43–51. <https://doi.org/10.1111/j.1460-2466.1974.tb00367.x>
- Obenza, B. N., & Rabaca, B. H. D. (2024). The nexus between political awareness and social media political participation as mediated by political efficacy among youth in Region XI, Philippines. *Journal of Contemporary Philosophical and Anthropological Studies*, 2(3). <https://doi.org/10.59652/jcpas.v2i3.276>

- Polit, D. F., & Beck, C. T. (2006). The content validity index: Are you sure you know what's being reported? Critique and recommendations. *Research in Nursing & Health*, 29(5), 489–497. <https://doi.org/10.1002/nur.20147>
- Polit, D. F., Beck, C. T., & Owen, S. V. (2007). Is the CVI an acceptable indicator of content validity? Appraisal and recommendations. *Research in Nursing & Health*, 30(4), 459–467. <https://doi.org/10.1002/nur.20199>
- Siddiqui, N., & Shafqat, I. (2023). Media exposure and political awareness among students. *International Journal of Social Science, Humanities, and Management Research*. <https://www.ijsshmr.com/v3i7/Doc/20.pdf>
- Tan, N., Hoyle, L., Dela Cruz, D., Uy, X. C., & Yu, P. E. (2025). *A mixed-method approach to understanding SHS students' political awareness through news habits, civic involvement, and political literacy levels* [Unpublished research project]. Bagumbong High School, Division of Schools – Caloocan City, Philippines.
- Turner, E. L., Dobson, J. E., & Pocock, S. J. (2010). Categorisation of continuous risk factors in epidemiological publications: A survey of current practice. *Journal of Epidemiology & Community Health*, 64(8), 686–690. <https://doi.org/10.1136/jech.2009.087775>
- Umali, S. M. D., & Brion, R. R. (2024). Effects of social media on political attitudes countering misinformation. *International Journal of Social Science, Humanity & Management Research*, 3(4), 416–436. <https://doi.org/10.58806/ijsshmr.2024.v3i4n03>
- Vraga, E. K., Tully, M., Bode, L., & Thorson, K. (2016). Empowering adolescents' political judgment through information-seeking practices. *Frontiers in Psychology*, 7, Article 575. <https://www.frontiersin.org/articles/10.3389/fpsyg.2016.00575/full>
- Organisation for Economic Co-operation and Development. (2018). *Preparing our youth for an inclusive and sustainable world*. <https://doi.org/10.1787/4548cad8-en>