Pakikipagkapwa: Pathways in Developing Civic Engagement among Student Leaders

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ABSTRACT. The realm of academe has a vital role in civic engagement development among student leaders. The study aimed to analyze the perceived routes and attributes in developing civic engagement among nine former college student leaders from a CICM school recruited using purposive sampling. The study employed a qualitative research design. Online photo-elicitation interview with auto-driving was the main data measure. Participants were asked to take photos that best capture the pathways in molding civic engagement. Framework analysis and establishment of trustworthiness were employed for analysis and validation. Pathways are inculcation of values, spirited involvement in extra-curricular activities, embarking with a sense of purpose, character and interpersonal skills building, and rooted in chosen discipline or course. Moreover, the facilitative attributes are authentic social interest, pivotal core values, experiential learning space, and a supportive academic ecosystem. The *pakikipagkapwa* and civic engagement shared a common ground that the community is *hindi ibang tao*. Consequently, the synergy between routes and characteristics of the school molds civic engagement among the participants. It is suggested to strengthen its leadership training by including necessary characteristics or traits related to civic-mindedness and interpersonal skills.

1.0. Introduction

Civic engagement is making a significant and positive difference. It involves collective effort in taking action on issues of public concern. It can include organizing action groups, participation in community agencies, and forwarding advocacy (Ekman & Amnå, 2012). Soria et al. (2013) suggested that students in higher education have to be invigorated to participate in a leadership position. The involvement could cultivate social engagement and eventually contribute to social change. It enables the college students to reflect and navigate various facets of social issues that will determine and implement solutions. Moreover, student leaders in an organization were reported to exhibit greater social change engagement than their peers. It postulates that immersion in groups anchored on community service, religion, and justice cultivates students' engagement in societal revolution. Following the same vein, encouraging the youth to become leaders is an enabling experience. It solidifies the assertion that the academe must be an avenue and the needed force for empowerment and leadership development to be realized. Youth empowerment and leadership are interrelated constructs that transform the young population to become responsive to the larger community's needs. Civic engagement encapsulates involvement in school governance while helping the community improve or make a positive impact.

Several empirical explorations were conducted to unearth predictors of the construct under study. Antecedents such as family and school (Mahatmya & Lohman, 2012), values (Malin et al., 2015), and serving as a mentor (Barnes, 2014) were found influential to social responsibility and personal identity growth. Furthermore, campus experiences, including an academic environment that values freedom of expression, cultural origin, inclusivity, and religious involvement, correlated with civic engagement (Wray-Lake et al., 2017).

The academe is a sculptor of civic engagement among students. Giving them opportunities for dialogue, reflection (Richard et al., 2016), and community involvement (Huda et al., 2018) spring civic engagement. The exposure to school-based advocacy (Barnhardt et al., 2015), inclusive teaching

(Smallwood & Jasper, 2020), diversity experience (Bowman, 2011), and a democratic classroom (Hatcher, 2011) meaningfully harness civic movement and commitment. Likewise, service learning, an educational experience that allows students to participate in an activity that addresses the community's needs and reflect to obtain more profound understanding and insight, is a pathway to developing civic engagement among students (Hatcher, 2011; Prentice, 2011). The extra-curricular activities and the discipline or course in college are also empirically claimed as predictors of civic engagement (Besser, 2012). And lastly, a precursor to civic action is the strong connection to a nonprofit organization and movement (Smallwood & Jasper, 2020). However, the journey toward imprinting civic engagement on students' psychological and social DNA is not smooth and straight. Institutional support, diversity, clashing of cultures, and sustaining the status quo were the identified challenges in developing civic engagement (Reiff & Keene, 2012).

Participation in civic activities such as volunteering, activism, and intergroup dialogue, which are other-oriented, demonstrates *pakikipagkapwa*, a value (Labor & Gastardo-Conaco, 2021). *Pakikipagkapwa* is also one of the major components or elements of *kagandahang loob* (shared humanity) or morally worthy behavior (Resurreccion, 2007). The shared values of advancing humanity merging with shared identity create a healing space (Galura, 2018). Civic engagement is an antecedent of social capital (Hyman, 2002). It spells the direct relationship between the two constructs that increment in the welfare of the communities is ignited by the increment of individuals who are civically engaged.

As a missionary school, the target institution is a frontrunner in molding the students to engage in civic activities. One of the guiding core values is missionary. It has the undertaking to reach out to marginalized sectors and go beyond borders. Another is the National Service Training Program, a school-based program that aims to improve civic awareness and defense readiness among youth through service ethics and patriotism (Commission on Higher Education [CHED], 2015). Crisostomo et al. (2016) have found that the implementation of NSTP at Rizal Technological University helped college students to develop leadership skills, specifically, listening and communicating. Likewise, it made the students realize the significance of physical, psychological, and social well-being. However, it was also discovered that the lack of materials, financial support, and passivity of local government units were the challenges in the implementation process. It takes a village to prepare a student to be both a leader and socially responsible. Following the same route, conceptually, the study would validate the synergy of youth leadership, civic engagement, and the academic realm.

2.0. Methodology

The study employed the structure of a qualitative research design and a visual methodology. The design paved the process of unearthing and analyzing the former college students' perceived routes in cultivating civic engagement and the enabling attributes of the target institution.

Participants. The target institution or locale is one of the CICM schools in the Philippines and a private sectarian. The study's participants were nine former college student leaders. Former student leaders were recruited because they had already undergone the formative years and witnessed and experienced the school's vision and mission. They were recruited through purposive sampling. Four (4) male and five (5) female student leaders, and among them, there were eight (8) club officers and one (1) College Student Council (CSC) officer. Potential participants had to meet the following inclusion criteria: a) former student leader of the target institution, b) valued a sense of volunteerism, c) possessed a helping attitude, d) manifested civic behaviors, and e) participated in an extension program or any social and community involvement programs for the last five (5) years. The overall mean for their altruistic expression was 6.44 (Volunteer Functions Inventory), while 82.33 (Helping Attitudes Scale) for helping attitude. Furthermore, their civic engagement on average was 5.72 (Civic Engagement Scale).

Instrumentation. The photo-elicitation interview was the primary data gathering tool of the study. Photographs and projective stimuli representing the participants' perception of the pathways the target institution took in developing civic engagement were the main features of this visual methodology. Moreover, demographic data were collected from the participants themselves, specifically, sex, leadership position, academic year and chronological age as a student leader, and extension program participated. An online interview was employed with the auto-driving technique, and it addressed obtrusiveness and reactivity (Heisley & Levy, 1991). The participants chose what pictures to discuss and the order while researchers were active listeners.

The inclusion criteria on the sense of volunteerism, helping attitude, and civic engagement were validated through Volunteer Functions Inventory (VFI) (Clary et al., 1998), Helping Attitudes Scale (HAS) (Nickell, 1998), and Civic Engagement Scale (Doolittle & Faul, 2013), respectively. The Volunteer Functions was a 30-item measure of enthusiasm to volunteer. It has six domains: protective motives, values, career, social, understanding, and enhancement. On the other hand, the Helping Attitudes Scale (HAS) was a 20-item tool that measured the participants' affect, beliefs, and actions associated with helping. The Civic Engagement Scale (Behavior) was a 6-item tool that measured the participants' actions that implied a level of civic engagement. The study's participants had to score 4.48 and above on VFI and Civic Engagement Scale, whereas 61 and above for HAS.

Data gathering procedure. The participants expressed their voluntary participation in the consent form for the data collection. They were tasked to take photograph/s, at least two photos to a maximum of four, which they believed best reflected the school's pathways in developing civic engagement. They were given three days to accomplish the task. After the given timeframe, soft copies of the photographs were collected.

The individual, dialogical online semi-structured interview with the auto-driving technique was a two-way work between the participants and researchers. Photographs were presented using the chosen platform's screen-sharing function (Google Meet or Zoom). Discussion of the pictures revolved around the tasking stage's sole criterion, which was the pathways of the target institution in developing civic engagement. The languages used during the interview were English and Filipino. The termination stage was maneuvered through summarizing the interview data drawn from the participants. Furthermore, a photo release form was provided to secure the participants' consent to utilize the photos. It was executed to safeguard and avoid misusage of the visual data.

The conduct of the study adhered to ethical standards of research work and practiced voluntary participation. Likewise, researchers made every effort to observe privacy and confidentiality. Assigning codes on all photographs, transcriptions, and notes was conducted. Consultation with authorities from the school's Research Management Office (ResMO) was employed.

Data analysis. The qualitative data were analyzed employing framework analysis (Furber, 2010). It had five interlinked phases that allowed researchers from descriptive data to conceptual framework and understanding. The first phase involved immersion through listening to the audio-recorded interviews, reviewing transcripts, and discoursing evolving ideas. Second, the recurring ideas from the initial stage were collated into several themes. Third, the theoretical framework was compared against the transcripts to determine the fit through lifting and categorizing a specific text from the transcript to a particular theme. Fourth, the themes were arranged in a summary chart to make it more manageable for data evaluation. Lastly, it moved the researchers from data management to understanding. It involved looking for patterns (Parkinson et al., 2016) and creating a schematic diagram to represent and explain the phenomenon (Srivastava & Thomson, 2009). The validity of the qualitative study, specifically the generated themes, was established and examined through data and investigator triangulation.

Data Trustworthiness. To ensure data trustworthiness, the researchers conducted three separate or individual analyses. One member of the research team performed the initial analysis. And then, the transcripts were given to two other members for familiarization, such as re-reading and analysis to establish further soundness. The entire research team then decided on the final emerging themes with the inclusion of the three evaluations. A dialogue among the researchers regarding the generated themes and summarizing salient findings during the interview were performed for validation. Lastly, detailed study protocol and centralized data safekeeping were prepared to ensure dependability.

3.0. Results and Discussion

Theme 1. Pathways in Developing Civic Engagement

Inculcation of values. Value formation is one of the missions of the target institution to prepare students to become responsive to the needs of the faith and community. It encapsulates the elements of reciprocity, perspective-taking, freedom, responsibility, and Christ-centeredness. The theme and its features significantly mold the participants' desire to be connected with the community and prioritize its well-being.

Marigold and Yarrow emphasized the core value of Christ-centeredness that significantly molded them to be civically active, as revealed in Yarrow's comment:

> The altar reminds me to give back to others. It really helped me in my spiritual growth as a student, teacher, and individual. I chose the altar because it signifies Christ-centeredness, which is the value that our school nourishes among us. (Yarrow, personal communication, August 22, 2021)

The scholarships offered by the institution inspired one of the participants to give back to the community through helping. The school served as a light to her, and she wanted to share it with those people in need. Sage captured the value of reciprocity by paying it forward. Moreover, freedom comes with the responsibility of doing a mission like extension programs for other participants. It also entails a paradigm shift to appreciate and participate in various programs that reach underprivileged communities.

Inculcation of values as a pathway to developing civic engagement among the participants centers on personal transformation. It was a change that meaningfully propelled them to help and make a significant positive social change. The theme affirms that values are a strong drive that goads individuals to participate highly and commit to civic responsibilities (Malin et al., 2015). Consequently, the institution's value formation for each student corroborates the postulation values as a substantial route toward developing civic engagement. Specifically, Christ-centeredness can be depicted in spirituality and faith development through Eucharistic celebration. One of the participants explained the importance of holy masses in developing civic engagement. It agrees that religious participation was associated with civic engagement (Wray-Lake et al., 2017). Attendance to liturgical activities is also a transformative civic encounter.

In an earlier study, volunteerism was an expression of one's values. Likewise, it is to satiate the sensed humanitarian accountability to succor other people (Omoto & Snyder, 2002). It solidified that building and embedding the schools' core values in students' growth and transformation, specifically, Christ-centeredness and missionary, fuels them to volunteer and manifest these core values. Values play a significant role in providing a perspective for the participants to be connected with the larger social structure.

Spirited involvement in extra-curricular activities. Holistic development entails academic, spiritual, and social progression. Extra-curricular activities are essential cogs in blossoming civic engagement. It reflects extension activities, journalism, and participation in campus ministry events. The onsite and off-campus involvements facilitate the desire to make a social change.

Extension programs were one of the most highlighted ways to serve community members. In like manner, it also nurtures the desire to make a difference and address issues of public concern.

> So [school] gave me the opportunity to help the community by joining [extension] projects by the [department]. Through this endeavor, it boosted my desire to volunteer more occasionally by helping others and by helping my fellow schoolmates. (Cosmos, personal communication, July 22, 2021)

The opportunity to write articles and awaken slumbering issues is a pathway to develop the construct under study. The student publication is instrumental in reaching out to authorities and growing civic accountability. In the same vein, participation in the activities of the Campus Ministry Office meaningfully impacts the desire to work for the common good. Yarrow shared her experiences and communicated that her CMO involvement trained her to help others and perform church duties.

Immersion activities raised awareness of social issues and compelled participants to help address social concerns and strengthen the connection to civic matters. These are a few of the core elements revealed in the theme, spirited involvement in extra-curricular activities. The established school-community partnership evident in extension programs is under sociopolitical development, a form of youth civic engagement (Checkoway & Aldana, 2013). It confirms that student leaders who participated in community engagement significantly cultivate their involvement in social change (Soria et al., 2013). According to Huda et al. (2018), the opportunities given for the students to be immersed in the community will enhance social and emotional progression and community building, and problem solutions.

Moreover, campus-based journalism as an avenue to reach students, management, and the community is also a vital component of the theme. Writing articles is one of the identified civic activities. Through school publication, civic engagement and written proficiency are developed. The latter was identified as a prerequisite to shaping civic-mindedness among undergraduates (Bringle et al., 2011). The school supports the student publication; as a result, this became a pathway to improving the desire to make a positive social change. An integral part of campus-based journalism is freedom of expression. It confirms the earlier exploration that campus experiences, including unrestrained expression, were distinctly correlated with civic engagement typologies (Wray-Lake et al., 2017). Indeed, extra-curricular activities were a strong predictor of civic-mindedness (Besser, 2012). It specifically distinguished between civically engaged students and less involved contemporaries.

Embarking with a sense of purpose. A sense of purpose guides the development of the desire to implement individual and collective actions in addressing social maladies and predicaments. The participants perceived vision or purpose as both a pathway and drive in helping the community. Vision is the essential beginning of actions and changes to be wheeled. Zinnia centered on the significance of having a vision in fulfilling one's civic duties both as a student and citizen of the country. Outreach programs and community building had to spring from a vision. It serves as the critical element or starting point.

> ...if we have civic engagements, especially when we were in college, we should have a vision, a purpose of why we do those activities and outreach programs. That is where we start in order for us to know what we want to reach. (Zinnia, personal communication, November 6, 2021)

Embarking with a sense of purpose teaches students to have vision, meaning, passion, and drive. Vision and mission statements are essential in any organization. Both provide a focal point or direction to align the human resource and efforts in achieving a common organizational goal. It is also crucial in the growth of civic-mindedness among students. The theme supports an earlier study that concluded mission statement and agreement with it were significantly and strongly correlated with activism and social justice actions (Torres-Harding et al., 2015).

In a more recent study, one of the universities in Maryland has been active in encouraging civic engagement among students and faculty. The civic engagement activities and efforts stemmed from the university's vision and mission. Though it may not directly result in complete civic engagement, its inclusion is an institutional scaffolding. It means that civic engagement is being normalized as a form of understanding connected with instruction, research, and outreach (Surak & Pope, 2016).

Character and interpersonal skills building. Cooperation, collaboration, teamwork, and a sense of volunteerism are the puzzle pieces that complete the portrait of the character and interpersonal skills building. It is a pathway anchored in the participants' internal and external environments. The theme is a two-pronged pathway that covers the intrapersonal and interpersonal transformations. Helping others involves one's character and bridging the gap through being active in the social sphere.

A participant expressed the intrapersonal change that happened, and it was more of a character-building:

> ...helping others involves one character. If you do not have that which (school) taught...I believe (school) has helped me much in building my character. Part of that is sharing, helping others. (Marigold, personal communication, August 3, 2021)

Furthermore, the elements that focused on interpersonal transformation as enabled by the institution were stressed by Zinnia. She highlighted companionship, recognition of strengths, and cooperation in goal attainment.

Helping or volunteering has been part of the character built by the target institution to one of the participants. It is the mission to bring consciousness in carrying out a mission to the community. And studying in a Catholic institution and with the core value of Christ-centeredness, students develop religious identity or character. Character building as a pathway validates that the process of developing religious and/or spiritual identity was associated with civic participation (Read, 2015).

An institution is a tool for both character formation and civic engagement development. In a parallel finding, individuals develop good character by putting it into practice in social situations through service. The prerequisite of good learning is the synergy between service and character (Shumer et al., 2012). As a result, academic institutions have to secure and expedite the congruence of character formation and the public service crafted and implemented to generate optimum learning among participants and students as a whole.

Moreover, according to Crocetti et al. (2014), it was concluded that an individual characterized to be reflective, empathetic, and a person who manifests prosocial behavior has a great extent of civic engagement. Consequently, developing the necessary identity processing style may exponentially increase to fulfill civic duties and responsibilities. Traits such as self-confidence, interpersonal bond, goal orientation, compassion, and diversity acceptance were vital characteristics of active citizenship (Kim et al., 2016).

Lastly, teaching students the values of teamwork, collaboration, cooperation, and communication are the key features of interpersonal skills building. They are an integral part of responding to the community's needs and are measured to be a core in designing a program with a sense of purpose (Bringle et al., 2011). In a recent study, the cultivation of interpersonal skills, including communication, reasoning, and social interaction, was one of the significant outcomes of service-learning (Mannin-Ouellette & Hemer, 2019). In the Philippines' National Service Training Program (NSTP), two developed aptitudes were listening and communicating (Crisostomo et al., 2016).

Rooted in chosen discipline or course. Student leaders' talents and skills were applied in college extension programs. It solidifies the idea that chosen discipline or course is immensely sculpted and shapes civic engagement. The practicum or on-the-job training exposed the participants to the realities of society. Likewise, the specialization is a way of responding to the call of evangelizing. Consequently, the participants' course is a route that pictures and harnesses the willingness to be of service or missionary.

Three participants shared that their chosen college course was a pathway to becoming more aware of the community, ecological protection, and faith-deepening of other people. The curriculum-based extension programs strengthened the commitment to work with others in a community. Rooted in chosen course or discipline as a theme and pathway are presented in this comment:

> ...it is different in the [department]; and it is also different in other colleges. So our role in the [department] is likened to nation-building in which we are able to use our talent and skills in the fields of architecture and engineering in order to help the community. (Cosmos, personal communication, July 22, 2021)

The target institution's practice is to craft and implement curriculum-based extension programs; thus, chosen college courses paved the growth of the motivation to respond to the needs of the marginalized sectors. In an analogous finding, discipline was a strong predictor of civic engagement (Besser, 2012). It concluded that college experiences were significant pointers to college graduates' future civic involvement. Civic engagement becomes an integral part of the participants' core and is carried out even after tertiary. Consequently, the skills developed in and by the chosen discipline and their utilization in various community or outreach projects is a route to being more socially and politically active.

Overall, civic engagement or the desire to make a positive social change is a form of *pakikipagkapwa*. The latter concept embraces the idea that other people are considered *hindi ibang tao* category or shared identity. Though the current study does not center or focus on the various civic activities conducted or duties fulfilled, participants mentioned immersion, extension programs, and catechism, to name a few. And these experiences served as one of the foundations of the pathways and attributes. The act of *pakikipagkapwa* of the participants during their stint as student leaders made or aided them in realizing the routes in developing civic engagement and the attributes that further scaffold the process of growing it. Meneses (2019) challenged society to use the *pakikipagkapwa* in prioritizing the well-being of vulnerable groups and the environment. The identified pathways in developing civic engagement or the desire to help, volunteer, advocate for ecological protection, and make a positive social change are a synergy among personal, social, and institutional factors or core elements.

Theme 2. Facilitative Attributes in Developing Civic Engagement

Authentic social interest. The theme of authentic social interest captures responsiveness to the community's needs or being people-oriented. The school's earnest linkage with the grassroots cultivates civic engagement. The various extension programs were manifestations of the academic institution's consciousness of the community's needs and plights. Uplifting others and aiding in their transcendence are considered a commitment and responsibility. Sage and Zinnia revealed this trait, and as the former has shared:

> ...by their being responsive to the needs of the community. There are lots of extension services...these sparked my inspiration and gave me awareness which I should also bring in my life to respond to the needs of the community. (Sage, personal communication, September 14, 2021)

Authentic social interest is the responsiveness of the target institution to the community's needs through extension. The theme is consonant with an earlier study that community responsibility was a strong predictor of a higher-order civic engagement (Nowell & Boyd, 2014). Claiming and adopting that community is an obligation motivates the participants to engage in a higher form of civic action or involvement. The theme harmonizes an earlier conclusion on its positive impact on the correlation between a sense of volunteerism and social well-being (Cicognani et al., 2015).

Furthermore, linkage to the community was a motivating force that magnetized individuals like the participants to manifest volunteerism and maintain their social involvement for longer (Mannino & Snyder, 2012). The school as a role model and catalyst of community connection, the participants became involved by volunteering. A former empirical study certainly affirms that civic participation and activism of a social issue such as AIDS were predicted by the generated attribute of a sense of connection (Omoto & Malsch, 2005).

Similarly, responsiveness to the community's needs or the concern for the society triggered volunteering (Omoto & Snyder, 2002). It proves that the school's initiatives of responding to the crises or adversities of the public are a perceived attribute that appreciably molds fulfillment of civic duties.

Pivotal core values. The institution's core values are taught among the participants. Specifically, Christ-centeredness and missionary were determined to be the attributes of the academe that profoundly facilitate the evolution of civic engagement. Being compassionate, loving, and generous to others is being Christ-like. Moreover, community coalition, leadership, and participation in religious organizations were the rudiments of being a missionary. The mentioned core values are pivotal characteristics that also served as an encouragement to carry out the mission to help beyond personal, cultural, social, and geographical boundaries.

Christ-centeredness, a core value, was one of the significant characteristics of the school that paved the development of civic engagement. Zinnia, Marigold, Lilac, and Yarrow explained its key influence. The following were a few of the remarks:

> ...for me, it is being Christ-centered. If that is being taught, it involves a lot of values. It implores us to be Christ-like. That being Christ-like is being compassionate; we share; we love. (Marigold, personal communication, August 3, 2021)

> ...Christ-centeredness. In (school), you have to attend mass. It will transform you to a higher form. (Lilac, personal communication, August 21, 2021)

Following the same vein, according to Zinnia, the unwavering catholic identity of the institution stages the growth of civic engagement. Specifically, Christ's teachings are realized and integrated into the life of the students. Four participants elucidated its facilitative force as an attribute of the missionary core value. The opportunity of becoming a missionary leader and a member of a mission office enriches civic engagement. Being a missionary of the institution is also captured in community coalition as revealed in this statement:

> It would always want its students to become missionaries. We want to live up to our core values. I also experienced [extension program] when I was still a student. We

taught the students how to read...they always want us to go out... to experience how it is like to live outside the campus...to experience the real world. (Aster, personal communication, August 30, 2021)

Christ-centeredness and missionary were the most identified core values that served as attributes of the institution. The opportunity to be a student leader is an element encapsulated in the core value of missionary. The theme validates the conclusion that involvement in leadership positions promoted participation in social change (Soria et al., 2013). Furthermore, it was associated with active student contribution to community building by defining an issue and identifying feasible solutions. The core value reflected and animated in various drives and programs pushed the participants to recalibrate and operationalize leadership and social accountability (Mannin-Ouellette & Hemer, 2019).

Generosity is another element shared by the participants. The target institution has cultivated the essence of sharing through scholarship grants and being Christ-like. The attribute corroborates with the conclusion that volunteering is a practice of religious and spiritual values and convictions. Likewise, it spawned purpose, a sense of community, and a connection with nature (Dennis et al., 2017). Like the participants, adolescents were inspired to engage in charity sporting activities for social, physical, and religious, or moral reasons (Fernandez et al., 2016). The attachment of religious conviction and the principle of extension programs may exponentially amplify the participants' sense of giving or generosity.

Experiential learning space. The students' transformation of being witnesses of the unforgiving realities of life was an element reflecting the academic institution as an experiential learning space to serve the marginalized and underprivileged groups. It provided real and life-changing experiences that transformed the participants' motivation to serve the community and affect positive change. One participant highlighted the institution's nature as a learning space anchored in experiences.

It does not only train you to become excellent or brilliant, but they also shape your heart so when you are out, when you are not in the comfort of the school, you would know how to deal with people...They teach more than theories, laws, and lessons. They provide experiences..." (Aster, personal communication, August 30, 2021)

The realm of academe is a learning space with a volume of life experiences. The attribute is connected with diverse experiences. It refers to a wide range of interests and the differences of individuals in various facets such as socioeconomic status, religion, affectional orientation, and cultural framework. The institution exposed participants to multiple conditions of communities during extension programs. The encounter became a learning opportunity to witness sociopolitical situations beyond the four corners of the academe (Bowman, 2011). In a similar finding, the exposure to the unforgiving realities of the society is a way of understanding the intricate issues the underprivileged and marginalized encounter daily. The significance of knowing the contemporary social maladies and problems is necessary for fostering civic-mindedness in the undergraduates (Bringle et al., 2011). Thus, civically engaged graduates must possess complete understanding, empathy, and respect for diversity in a pluralistic society.

Supportive academic ecosystem. The institution's support is one of the attributes that facilitated the development of civic engagement among the participants. Specifically, support from the administration, teachers, classmates, and alumni is a force that motivates or drives the participants to engage in civic activities or perform their civic responsibilities. The theme propels the postulation that it takes a global village to mold a sense of community and social interest. A supportive environment as an attribute impacts the development of civic engagement positively. Amaranth has the following claim:

...But I think support is number one. (School) is very supportive if activities are being conducted...support from the school, support from the admin, from the teachers, and the support from your classmates, and most importantly, the support from the alumni...they provide fund in extension projects, and sometimes, there are even those who pledge for food. (Amaranth, personal communication, July 23, 2021)

A supportive academic ecosystem is felt community support, and helping others is a shared endeavor. Administrative support is one of the practices that leads to civic learning outcomes

(Hatcher, 2011). It validates that a supportive school environment and staff impact the formation of civic engagement. Likewise, school climate, an equitable and supportive atmosphere, predicted civic attitudes (Jagers et al., 2017). Furthermore, support can be received from friends. In a previous study, chums engaged in civic activities influenced adolescents' civic-mindedness (Rossi et al., 2016).

Likewise, a school where discussion of civic issues is free and family members who are also civically engaged are also predictors. It implies that if civic engagement is a norm within the circle, school, and at home, the members most likely become more sensitive to civic issues and maintain civic ideologies. The supportive ecosystem is a concrete manifestation that this attribute of the academic institution pulls significant people from different sectors to reinforce the idea and act of helping, volunteering, and making an optimistic social metamorphosis.

The school and its facilitative attributes are necessary for developing civic engagement among college student leaders. Few of the characteristics were connected with pathways, as revealed in the participants' comments. It strengthens the idea that the target institution should have courses in developing civic engagement stemming from her innate characteristics. Just like human beings, actions are manifestations of one's personality. Therefore, fulfillment of civic duties by the college student leaders makes the institution civic-minded. It becomes a core, an identity of a missionary school.

Figure 2 presents the pathways and attributes of the target institution in developing or molding the civic engagement among the former college student leaders. Likewise, it reflects the analyzed relationships of the routes and attributes based on the revelations or comments of the study's participants. The pathways or routes and the various attributes stem from the participants' experiences, observations, and meaning-making processes. It could be gleaned from their sharing that they are directly involved in different programs and projects. Likewise, they interpreted the core values, immediate environment, and encounters inside and outside the target campus, and this is the organismic valuing process of the participants.
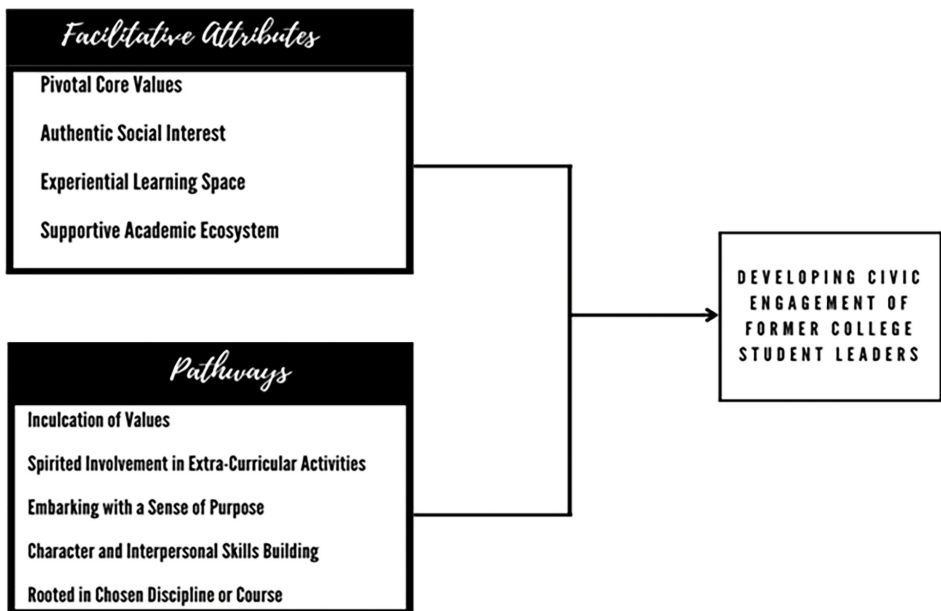

Figure 2. Pathways and Attributes in Developing Civic Engagement among Student Leaders

4.0. Conclusion

A civically engaged student leader is needed in a society flooded with various sociopolitical issues. The realm of academe plays a vital role in developing the desire to help, volunteer, and make a difference in the lives of the many. Based on the findings, the perceived pathways and facilitative attributes in developing civic engagement among former college student leaders are diverse. The dynamic interaction between routes and characteristics of the school molds civic engagement among the participants. Consequently, the pathways and attributes contribute to the inculcation of the value of *pakikipagkapwa*.

5.0. Declaration of Conflicting Interests

The authors reported no potential conflict of interest.

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