Formation of Civic Attitudes among Selected International Chinese Students in St. Paul University Manila

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Abstract: This study explored the development of civic attitudes among Chinese higher education students and educators, focusing on their understanding of these attitudes, the life experiences that shape them, and effective strategies for enhancement. Through analysis of journal entries from eight Chinese international graduate students at St. Paul University Manila, the research identified key themes in civic attitudes, including social responsibility, national identity, respect for the rule of law, commitment to social justice, and the role of educators in promoting these values. The study highlighted significant factors influencing civic attitudes such as family education, formal education, career development, international study, media exposure, and personal experiences. Key strategies for improving civic attitudes included continuous learning and self-reflection, integrating civic education into teaching, engaging in community service, fostering intercultural communication, creating supportive educational environments, and building positive relationships with students and colleagues.

I.   Introduction

Civic attitudes in China have undergone significant evolution, influenced by the country's rapid modernization, political landscape, and traditional cultural values. Civic participation has historically been limited by many factors, but there is a growing trend of community involvement in urban areas, driven in part by government support for grassroots initiatives (Tang & Parish, 2020; Teets, 2014). Educational institutions play a crucial role in fostering civic attitudes, emphasizing loyalty, social harmony, and collective responsibility, while slowly integrating critical thinking and global awareness into the curriculum (Kennedy, 2019). Confucian values, such as filial piety and respect for authority, continue to deeply influence civic attitudes, prioritizing community and family responsibilities over political engagement (Inglehart & Baker, 2000). The younger generation, while expressing strong national pride, is also increasingly engaged with global issues and uses digital platforms for civic participation (Loader, Vromen, &Xenos, 2014).

Despite these positive developments, challenges remain in fostering a fully engaged and critically aware citizenry. The orientation of society towards mainstream values has a certain impact on civic participation. Nevertheless, the increasing participation of Chinese citizens in non-political civic activities suggests a gradual broadening of civic attitudes (King, Pan, & Roberts, 2013).

Many Chinese educators play a pivotal role in shaping the civic attitudes of students and young individuals by implementing national educational policies that integrate civic values into the curriculum, thereby

helping students understand their societal roles and responsibilities (Zhao & Wang, 2017). They also serve as role models, demonstrating civic responsibilities through their behaviors, which in turn inspires similar values in students (Gronlund, 2007). By encouraging critical thinking, educators foster a sense of civic responsibility beyond the classroom (Smith, 2020). Additionally, their involvement in community service and civic engagement activities helps students develop a sense of belonging and responsibility towards their communities (Putnam, 2015). Educators also promote national identity by teaching Chinese history, culture, and values, contributing to a shared national consciousness and civic pride (Li, 2020). Furthermore, they support the social and moral development of students by addressing ethical issues and promoting values such as respect, empathy, and social responsibility, which help students understand their roles as citizens (Chen & Zhou, 2010).

Historical Overview of Civic Education in China

Civic education in China has a long history, initially grounded in Confucian education, which emphasized moral cultivation and social responsibility. With the establishment of the People's Republic of China, the focus of civic education shifted towards cultivating socialist citizens, emphasizing political education and loyalty to the state. As the 21st century approached, with the deepening of globalization and increasing social diversity, Chinese civic education began to emphasize a combination of global perspectives and local values, aiming to nurture modern citizens with international outlooks and national confidence. Li (2018) explored the concerns and strategies in implementing civic education in China in his research, highlighting how the education system has adjusted its strategies to meet both global and local demands. Recent studies show that this educational model has demonstrated unique dynamism and flexibility in adapting to changes in the domestic and international political and economic environments (Camicia, 2013; Chia & Zhao, 2020).

Factors Influencing Civic Attitudes Among Chinese Educators

The factors that affect educators' civic attitude involve social and cultural background, educational policy, professional ethics, personal belief, and social and economic status. Research shows that educators' sense of social responsibility is significantly influenced by cultural and educational policies. For example, cultural background and educational policies will directly affect teachers' attitudes and behaviors when fulfilling their social responsibilities (Sachs, 2016). At the same time, teachers' professional ethics and personal beliefs also play an important role in the formation of their civic attitudes, which is further reinforced by training and support policies in the education system (Pillen, Beijaard, & Den Brok, 2017). In addition, the socioeconomic status of educators may also influence their motivation and resource utilization in fulfilling their civic responsibilities (Hargreaves & Fullan, 2019).

Empirical Studies on Civic Attitudes Among Chinese Educators

Empirical research on civic attitudes among Chinese educators sheds light on the intricate dynamics of civic education in contemporary China. Liu and Shen (2020) explored how trust impacts civic engagement among university students, revealing that trust in educational institutions significantly affects students' willingness to engage in civic activities. This trust is influenced by the broader political and educational environment, which shapes students' civic perceptions and participation. Shi, Chong, and Li (2019) examined the globalization of civic education curricula across China, noting that while there have been significant changes, and that the curriculum continues to reflect national priorities and ideological goals. This study highlights how the globalization of education intersects with local practices, influencing the implementation and perception of civic education. Zhang and Fagan (2016) analyzed the role of ideological and political education in shaping university students' civic perceptions and participation, suggesting that ideological education plays a crucial role in forming students' civic attitudes, though it may also limit their engagement with broader democratic practices. Together, these studies underscore the complexities of civic education in China, revealing the significant impact of institutional trust, curriculum changes, and ideological education on educators' and students' civic attitudes.

Challenges and Controversies on Civic Attitudes

The challenges and controversies surrounding civic attitudes have intensified in recent years, particularly with the rise of social media and its impact on information dissemination. The proliferation of misinformation and the formation of echo chambers on platforms like Facebook have been identified as key factors contributing to the polarization of civic attitudes (Bakshy et al., 2015). This polarization, in turn, has eroded trust in institutions and hindered effective civic engagement (HedvigaTkácová& Daniel Slivka , 2023). Furthermore, the rise of populism and nationalism has sparked debates about the role of civic attitudes in promoting inclusivity and diversity, with some arguing that they reinforce exclusionary narratives (Mudde, 2018). Addressing these challenges requires a nuanced understanding of the complex dynamics shaping civic attitudes and a commitment to fostering a more informed and engaged citizenry (Edelenbos, Molenveld& van Meerkerk, 2020).

Implications of Civic Attitudes for Practice and Policy

The discussion on the implications of civic attitudes for practice and policy emphasizes the role of educational practices in shaping civic engagement and democratic participation. Student-centered teaching methods that encourage critical thinking and active participation are essential for developing informed citizens (Garcia &Mirra, 2021). Effective civic education must adapt to diverse needs and address issues like social justice and global citizenship to remain relevant (Banks, 2017). Policies must balance national values with respect for cultural diversity (Levinson, 2010). Strong civic attitudes contribute to higher political engagement and social cohesion, and education plays a crucial role in fostering these attitudes, which are vital for addressing global challenges (Westheimer &Kahne, 2020).

Influence of Globalization on Civic Attitudes

Civic responsibility, in the context of global citizenship, involves a set of obligations and actions that individuals undertake to contribute positively to the global community. This includes advocating for social justice, engaging in international solidarity, and participating in global movements aimed at addressing widespread issues (Norris & Inglehart, 2019). The idea is that global citizens should actively participate in efforts to improve not only their immediate surroundings but also the broader world. Globalization affects local civic engagement by both enhancing and challenging community involvement. On the positive side, globalization facilitates the exchange of resources and ideas, which can strengthen local activism and connect communities with international support (Bennett &Segerberg, 2017; Tucker et al., 2018). It also introduces diverse perspectives that can inspire innovative solutions for local issues (Norris & Inglehart, 2019).Globalization highlights disparities between different regions, influencing civic attitudes related to social justice and equity. Awareness of global inequality can spur advocacy and activism aimed at addressing these disparities, as individuals feel compelled to combat perceived global injustices (Haas, 2015).Technology, a key driver of globalization, has also reshaped civic attitudes. Digital platforms enable people to connect with global causes, mobilize support, and engage in civic activities beyond their local communities (Bennett &Segerberg, 2017).

Role of Technology and Media in Shaping Civic Attitudes

Digital technology and social media have significantly transformed information dissemination, enhancing access to news while also contributing to misinformation and polarization (Tufekci, 2017; Zuboff, 2019). Social media algorithms create "echo chambers" that reinforce users' beliefs and limit exposure to diverse perspectives, exacerbating ideological divides (Pariser, 2011). The rise of digital platforms has empowered citizen journalism and grassroots movements, although challenges related to information accuracy persist (Freelon, McIlwain, & Clark, 2016). Social media also plays a crucial role in political activism, exemplified by movements such as #BlackLivesMatter, but faces issues of "slacktivism" where online engagement may not lead to real-world change (Boulianne, 2015).

Impact of Regional Differences in Civic Attitudes in China

China's vast geographic, economic, and cultural diversity leads to significant regional variations in civic attitudes. These differences influence how citizens engage with the government, participate in public life, and perceive their role in society (Dong & Kübler, 2021). Understanding these regional disparities is essential for analyzing the complexities of governance, social stability, and state-society relations in China. Civic attitudes in China encompass various aspects of political and social engagement, including participation in civic activities, trust in government institutions, and demands for rights and accountability. These attitudes are shaped by economic development, education, cultural values, and historical experiences, all of which vary significantly across China's regions (Wang & Shen, 2020). Economic disparities are a major factor contributing to regional differences in civic attitudes. The economically developed eastern regions, such as Shanghai and Beijing, exhibit higher levels of civic engagement. Residents in these regions are more likely to participate in public discourse, demand governmental transparency, and engage with civil society organizations (Zhu & Xu, 2021). This contrasts with the less developed western regions, like Xinjiang and Tibet, where economic underdevelopment and limited access to education and information result in lower civic participation (Xie, 2019).

Urbanization also plays a critical role. Urban areas, particularly in the economically vibrant regions, have a more active civil society, with citizens engaging in NGOs and community initiatives. Rural areas, however, often see less civic engagement due to lower education levels, fewer economic opportunities, and less exposure to civic activities (He, 2018). Cultural and historical factors significantly influence civic attitudes across different regions. In regions with a strong Confucian tradition, such as northern China, there is a greater emphasis on collective values and respect for authority. This results in more conservative civic attitudes, where citizens are less likely to challenge government policies (Li, 2020). Conversely, regions like the Pearl River Delta, which have undergone rapid modernization, tend to exhibit more liberal attitudes, with a stronger focus on individual rights and civic activism (Wang, 2017). Ethnic minority regions, such as Xinjiang and Tibet, present unique civic attitudes shaped by ethnic identity and historical grievances.

Study Framework

This study explored the formation of civic attitudes among conveniently selected Chinese higher education students and educators through a theoretical framework that integrates social learning theory, cultural theory, and educational theory. Social learning theory (Bandura, 1977) explains how civic attitudes are developed through observation and imitation of role models, while cultural theory highlights the influence of Confucian values such as filial piety and social harmony (Inglehart & Baker, 2000). Educational theory examines the role of formal education, particularly moral and civic education, in shaping these attitudes (Kennedy, 2019). Together, these theories provide a comprehensive understanding of how civic attitudes are formed and offer insights into potential strategies for improvement among education professionals.

Statement of the Problem

This study aimed to explore the formation of civic attitudes among Chinese higher education students and educators in China. This was accomplished by answering the following questions: (1) What are the participants' understanding of civic attitudes?; (2) What experiences in the lives of the selected participants shaped their civic attitudes? And (3) How can civic attitudes be improved among selected education professionals?

II.   Methodology

Research Approach

The study adopted a case study approach to provide a comprehensive understanding of the formation of civic attitudes within a specific context. The case study method is particularly effective in exploring contemporary phenomena within their real-life context, especially when the boundaries between the phenomenon and context are not clearly defined (Yin, 2018). In this research, the case study approach enabled

an in-depth examination of each participant's experiences and attitudes, while also allowing for the identification of common themes across cases.

Research Design

This study utilized a qualitative research design, focusing on exploring the nuanced understanding and formation of civic attitudes among graduate students. The qualitative approach is particularly suitable for capturing the complexity of participants' experiences, perceptions, and attitudes (Creswell & Poth, 2018). This design allowed for an in-depth exploration of the subjective meanings that participants attach to their civic attitudes, which would be difficult to quantify using a quantitative design.

Research Data Sources

The research data were sourced from eight graduate students enrolled at St. Paul University Manila. These participants were selected through convenience sampling, a method often used in qualitative research to allow for easy access to participants who meet the criteria of the study (Patton, 2015). The sample size, while small, was sufficient for a qualitative study, allowing for rich, detailed data to be collected through personal reflections.

Research Method

Journal writingwas employed as the primary research method, providing a reflective and introspective medium for participants to articulate their thoughts, experiences, and attitudes. Journal writing is particularly effective in qualitative research as it encourages participants to express themselves freely and honestly, often revealing insights that might not emerge through more structured data acquisition methods such as interviews or surveys (Moon, 2006). The reflective nature of journal writing aligns well with the study's goals of exploring how personal experiences and broader educational influences shape civic attitudes.

Research Instrument

A set of journal writing guide questions was developed to direct the participants' reflections and ensure that the data collected was relevant to the research questions. These guide questions were open-ended to encourage detailed responses (Braun & Clarke, 2013):

- *What is your understanding of civic attitudes? Please explain.*
- *What personal experiences shaped your civic attitudes? Share your experiences.*
- *How can civic attitudes be improved among education professionals like me?*

These questions were designed to elicit comprehensive responses that provide insights into both the participants' conceptual understanding of civic attitudes and the experiential factors influencing these attitudes.

Data Analysis

The data collected from the journals were analyzed using thematic analysis. This method was chosen for its flexibility and its ability to identify, analyze, and report patterns (themes) within the data (Braun & Clarke, 2006). Thematic analysis involved coding the data to identify significant themes related to the participants' understanding of civic attitudes, the life experiences that shaped these attitudes, and the strategies they proposed for enhancing civic attitudes among education professionals. This approach allowed for the synthesis of individual responses into broader themes that reflect the shared experiences and perspectives of the participants. The identified themes provided a comprehensive understanding of the factors influencing civic attitudes and offered practical insights into how these attitudes can be nurtured and developed within educational contexts.

III.   Results

Participants' understanding of civic attitudes

The participants' understanding of civic attitudes revealed several key themes

Social Responsibility. Participants view civic attitudes as encompassing a broad sense of social responsibility. One participant noted, "Every citizen has the responsibility to contribute to the harmony and progress of the society," which includes "compliance with laws and ethical norms, and active participation in social affairs such as volunteering and community activities." This perspective highlights the role of individuals in contributing to societal harmony and progress (Tang & Parish, 2020).

National Identity. The theme emphasizes the close relationship between civic attitudes and a sense of national pride and commitment. One participant reflected that "Civic attitudes also include identification with and love for the country," which is demonstrated through "support for core socialist values and concern for and involvement in national development and security." This connection illustrates how civic attitudes are intertwined with a sense of national identity and allegiance. Furthermore, the idea that "citizen attitude" encompasses "views and attitudes towards social responsibility, state obligation, the concept of rule of law, and social justice" highlights the broader dimensions of civic identity, including one's role and responsibilities within the state and society (Li, 2020). This underscores the importance of cultivating a national identity that is deeply linked to civic engagement and commitment to national values and development.

Rule of Law. The rule of law is essential in fostering a sense of responsibility and civic duty, as it encourages citizens to "respect the law and abide by social rules" while also understanding the importance of expressing personal demands "through legal channels." Cann and Yates (2020) emphasize that a "good citizen should have a strong sense of rule of law" to maintain social order, while Dash (2020) highlights its role in safeguarding justice within a democratic society. Trujillo (2023) further underscores the significance of the rule of law as a fundamental principle ensuring liberty, equality, and a just society. By instilling these values, individuals are better equipped to contribute to social harmony and uphold justice.

Social Justice. The pursuit of social justice is a crucial component of civic attitudes, emphasizing that every citizen should care about and actively promote social fairness and justice (Kennedy, 2019). Participants in the study underscored this commitment, with one stating, "Civic attitudes should also include the pursuit of social justice," and noting the importance of "caring about and promoting social fairness and justice, especially in the field of education." This perspective aligns with the view that addressing social issues and striving for a just society are essential to developing a well-rounded civic attitude. Integrating social justice into education involves cultivating students' sense of social responsibility through equitable and just teaching practices (Kennedy, 2019). This approach not only enhances students' understanding of social justice but also encourages them to become proactive citizens who contribute to creating a more equitable society.

Helping Others and Addressing Social Problems. The theme highlights the importance of engaging in community service and volunteer activities to foster social cohesion and address societal issues. Participants emphasized that "helping others is not only a direct response to the plight of others, but also an important way to build a harmonious society and enhance social cohesion." This perspective underscores that volunteer work and providing constructive suggestions are crucial for community development. As noted, "helping others is the main way to improve social problems." The motivation for helping behavior, rooted in empathy, social contact, and altruism, is essential for addressing social issues and supporting individuals, thus enhancing community development (Chen, Han, & Yin, 2023). By integrating these practices into everyday life, individuals contribute significantly to creating a more supportive and equitable society.

Educational Role. The theme emphasizes the crucial function of educators in shaping civic attitudes through equitable and just teaching practices. Educators need to "cultivate students' sense of social responsibility through fair and just teaching," focusing on "respect for others, understanding of diversity, and taking responsibility." As one participant highlighted, "In my educational work, I am committed to helping students form a positive civic attitude through teaching and teaching by word and example," which underscores the essential role of educators in instilling values of responsibility, respect, and critical thinking (Gronlund, 2007). This perspective that "education has an important role as an agent of change in developing a culture of social justice" further underscores the transformative power of the education system in fostering equality, inclusivity, and justice in society (Andini&Ndona, 2024). As noted, "educators should always take the cultivation of civic attitude as one of the core tasks, and strive to cultivate the citizens of the new era who have both knowledge and feelings, both ability and responsibility." Integrating these values into teaching practices helps create a generation that is not only knowledgeable but also committed to addressing social challenges and upholding democratic principles.

Personal experiences shaping civic attitudes

The responses revealed several key themes revealed by personal experiences shaping civic attitudes, each supported by direct quotations from the participants:

Family Education. Family education plays a crucial role in shaping civic attitudes, with early experiences in values such as respect, responsibility, and national identity profoundly influencing individuals. As one participant noted, "My parents have always attached great importance to family education, and taught me to respect others, abide by social rules, and actively participate in social affairs" (Inglehart & Baker, 2000). Another participant reflected on their involvement in volunteer activities, stating, "My parents often took me to participate in various volunteer activities... every experience makes me deeply feel the happiness and satisfaction of helping others and serving the society." Engaging in community service not only deepens one's understanding of social realities but also enhances a sense of citizenship, as "using spare time to participate in community service, public welfare activities or social research and other practical activities" fosters civic engagement and personal growth. Moreover, reflecting on one's values and behaviors, alongside setting a positive example through actions like integrity and problem-solving, contributes to the development of civic attitudes (Inglehart & Baker, 2000).

Formal Educational Experience. Formal education significantly influences civic attitudes through structured learning and practical experiences. As one participant reflected, "The ideological and political education in the school played a crucial role in the formation of my civic attitude," highlighting how "ideological and political courses and social practice activities" contribute to understanding civic responsibility and national development (Kennedy, 2019). Thus, this education helps instill a respect for laws and societal progress. Additionally, formal education fosters global citizenship through international communication and cooperation. As noted, "Participating in international academic exchange programs, visiting foreign educational institutions, or attending international seminars" enriches students' global perspectives and enhances their understanding of global citizenship (Beelen& Jones, 2015).

Incorporating inclusive teaching practices, such as considering diverse perspectives and encouraging open dialogue, also fosters a sense of belonging and respect among students (Banks & Banks, 2019). Furthermore, campus cultural activities, including student-led events and community service projects, provide practical platforms for students to engage with values like respect, inclusion, and justice, reinforcing their importance beyond the classroom (Patton, Renn, Guido, & Quaye, 2016). These educational practices, combined with hands-on experiences like community service, play a crucial role in shaping civic attitudes and preparing students for active, responsible citizenship.

Professional Educational Practice. Professional experiences in education further impact civic attitudes. A participant noted, "As a university teacher, I have the opportunity to directly influence the growth and development of my students," illustrating how teaching can reinforce civic values and deepen educators' commitment to cultivating responsible citizenship (Gronlund, 2007). Engaging with multiculturalism and continuing to learn about civic education and social responsibility support educators in their role of shaping positive civic attitudes. Gao (2020) highlights both the strengths and weaknesses of Chinese citizenship education and emphasizes the positive impact of international study experiences on citizens' attitudes, reinforcing the value of such experiences in broadening perspectives and enhancing civic engagement (Gao, 2020).

International Study Experience. Additionally, exposure to diverse cultures through international study enhances this understanding. As noted, "This international study experience exposed me to different cultures and educational concepts, broadened my horizons, and gave me a deeper understanding of global citizenship" (Putnam, 2015). Continued learning about civic education and social responsibility, along with participation in multicultural activities, is essential for educators. This approach aligns with Gao's (2020) findings on the strengths and weaknesses of Chinese citizenship education and the positive impact of international study on civic attitudes. Engaging in inclusive practices and fostering a multicultural environment helps to build a more comprehensive view of civic responsibility beyond national boundaries (Banks & Banks, 2019; Patton, Renn, Guido, & Quaye, 2016).

Media Information Contact. Media engagements are crucial in shaping civic attitudes, with participants noting, "Through contact with news, documentaries, and social media, I gradually realized various social problems around the world," which fosters a sense of responsibility to address injustices (Smith, 2020). This continuous exposure to various sources, such as "news, documentaries and social media," helps educators become aware of global issues, including "poverty, inequality, and environmental destruction," thereby fostering a more comprehensive understanding of global citizenship (Smith, 2020). Research supports that media's role in social mobilization and empowerment, along with new media's expansion of civic engagement, underscores its impact on shaping attitudes (Du, 2015; Huang, 2019).

Personal and Social Experiences. Personal life events, such as the challenges posed by a pandemic, further influence civic attitudes. As one participant reflected, "The sudden epidemic... tested every citizen's sense of responsibility," illustrating how real-life crises reinforce civic duties and solidarity (Li, 2020). Witnessing the "selfless dedication and heroic struggle of frontline workers during the epidemic" also strengthened individuals' sense of civic responsibility, showing how personal and social experiences deepen one's commitment to community and societal well-being. These experiences emphasize that everyone is an indispensable member of the social family and should actively participate in social activities and contribute their modest efforts to society, demonstrating a sense of responsibility and mission through practical actions.

How civic attitudes can be improved
The thematic analysis revealed several key strategies for enhancing civic attitudes.

Continuous Learning and Self-Reflection. Continuous learning and self-reflection are essential for enhancing civic attitudes among education professionals. Engaging regularly in ideological and political education through "training, seminars, or ideological and political courses organized by the school" helps educators integrate core values into their teaching practices (Zhao et al., 2023). As one educator noted, "Through the interaction with students, I constantly reflect on and strengthen my civic attitude, hoping to influence students to become responsible, moral and law-aware citizens through my words and deeds." This ongoing reflection ensures that educators examine whether their actions align with civic standards and identify areas for improvement (Smith & Lee, 2022).

Staying informed about social issues and civic responsibilities through "reading books, attending seminars, and taking online courses" is crucial for educators to maintain and develop a positive civic attitude (Johnson, 2024). As one participant emphasizes, "I realized that citizenship is not just a state responsibility. They also include a concern for the global community and a concern for the common destiny of mankind." This multicultural experience and global perspective further enrich civic attitudes, highlighting the importance of both local and global responsibilities.

Integration of Civic Education in Teaching. Integrating civic education into teaching practices is crucial for fostering civic attitudes in students. Educators should actively incorporate "citizen education content" into their daily teaching, guiding students to "focus on social problems" and cultivate critical thinking and a sense of responsibility (Williams, 2023). Education not only provides knowledge but also helps individuals understand social institutions, laws, and their roles in society, fostering a clearer sense of rights and responsibilities. As one participant reflected, "Taking courses in civic education, ethics, or social issues at school made me realize that as a citizen, I am concerned not only with my own life, but also with the well-being of others and the overall health of society." Methods such as "case studies, role plays, and group discussions" are effective in engaging students with civic issues (Davis & Clark, 2024). Moreover, the diverse educational experiences brought by different schools and teachers help students recognize the complexity and diversity of social problems, cultivating their sensitivity and sense of responsibility in facing social challenges. Educators also serve as role models, demonstrating civic values through their behavior, which profoundly influences students' understanding of these values (Martin, 2022).

Social Practice and Community Engagement. Active participation in social practice and community engagement significantly enhances educators' civic attitudes. Engaging in "community service, volunteering, and social research" enables educators to gain a deeper understanding of social issues and enhances their sense of social responsibility (Brown & Green, 2023). Practical experiences such as "volunteering or community projects" not only reinforce civic responsibility but also provide a sense of pride and accomplishment (Taylor, 2023). As one participant shared, "Every experience makes me deeply feel the happiness and satisfaction of helping others and serving the society." Participation in these activities helps educators "experience the process of contributing to society" and raises civic awareness (Adams & White, 2024). These engagements allow educators to witness firsthand the diversity and complexity of society, and "experience the warmth and mutual help between people," which in turn teaches them "how to respect and care for others."

Promoting Intercultural Communication. Exposure to diverse cultures and global perspectives is instrumental in strengthening civic attitudes. Participation in "international academic exchange programs" and "visiting foreign educational institutions" broadens educators' global perspectives and enhances their understanding of global citizenship (Nguyen & Chen, 2024). As one participant noted, "This international study experience exposed me to different cultures and educational concepts, broadened my horizons, and gave me a deeper understanding of global citizenship." Engaging in "international seminars" and intercultural communication enriches educators' views, helping them cultivate "students' multicultural awareness and global responsibility" (Kim, 2023). This exposure underscores that "civic attitudes are not just about national responsibility. They also include concern for global society and concern for the common destiny of mankind." Moreover, one shared, "This multicultural experience further enriched my civic attitude," emphasizing the importance of a well-rounded and inclusive approach to civic education.

Creating Supportive Environments. A supportive work environment is essential for the effective practice of civic attitudes. Schools and educational institutions should provide a "good work atmosphere, resource support, and mental health counseling" to help educators fulfill their civic responsibilities (Lee & Taylor, 2023). Additionally, educators should "try to create a diverse and inclusive classroom environment and school environment," which can include organizing "exchanges and dialogues between teachers and students

from different schools to experience different campus cultures and classroom experiences." Such supportive and inclusive environments contribute to maintaining a "positive professional attitude" and enable educators to "better convey civic values in teaching" (Thompson & Allen, 2024). Furthermore, universities should foster a culture that values and rewards civic engagement by promoting "civic responsibility on campus and beyond" and "honoring teachers who are active in their communities," thereby inspiring more individuals to engage in similar efforts. This holistic support not only enhances educators' well-being but also reinforces their ability to embody and impart civic responsibilities.

Establishing Positive Relationships. Building strong relationships with students and colleagues fosters a positive learning environment and encourages civic engagement. Establishing a "good communication and trust relationship with the students" and encouraging them to express their views and ideas creates a supportive educational atmosphere (Garcia, 2022). By "listening to students, understanding their needs and confusion, and providing them with the necessary support and guidance," educators help address students' concerns effectively. Additionally, by "demonstrating civic behavior through personal actions," educators serve as role models and become a model of civic responsibility for their students (Johnson & Clark, 2024). Organizing "seminars, inviting experts to teach about the importance of citizenship, and encouraging team members to share their civics education experiences and insights" further enriches the civic education environment. Maintaining "good communication with students, parents, and colleagues" and "listening to their voices and opinions" are also essential for fostering a responsible and socially conscious classroom environment. These practices are crucial for enhancing civic attitudes and promoting a sense of responsibility and engagement within the educational setting.

IV. Discussion

Incorporating Social Learning Theory (Firmansyah&Saepuloh, 2022) provides a strong foundation for understanding how family influence and education shape civic attitudes among education professionals. According to this theory, individuals learn behaviors, attitudes, and values by observing and imitating those around them. In the context of early family education, children observe and internalize their parents' civic behaviors, fostering a sense of social responsibility and national identity from a young age (Chen, Allen, &Hesketh, 2023). This learning continues through formal education, where educators model civic responsibilities and national development through their actions and teachings (Kraft & Grace, 2017).

Cultural Theory (Lien, 2012) emphasizes the influence of cultural context on an individual's values and behaviors. This theory supports the role of formal education in reinforcing cultural norms related to civic duty and national identity. The integration of ideological and political education within schools strengthens students' understanding of their civic responsibilities (An, Wang, &Lv, 2017). Furthermore, cultural theory highlights the importance of international exposure, where educators' participation in international study experiences broadens their perspectives on global citizenship, allowing them to integrate these views into their teaching, thus enriching students' civic attitudes (Zheng, 2017).

Educational Theory (Noddings, 2016) focuses on the practices of teaching and learning, supporting the idea that experiential learning, such as community engagement and social practices, reinforces civic duty and social justice. This theory underscores the importance of creating supportive educational environments that facilitate collaboration and mutual assistance, which are essential for the development of civic attitudes (Gökçe, 2021). Additionally, reflective practice, a key component of educational theory, encourages educators to continuously assess and improve their understanding of civic responsibilities through personal experiences and self-reflection (Sellars, 2012; Yu, 2024).

Furthermore, **media influence and information awareness** play a significant role in shaping civic attitudes by raising awareness of global and local social issues. Media serves as a powerful tool for educating

individuals about social challenges, fostering a sense of responsibility to address these issues (Rosen & Samuel, 2019).

The integration of these theories into the professional development of educators is essential for cultivating a well-rounded, socially responsible, and globally aware approach to teaching and learning, ultimately enhancing civic attitudes among education professionals (Bryan & Henry, 2024; Beck, 2016). Thus, the combination of Social Learning Theory, Cultural Theory, and Educational Theory provides a comprehensive framework for understanding how civic attitudes can be cultivated and improved among education professionals through early family education, formal schooling, professional development, international exposure, community engagement, media influence, supportive environments, and reflective practice (Sagastui, Herrán, &Anguera, 2023; Friedler, 2020; Feitosa, 2020).

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