

Values and Citizenship Engagement among Intermediate Pupils in Relation to Their Demographic Profile

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ABSTRACT

This descriptive correlational quantitative research aimed at determining participants' level of values and citizenship engagement among intermediate pupils in relation to their demographic profile. A stratified random sampling method was used to determine 101 participants for the study. This included 32 Grade 4 pupils, 37 Grade 5 pupils, and 32 Grade 6 pupils from a public elementary school in Angeles City, Philippines, who participated in data collection via a survey questionnaire. Mean, frequency and percentage distributions were used to analyze and present the variables, while the Spearman's rho, Mann-Whitney U test, and Kruskal-Wallis test were utilized to correlate the variables. Findings revealed that the intermediate pupils have a very high level of engagement when it comes to values and citizenship engagement. Intermediate pupils consistently show kindness, respect, honesty, love, competence, justice, responsibility, and participation to others, but there is no significant relationship to their demographic profile, such as age, sex, grade level, family structure, and household members. This implies that the development of these values is evident across different groups of learners and is not influenced by their background. It also suggests that interventions aimed at strengthening values and citizenship may be universally applied, as all learners demonstrate similarly high levels of engagement regardless of demographic profiles.

Keywords: Values engagement, Citizenship engagement, Demographics, Intermediate pupils

INTRODUCTION

In today's rapidly changing society, instilling and promoting values and civic engagement among young pupils is increasingly important to build a morally upright generation in the future. The school makes a significant contribution to shaping pupils holistically, not only in their intellectual development but also in their behavior, values, and civic development (Balong et al., 2024). However, incidence of bullying and behavioral issues among elementary pupils highlighted the needs of strengthening values and citizenship engagement in schools.

The Philippine Star reported that 63% of fifth-grade pupils in the country are bullied at least once a month, making the Philippines the bullying capital of the world (Untalan, 2025). The Department of Education (DepEd) has 4,460 open guidance counselor posts nationwide, highlighting the need for mental health experts in schools. Even after the Basic Education Mental Wellness Act was implemented, which created more counselor posts and support roles, the shortage of skilled professionals remains a serious problem, particularly in areas where guidance counseling graduates are nonexistent. Additionally, bullying and the lack of mental health specialists were recognized by the Second Congressional Commission on Education (EDCOM II) as pressing problems that need ongoing government attention. These issues underscore the importance of promoting empathy, respect, responsibility, and citizenship engagement among pupils to help foster safe, respectful, and supportive school environments.

The DepEd is the institution in the country that develops and implements education policies, ensures access to education, sets educational standards, and manages public schools. There are specific policies and directives that promote and strengthen values formation and citizenship among pupils. DepEd Orders Nos. 37, s. 2003 and 43, s. 2002, titled “Values Education in the Basic Education Curriculum,” emphasize the need for effective implementation of Values Education. These policies highlight that the Basic Education Curriculum should place strong emphasis on values formation. Moreover, teachers of Values Education are encouraged to maximize their teaching capabilities, collaborate with teachers from other subject areas to integrate values across lessons, actively participate in curriculum planning within the MAKABAYAN learning areas, and ensure the continuous development of learners’ values (Department of Education, 2003).

Furthermore, Division Memorandum No. 35, s. 2015, titled “DepEd Core Values Indicators: Concrete Manifestations,” outlines the key values and their observable behaviors. Maka-Diyos refers to expressing one’s spiritual beliefs while respecting others and upholding ethical principles. Its indicators include participating in spiritual activities, respecting sacred places, showing openness to different expressions of spirituality, demonstrating honesty, returning borrowed items, and being kind and considerate of others’ feelings. Maka-tao emphasizes sensitivity toward others and diverse cultures, as well as active contribution to society. Its indicators involve showing respect to everyone, helping others when needed, participating in community activities, communicating respectfully, maintaining a positive attitude toward the environment, practicing proper waste management, and conserving electricity and other resources. Makabansa, on the other hand, highlights love for the country and responsible citizenship as Filipinos. This includes respecting national symbols such as the flag and anthem, valuing the Filipino language, and adhering to the rules and regulations of the school, community, and nation (Department of Education, 2015).

Meanwhile, the Department of Education Memorandum No. 066, s. 2024, titled “2024 National Observance of the Filipino Values Month,” recognizes children as the foundation for achieving the nation’s long-term progress and development. It emphasizes that Filipino learners play a vital role in driving national transformation, as their ideas and actions contribute to meaningful change. As responsible and active participants in nation-building, they are encouraged to engage in activities that promote Filipino values, such as integrating values into daily lessons, conducting values education sessions on character, morality, and citizenship, and participating in community involvement and outreach programs (Department of Education, 2024).

According to Hamdani and Dewi (2021), values are the basic factors of development and personhood realization, establishing one’s place in society. However, since people also determine the course of future social development and the final account for this is culpable to individuals rather than to states, the issue becomes more serious when countries place excessive stress and policies on value education. Supporting this idea, pupils educated in good values manage to gain a moral judgment and achieve integrity working virtues such as sincerity, empathy, respect, and responsibility. It promotes social cohesion and acceptance of diversity, which are essential for peaceful co-existence in a multi-cultural society. Furthermore, through active participation of pupils in school and community events, citizenship education enhances the development of democratic processes, human rights, and civic responsibilities among pupils, which in effect promote democratic citizenship (Gamage et al., 2021).

In the study of Balong et al. (2024), it was shown that there is an extreme implementation of Values Education in elementary schools in the selected institutions. Furthermore, Values Education was taken as purposefully planned as regular lessons in the subject and not taken as incidental lessons. Lastly, it was emphasized that if their teachers become the right role model for pupils, they can adopt various values such as responsibility, justice, love, and respect. In relation to this, Hamdani and Dewi (2021), the purpose of citizenship education is to raise engagement among the people about their rights, duties, and responsibilities, their positions in society, the country, and the state. It was shown that it should be anticipated seeing thoughtful, informed citizens who influence their country positively. Also, by assisting the internalization of social norms, laws, and duties, citizenship education can contribute to the socialization and to the formation of the national character.

In support of these findings, Mahilum et al. (2025) assessed the civic literacy of 186 Grade 6 pupils one school across areas such as personal and civic responsibility, leadership, thinking skills, participation, sense of

community, and civic knowledge. The findings revealed that pupils demonstrated strong civic knowledge, with no significant differences based on gender or religion. The study recommends that teachers make lessons more relevant by connecting them to pupils' experiences and continue professional development to enhance civic literacy instruction.

However, despite the positive effects of values education, several studies revealed factors that may negatively influence pupils' behavior and values formation. Alpian et al. (2024) examined the effects of TikTok use on the thinking and behavior of elementary pupils. The study involved 21 pupils, one teacher, and one parent, and employed a qualitative descriptive research design using interviews and observations as data-gathering instruments. The findings revealed that social media plays a significant role in the lives of today's pupils, contributing to issues such as tardiness, decreased motivation to learn, and changes in social interaction with peers. It also influences their language use, as they tend to imitate content viewed on TikTok, and may lead to a decline in politeness and respect in communication. The results further indicate that both parents and teachers are concerned about these effects and emphasize the need to guide children in the proper use of TikTok and other social media platforms.

In contrast, Ichsan et al. (2024) examined the influence of social media on pupils in the digital era using a sample of 60 randomly selected participants. The findings showed that social media positively contributes to the development of pupils' character and moral values, serving as a tool for both communication and socialization. However, despite these benefits, it may also have negative effects, highlighting the importance of parental guidance to ensure its proper use.

The Republic Act No. 11476, "Good Manners and Right Conduct (GMRC) and Values Education Act," also institutionalizes GMRC and values education as a fundamental aspect of the K to 12 curriculum-related development. Change is constant, and instilling and promoting values and civic engagement among young pupils is increasingly important to build a morally upright generation in the future. The school has made a great contribution in shaping the student holistically, not only in the intellectual but also in the behavior or values, and civic development of the intermediate pupils.

According to the Constitution, all educational institutions must instill nationalism and patriotism, cultivate a love of humanity, respect for human rights, an appreciation of the role of national heroes in the country's historical development, teach citizenship rights and responsibilities, strengthen ethical and spiritual values, develop moral character and self-discipline, foster critical and creative thinking, expand scientific and technological knowledge, and promote vocational efficiency (Llego, 2022). Also, it states that values education seeks to create Filipino citizens who would work for the establishment of a culture-rich individual as well as the growth of a democratic country and community. The DepEd began enforcing Good Manners and Right Conduct (GMRC) requirements at the elementary and secondary levels in 1991. The four main topics of values education, or GMRC, are appreciating oneself, appreciating others, appreciating one's nation, and appreciating God. Additionally, it emphasizes appropriate behavioral norms as established by Philippine society, such as logical reasoning and value judgments formed by an experienced approach (Llego, 2022).

The Values Education Program was reorganized in 2002 with the introduction of the Revised Basic Education Curriculum. The latter aims to impart knowledge, skills, attitudes, and values that are critical to one's own growth as well as those required to live in and contribute to a society that is evolving. Additionally, it seeks to offer educational opportunities that heighten the child's awareness of and responsiveness to societal changes, as well as to foster and enhance knowledge, identification with, and love for the country and its citizens. The formation of a patriotic, ecologically conscious, and God-fearing "maka-Diyos, maka-tao, makakalikasan, at makabansa" is the intended result of the entire education reform (Llego, 2022).

"Edukasyon sa Pagpapakatao" is currently included in the K–12 curriculum. Edukasyon sa Pagpapakatao, which focuses on developing a person's ability to make moral and ethical judgments and behaviors, takes the place of Character Education at the basic level. However, the curriculum at the secondary level is centered on career counseling and ethics. It addresses ideas about humanity and the self, moral principles, professional decisions, and accountability. Its focus is on character-based education or instilling values in various topics. The program

did not stray from the four main themes of the GMRC subject—self-worth, harmony with others, love of country and global solidarity, love of God, and preference for good—despite its varied packaging. Good Manners and Right Conduct (GMRC) should be instilled at the elementary and secondary levels to ensure that values will be interrelated in every study area with the goal of cultivating a student's character as a person, a member of a community, and a citizen (Llego, 2022).

Bacuado and Ubaub (2025) examined the application of DepEd core values—*maka-Diyos*, *maka-tao*, *makakalikasan*, and *makabansa*—among Supreme Elementary Learner Government (SELG) officers, along with their level of school engagement. The study involved 121 pupils from Grades 3 to 6 in a public elementary school. The findings showed a high level of core values application and school engagement among SELG officers. The study recommends sustaining this level through continued practice of core values and participation in training and seminars to further enhance leadership skills.

Dela Cruz (2023) examined the different ways of encouraging positive behavior in the fifth-grade pupils through a Values Lecture Series Intervention at one elementary school. The paper responds to the classroom problem of misbehavior, which is on the rise, and consequently, the learning process is disrupted, and the social development of children is slowed down. The whole eight-week period throughout September and October 2023 was dominated by the experiment. Besides, the intervention was bolstered by consultations, value development sessions, and discussions around morality and spirituality. A school counselor, a psychologist, representatives from the religious community, and personnel from the Municipal Social Welfare and Development Office (MSWDO) facilitated the meetings. The results reveal that the series of lectures not only resulted in a reduction in misbehavior cases but also brought about a considerable increase in the students' showing of virtues like respect, responsibility, and emotional awareness. Thus, the study found that the lively partnership between teachers, parents, and community stakeholders is a strong strategy for the objective of promoting good behavior and instilling values in elementary school pupils.

Belen and Ricafrente (2023) examined the effects of values and their impact on the personal development of pupils during modular instruction through pro-county, pro-God, pro-nature, pro-people, responsibility, initiative, autonomy, and resilience. The participants of the study were grade 6 elementary pupils. The results of the study show that children demonstrated positive values, their values were consistently exhibited in their behavior, and there was no significant relationship between the value exhibited and the socio-economic profile of the children.

De Leon and Oco (2023) investigated the influence of parental support on pupils' development of values related to *maka-Diyos*, *maka-tao*, *makakalikasan*, and *makabansa*. The study involved 137 Grade 5 pupils from three schools selected through purposive universal sampling. The findings revealed that pupils with high levels of parental support—particularly behavioral support—demonstrated stronger observed values, with *makabansa* being the most consistently manifested. A moderate positive correlation was found between parental support and pupils' values, highlighting the significant role of parents in shaping moral character. The study suggests that active parental involvement through consistent communication, guidance, and encouragement greatly contributes to values development.

According to Dillon (2022), respect is a fundamental moral and social value that deeply influences human relations and social systems. It is sometimes taught from a young age to respect authority figures, rules, traditions, and the rights and opinions of others. As people mature, their perception of respect evolves to encompass self-respect, respect for culture, and even respect for nature and life itself. Due to such a multifaceted nature, respect is thus an important subject to analyze in both moral philosophy and applied ethics. A philosophical perspective, respect is important in everyday life as well as in political life. It can be seen in calls from society to respect human life, nature, and the many different identities people possess, such as race, gender, religion, or class of standing. Resilience and self-respect are also key concerns of personal identity. The relationship between respect and self-respect is well known; it's hard to give respect to others if one does not respect oneself, and the same in reverse. This dynamic plays out at the level of mental health, growth, and perhaps even political engagement when oppressive systems harm the sense of self of the individual. A strong

sense of self-respect, as previous research indicates, may be instrumental in opposing oppression and pursuing social justice.

Furthermore, it is important to promote citizenship engagement, which includes understanding one's rights and responsibilities and fostering the desire to contribute meaningfully to society. They will show empathy, participate in their community, and have a love of country, reinforced by respect for its democratic rules, becoming more active, responsible, and productive members of society.

It was examined which characteristics children prioritize when giving their trust to someone. Children might give their trust to someone depending on the situation. Children choose their trustworthiness based on the ability or goodness of someone. Based on the results, children prefer competence over benevolence in situations that require competence, and they prefer benevolence over competence in situations that require kindness. Vice versa, it depends on the situation what children choose to trust (Miyoshi & Sanepuji, 2022).

Also, it was stated by Mukhamedaly et al. (2024), the significance of values education and how it affects character development. Emphasis is placed on the child's developing justice, empathy, tolerance, respect, responsibility, and honesty. The data gathered were previously published in studies. This indicates that this must resort to secondary sources, especially those reflecting the thoughts and ideas on values in education and character building. The results show how values education significantly improves several areas of pupils' development, such as their social engagement, sense of fulfillment, self-assurance, and cooperative behaviors. The progress towards such young men and women as are searching around them for the meaning of life, and who have been educated upon a value basis. This motivates them to participate in group work and have more self-trust.

On the other hand, there are views opposing the findings of Mukhamedaly et al. (2024) on the significance of values of education, in terms of the emphasis on responsibility and honesty. In the study of Monahan and Shah (2023), it was found that the major problem in academics is dishonesty, as students can now take online exams, they are trusted not to use the internet, notes, or other unauthorized materials that they have. Moreover, in the study of Simpson (2017) that focuses on the lens of an international student context wherein it was explained that faculties and administrators have a long-standing problem on academic dishonesty that is still growing. The research also emphasized the need for policy review and change of educational institutions for them to cater to the needs of every student, especially from other countries, where academic dishonesty is one of the major issues in education. Cheating or being dishonest in examinations is caused by friends. Pupils are manipulated to do things that should not be done and unacceptable doings, because of this, pupils are triggered to cheat and make it feel like it is the right thing to do. The culture of pakikisama (social acceptance/liking) and utang na loob (debt of gratitude) are mainly the roots of the behavior in doing such things as cheating. Because of this, the purpose of understanding, applying, and creating such an idea should be stipulated by Bloom's taxonomy being negligible. Failing into exams, especially on major examinations, is a common reason why pupils are triggered to do things that should not be done, like cheating (Iz et al., 2023).

Additionally, on the study by Reeck and Ariely (2025) which aimed to investigate whether a pattern of dishonesty may have caused continued dishonesty and what contextual and psychological variables contributed to the patterns by conducting six well-controlled studies that included adults from the United States. The study then showed that patterns of dishonesty can maintain and reinforce unethical behaviors, and thus, it may lead to persistent dishonesty because of repeated wrongdoing and is influenced by situationally unwarranted deprivation and gradual modifications and moral disengagement.

Another study by Xu et al. (2013), showed that the relationship among children's honesty, kindness, and trust involved presenting children with four distinct story types. The participants evaluated the character's level of honesty, kindness, and trustworthiness as they heard the stories. The results indicated that the participants aged 7 to 11 considered both honesty and benevolence when deciding who would be trusted, together with the older children being more inclined than the younger ones to trust those who lied but were helpful. In addition, the children's judgment was made about the influence of kindness and on how they viewed dishonesty and trust. It

implies that by the age of 7, these children already possess a complex comprehension of the relatedness of honesty and trust.

According to Gulec and Yalcin (2020), the teaching of values education begins in the family, but school education is also important. One of the values included in social studies is teaching the values of responsibility in society, where 'responsibility' refers to the recognition and fulfillment of personal, social, and environmental duties through actions such as academic work, showing respect, meeting one's obligations, and performing good deeds. The experimental and control groups' post-test attitude scores on personal and social responsibility behaviors differed significantly. In general, pupils thought that social studies instruction through activities was beneficial, interesting, and fun, which helped them become more self-assured. The concept of "understanding of responsibility" was comprehensive and included academic work, deference, carrying out one's obligations, and good deeds. Individual, societal, and environmental obligations were also identified.

As Rean (2018) notes, even though family is highly valued among Russian youth, during recent years divorce rates within this population have continued increasing. The sample representatives represented a variety of family types, including those from "two-parent and one-parent families." It also included people from households with different numbers of children, such as "one to two children and large families." Also, it was stated that the family is "very significant" in the values of Russian youth. Despite the high value placed on family by young people, the study highlights a paradoxical trend: the number of divorces is increasing in this population group. The respondents ranked family, love, and health as the three most significant values in their lives. In this context, 'love' refers to an emotional attachment and affection as a core value. The following are the top two; "family" is at the top and has a big edge over the other two. According to 72.5 percent of respondents, family is the most significant value. "Love" ranks second with 58.4 percent.

Arar and Kiliç (2020) examined Grade 4 pupils' perceptions of the value of love. The study involved 478 students from the Central District of Rize Province. Data were gathered using a Personal Information Form, a Practical Work on the Value of Love, and a Semi-Structured Form. The findings revealed varied perceptions among pupils, highlighting expressions of love for friends, animals, homeland, school, and books, with some participants also noting that love exists in many aspects of life.

Meanwhile, Sayan (2023) highlights the support for students' empathy, respect, honesty, and responsibility in values education that is rooted by the principles of family and society. Nurturing the values given, the students' assessment of the significance and development of their social responsibility was aided by the school. Value-based teaching is necessary, especially for intermediate levels, where the students are in the concrete operational stage. Shaping the students' values education to their developmental level promotes their moral consciousness, positive behavior, and civic responsibility. In essence, students' holistic growth was influenced by instilling moral and ethical principles during this stage, tailoring them into responsible and compassionate individuals.

According to Larkins (2013), children manage social coexistence using communication and persuasion strategies, which support their self-discovery and creative process. Children's activities, such as caring for others, helping parents, and doing education, contribute to social good and are considered social contributions in relationships of interdependence. When their (mis)behavior violates established norms to imbalance rights, obligations, and position, it might be construed as "Acts of citizenship." These performances produce new agents and claim shifts in justice. The research concentrated on participatory reflective participation and took a qualitative research method to examine how youth experience citizenship. The analysis found four ways in which children's agencies could be interpreted as civic practice. Children negotiate their social life through communicative and persuasive strategies that enhance self-discovery and artistic world-making.

Mulyana (2024), argues that for community members to become responsible advocates of justice, they must have an engagement of citizenship consciousness. The study elaborates on the role of Citizenship Education (PKn) in helping learners understand their rights and obligations as students and as members of wider society. It is moral teaching which leads to the application of justice in daily life. Engaging in civic education helps students learn how to assert their rights and take on responsibilities, while treating others with the respect it takes to live together justly and in harmony. The basic Pancasila value of justice helps to promote equality and

the unity of the nation. The study finally points out that the quality of civic education provides evidence that citizens with the discipline of justice and democracy are active in their responsibilities.

According to Hakki (2020), participation is a meaningful sense to be understood as a situation where people are not only involved in "deciding" on formal decision making but prior to decisions, too, as well as in a monitoring and evaluation process thereafter. This calls for the raising of the democratic level through the introduction of open, just and legally protected democratic procedures to the stage, right to participate which the latter, right to participate furthermore: The right to participate is also interrelated with other basic rights, such as freedom of expression, freedom of association, and the right to peaceful assembly, through which people are guaranteed the possibility of influencing the formation of policies and public decisions.

This study focuses on the critical role of values and citizenship engagement in shaping the moral and civic development of intermediate pupils in a rapidly changing society. The study highlights that schools, as primary institutions, are instrumental in fostering holistic growth not only in intellectual development but also in behavior, values, and citizenship engagement (Balong et al., 2024).

The Department of Education (DepEd) is the main body responsible for implementing policies and standards that strengthen values and citizenship among pupils. Values education as an integral part of its curriculum through policies like the Values Education Program (VEP), and the Good Manners and Right Conduct (GMRC), and the Values Education Act (Republic Act No. 11476). Values engagement is achieved by integrating these values across various subjects and life experiences, ensuring continuous values reinforcement rather than isolated instruction. On the other hand, citizenship engagement among pupils is a multidimensional concept focused on instilling a sense of responsibility, rights, duties, and active participation in society. According to DepEd, policies such as DepEd Orders Nos. 37, s. 2003 and 43, s. 2002 emphasize the integration of values education across the curriculum to develop holistic character and responsible citizenship. These orders encourage teachers not only to teach values as a distinct subject but also to infuse values development throughout various disciplines to ensure continuous growth in pupils' moral and civic competencies. It is promoted by fostering patriotic values such as respect for national symbols, practicing ethical behavior, showing concern for societal welfare, and participating in community activities.

The study draws on various research findings that demonstrate the positive impact on pupils' moral judgment, integrity, social cohesion, and acceptance of diversity (Gamage et al., 2021; Hamdani & Dewi, 2021). Educating pupils in the right behavior and attitude in their early years is crucial because it lays the foundation for lifelong learning, as well as the importance of support in shaping pupils' values and citizenship engagement (De Leon & Oco, 2023). It also addresses pitfalls such as socio-economic pressures, peer influence, and the impact of social media on pupils' behavior (Alpian et al., 2024 & Ichsan et al., 2024). It underscores the need for continuous support from teachers, parents, and the community to overcome these challenges. With that, integrating values and citizenship engagement significantly enhances pupils' holistic development. It is important to instill values and the spirit of citizenship in early education because it will serve as the foundation of who this individual is in the future. Even though there are factors that could affect, such as their age, sex, family structure, number of household members, and type of residence, it is important that early and consistent incorporation of values and citizenship learning helps pupils develop lifelong positive attitudes and behaviors toward community and democracy.

Thus, there remained a gap in understanding how values (such as kindness, respect, honesty, and love) were collectively related to citizenship engagement (such as competence, justice, responsibility, and participation) among intermediate pupils, especially when analyzed alongside their demographic profile. Moreover, few studies had comprehensively examined how these two domains interacted in shaping pupils' overall moral and civic development within a localized Philippine elementary school setting.

This study aimed to determine the significant relationship between the values and citizenship engagement of the intermediate pupils and their demographic profile, in terms of age, sex, grade level, family structures, number of household members, and type of residence. Also, this study aimed to assess the level of understanding towards society and culture through its values, mainly with the factors of kindness, respect, honesty, and love.

As well as citizenship engagement, in terms of their competence, justice, responsibility, and participation. Ultimately, the findings aimed to foster greater engagement in values and citizenship principles of how to tailor learning processes and teaching approaches to better meet the needs of various learners, thereby enhancing the overall effectiveness of values and citizenship integration.

This study was conducted in only one public elementary school with 101 participants, which may limit the generalizability of the findings to other settings and populations. Additionally, the study relied on self-reported survey responses, which may be subject to social desirability bias. To mitigate the potential effects of social desirability bias, respondents were assured that their responses would remain confidential and anonymous and would be used solely for research purposes. Furthermore, participation was voluntary, and respondents were encouraged to answer the questionnaire honestly.

Research Objectives

This study aimed to determine the relationship of the participants' demographic profile to the level of values and citizenship engagement among intermediate pupils. Specifically, it aimed to:

1. Describe The Demographic Profile of the Participants in Terms of Age, Sex, Grade Level, Family Structure, Number of Household Members, And Type of Residence.
2. Describe The Participants' Level of Values Engagement in Terms of Kindness, Respect, Honesty, And Love.
3. Describe The Participants' Level of Citizenship Engagement as To Competence, Justice, Responsibility, And Participation.
4. Determine A Significant Relationship Between Participants' Demographic Profile and Their Level of Values Engagement.
5. Determine A Significant Relationship Between Participants' Demographic Profile and Their Level of Citizenship Engagement.

METHODOLOGY

Respondents and Sampling Technique

This study utilized a descriptive-correlational research design. The participants included intermediate pupils in grades 4, 5, and 6 who were enrolled in one of the public elementary schools in Angeles City, Pampanga, during the school year of 2025-2026. A cluster sampling technique was utilized in selecting the sample participants from the population. The sample size of 161 out of 275 pupils was proportionally allocated to each grade level. Parental consent forms and assent forms were collected from the participants to determine the exact number of participants who voluntarily agreed to participate in the study. However, 60 participants declined to participate in the survey and were excluded from the final list of participants. In total, there were 101 pupils who participated in the data gathering through a printed survey questionnaire.

Research Instrument

The study employed a combination of adapted and researcher-made questionnaires consisting of two sections to measure values engagement (kindness, respect, honesty, and love) and citizenship engagement (competence, justice, responsibility, and participation). The instrument used a five-point scale (5–Always, 4–Oftentimes, 3–Sometimes, 2–Seldom, 1–Never) and contained 24 items in total, with 12 items for values engagement and 12 items for citizenship engagement. The adapted items were drawn from the studies of Fyffe and Hay (2021), Hidayati et al. (2018), Tarhan and Tutgun Unal (2022), and Gulec and Yalcin (2020).

The instrument was validated by three experts, including college professors and the Head of the Research and Development Center, and obtained a high validity rating ($M = 4.63$). It also underwent pilot testing, where

participants completed the questionnaire within 10–15 minutes. Feedback from the pilot test confirmed that the instrument was clear and understandable, with necessary refinements made to improve clarity and reliability. The items underwent reliability testing to determine internal consistency. The Cronbach's Alpha values were $\alpha=0.73$ for values engagement and $\alpha=0.84$ for citizenship engagement, indicating acceptable to good internal consistency and reliability.

Data Collection and Ethical Considerations

The researchers secured approval from the Ethics Review Committee before starting data collection to ensure adherence to ethical standards and proper procedures. Permission from concerned authorities were secured. Parental consents and assent forms were also gathered prior to data collection. These forms detailed the study's purpose, potential risks and considerations, benefits, the voluntary nature of participation, confidentiality measures, and how the data would be managed. All private information was maintained with the highest confidentiality and care. Any additional data provided, including responses to survey questions, were kept confidential and used solely for the primary purpose of the study.

Data Analysis

After data collection, the participants' responses were encoded and categorized to determine their level of values and citizenship engagement following the scale:

<u>Mean Range</u>	<u>Level of Engagement</u>
4.50 – 5.00	Very High Engagement
3.50 – 4.49	High Engagement
2.50 – 3.49	Moderate Engagement
1.50 – 2.49	Low Engagement
1.00 – 1.49	Very Low Engagement

Statistical tools such as frequency (f), percentage (%), and mean were used to analyze and present the values and citizenship engagement of the intermediate pupils. The Spearman's rho, Mann-Whitney U test, and Kruskal-Wallis test were the inferential statistics used to correlate the relationship between the participants' values and citizenship engagement and their demographic profile. A p-value less than or equal to .05 is considered significant. The strength of correlation by Dancey and Reidy (2004) was utilized to interpret the coefficient correlation value:

<u>Contingency/Correlation Coefficient</u>	<u>Direction and Strength of Correlation</u>
± 1.00	Perfect (+/-) correlation
± 0.70 to ± 0.99	Strong (+/-) correlation
± 0.40 to ± 0.69	Moderate (+/-) correlation
± 0.10 to ± 0.39	Weak (+/-) correlation
± 0.00 to ± 0.09	No correlation

The researchers declare that Artificial Intelligence (AI) tools were utilized in this study. Grammarly was used first to check grammatical errors, punctuation, and to enhance the clarity and coherence of the manuscript. Subsequently, Quillbot was used to refine and rephrase specific statements from a study. The use of AI was limited to language refinement and did not contribute to the generation of research content or analysis.

RESULTS AND DISCUSSION

Demographic Profile of the Participants

The demographic profile of the participants revealed that the majority were 11 years old, comprising 31 participants (30.7%), followed closely by those aged 10 with 29 participants (28.7%). Participants aged 12

accounted for 22 (21.8%), while the least represented age group was 13 years old, with only 5 participants (5.0%). In terms of sex, male participants slightly outnumbered females, with 54 males (53.5%) and 47 females (46.5%).

Regarding grade level, most participants were enrolled in Grade 5, with 37 participants (36.6%), whereas Grades 4 and 6 each contributed 32 participants (31.7%). As to family structure, more than half of the participants came from nuclear families, accounting for 55 participants (54.5%). This was followed by participants from extended families with 29 (28.7%), single-parent families with 12 (11.9%), grandparent families with 3 (3.0%), and step or blended families with only 2 participants (2.0%).

In terms of household size, the majority of the participants lived in households consisting of 5–10 members, with 68 participants (67.3%). Participants living in households with fewer than five members accounted for 29 (28.7%), while only a small number belonged to households with 11–15 members (3.0%) and 16 or more members (1.0%). Lastly, most participants resided in residential areas, comprising 50 participants (49.5%), followed closely by those living in subdivisions with 45 participants (44.6%). Only a few participants lived in slum areas, with 6 participants (5.9%). Overall, the findings indicate that the respondents were predominantly male elementary learners aged 10–11 years old, mostly enrolled in Grade 5, belonging to nuclear families with moderate household sizes, and residing primarily in residential communities.

Participants' Level of Values Engagement

Data about the participants' level of values engagement is shown in Table 1. The findings revealed that the participants generally demonstrated a high level of values engagement, as reflected by the overall mean score of 4.45. This indicates that the participants consistently practice positive values in their daily interactions and relationships with others. Among the different dimensions, respect and love obtained the highest ratings, showing that these values were strongly evident among the participants. In terms of kindness, the participants manifested a high level of values engagement, with a mean of 4.31. This suggests that they frequently perform acts of kindness such as helping others when they are hurt, caring for people in need, and sharing things they no longer need with others. The findings imply that the participants are generally compassionate and considerate in their interactions.

With regard to respect, the participants exhibited a very high level of values engagement, as indicated by the overall mean of 4.61. The participants consistently practiced respectful behaviors, including using polite expressions such as “please” and “thank you,” listening attentively when others are speaking, and respecting the opinions of other people. These findings indicate that respect is strongly observed and practiced by the participants in their everyday communication and social relationships.

In terms of honesty, the participants showed a high level of values engagement, with an overall mean of 4.24. The results revealed that participants often practiced honesty by avoiding cheating, speaking the truth despite possible consequences, and refraining from copying the work of others without proper acknowledgment. This indicates that the participants generally value integrity and truthful behavior in their actions and academic practices.

Lastly, the participants demonstrated a very high level of values engagement in terms of love, with an overall mean of 4.64, which was the highest among all dimensions. The participants showed love and affection by spending time with their families, freely expressing care and appreciation to loved ones, and maintaining good relationships with friends. These findings suggest that the participants highly value close interpersonal relationships and consistently express love and appreciation toward the people around them.

Overall, the results indicate that the participants possess strong positive values, particularly in the areas of love and respect, while also maintaining high levels of kindness and honesty. This suggests that the participants are generally socially responsible, caring, respectful, and morally guided in their daily lives.

Table 1. Participants' Level of Values Engagement

Values Engagement	$\bar{x}$	Description
Kindness	4.31	High
Respect	4.61	Very High
Honesty	4.24	High
Love	4.64	Very High
Overall Mean	4.45	High

Participants' Level of Citizenship Engagement

The findings shown in Table 2 revealed that the participants demonstrated a high level of citizenship engagement, as reflected by the overall mean score of 4.40. This indicates that the intermediate pupils consistently exhibit behaviors and attitudes that promote social responsibility, civic awareness, and active participation within their community. Among the dimensions of citizenship engagement, responsibility obtained the highest mean, followed by competence, justice, and participation, all of which were interpreted as having a high level of engagement.

In terms of competence, the participants showed a high level of citizenship engagement, with a mean of 4.48. The results suggest that the pupils consistently demonstrate empathy, helpfulness, and discipline in both social and academic settings. They were able to show concern for others, assist those in need, and follow classroom rules while encouraging others to do the same. These findings indicate that the participants possess positive interpersonal and social skills that contribute to responsible citizenship.

With regard to justice, the participants also manifested a high level of citizenship engagement, with a mean of 4.38. The findings imply that the participants have a strong sense of fairness, social awareness, and concern for the rights and welfare of others. They recognized the importance of giving opportunities to disadvantaged individuals, became upset when witnessing oppression, and were willing to stand up for others even if they were not personally close to them. This suggests that the participants value equality, fairness, and social justice within their community.

In terms of responsibility, the participants obtained the highest mean score of 4.54, interpreted as a high level of engagement. This indicates that the intermediate pupils demonstrate a strong sense of accountability and environmental concern. The participants practiced responsible behaviors such as using water wisely, protecting nature from harm, and picking up litter without being instructed to do so. These findings highlight the pupils' awareness of their duties toward the environment and their commitment to sustainable and responsible actions.

Lastly, the participants displayed a high level of citizenship engagement in terms of participation, with a mean of 4.19. The results show that the pupils actively engage in community-related activities and possess awareness of their roles and responsibilities as citizens. They participated in activities such as tree planting, stayed informed about government-related news and events, and recognized their rights and obligations in society. This indicates that the participants are actively involved and interested in contributing positively to their community.

Overall, the findings suggest that the intermediate pupils possess a strong sense of citizenship engagement characterized by competence, justice, responsibility, and participation. The results imply that the participants are socially aware, environmentally responsible, fair-minded, and actively involved in community and civic-related activities, reflecting the development of responsible and engaged young citizens.

Table 2. Participants' Level of Citizenship Engagement

Values Engagement	$\bar{x}$	Description
Competence	4.48	High
Justice	4.38	High

Responsibility	4.54	Very High
Participation	4.19	High
Overall Mean	4.40	High

Relationship between Participants' Demographic Profile and Their Level of Values Engagement

The findings revealed in Table 3 indicate that the demographic characteristics of the participants, specifically age, sex, grade level, family structure, number of household members, and type of residence, did not significantly influence their level of values engagement. This suggests that the participants consistently demonstrated positive values such as kindness, respect, honesty, and love regardless of their personal and family backgrounds. The absence of significant differences implies that values engagement among intermediate pupils may be shaped more by shared experiences, school environment, family guidance, and social interactions rather than by demographic factors alone.

This finding supports the idea that schools play an important role in shaping pupils' moral development through values education integrated into the curriculum. According to Balong et al. (2024), values education in elementary schools is intentionally integrated into teaching practices, allowing pupils to internalize important virtues such as responsibility, respect, and love through regular classroom experiences.

Similarly, the findings are consistent with the study of Belen and Ricafrente (2023), which found that pupils consistently demonstrated positive values in their behavior and that there was no significant relationship between the exhibited values and the pupils' socio-economic or demographic profile. This suggests that the development of values may not necessarily depend on demographic factors but rather on consistent exposure to moral instruction and value-based learning environments.

Furthermore, values formation is influenced by multiple social institutions such as schools, families, and communities. De Leon and Oco (2023) emphasized that parental involvement and guidance significantly contribute to the development of pupils' moral character and values. When children receive consistent support and guidance from parents and educators, they are more likely to develop positive values regardless of differences in demographic background.

The findings also align with the perspective of Mukhamedaly et al. (2024), who emphasized that values education plays a crucial role in strengthening pupils' character development, including empathy, responsibility, and cooperation. Through continuous values education, pupils can develop strong moral foundations that influence their behavior and interactions with others.

Overall, the results imply that values engagement among intermediate pupils is not significantly affected by demographic factors. Instead, the consistent integration of values education in schools, combined with support from parents and the community, may play a more significant role in shaping pupils' moral development. These findings highlight the importance of maintaining effective education programs and reinforcing positive behavior in the school environment to further strengthen pupils' character formation.

Table 3. Relationship between Participants' Demographic Profile and Their Level of Values Engagement

Profile	Test Used	Test Statistic	p-value	Decision
Age	Spearman rho	$\rho = 0.122$	0.224	Fail to reject H_0
Sex	Mann-Whitney U	$U = 1134.00$	0.356	Fail to reject H_0
Grade Level	Kruskal-Wallis H	$H = 0.763$	0.683	Fail to reject H_0
Family Structure	Kruskal-Wallis H	$H = 2.422$	0.659	Fail to reject H_0
Number of Household Members	Spearman rho	$\rho = 0.027$	0.785	Fail to reject H_0
Type of Residence	Kruskal-Wallis H	$H = 1.239$	0.538	Fail to reject H_0

Relationship between Participants' Demographic Profile and Their Level of Citizenship Engagement

As shown in Table 4, the results indicate that the demographic characteristics of the participants, including age, sex, grade level, family structure, number of household members, and type of residence, do not significantly influence their level of citizenship engagement. This suggests that intermediate pupils consistently demonstrate citizenship-related behaviors and attitudes regardless of their background. The results imply that qualities such as responsibility, participation, justice, and competence are commonly practiced among the participants, showing that citizenship engagement is not dependent on demographic factors. Furthermore, the findings may indicate that schools, families, and communities provide similar opportunities and experiences that help develop civic awareness and responsible citizenship among learners.

It was discovered that pupils from different genders and religious backgrounds demonstrated equal civic literacy levels, which proved that people from various demographic backgrounds acquired civic knowledge and participated in civic activities at identical rates (Mahilum et al., 2025). It was shown that using real-world examples in teaching helps students understand civic issues and become more involved as citizens. The study conducted by Hamdani and Dewi (2021) showed that educational experiences help people develop citizenship skills, which enable them to understand their rights, responsibilities, and their duties toward society.

Citizenship education helps pupils learn about democratic systems, human rights, and civic duties (Gamage et al., 2021). This is achieved by actively participating in school and community programs. Civic-related activities give pupils the chance to develop a sense of duty and social awareness, which they can acquire through their civic-related activities, because they need to develop these skills for their future roles in society.

According to Mulyana (2024), citizenship education helps pupils learn about justice, equality, and responsibility in society. Through civic learning experiences, pupils acquire the ability to treat others fairly while they learn to respect their rights and complete their duties as citizens. Learning experience can help pupils develop their citizenship engagement skills, which will impact all pupils regardless of their demographic background.

It was stated by Hakki (2020) that citizenship requires active participation because people need to take part in decision-making processes while they understand their societal obligations. Through school programs, collaborative activities, and community participation, students learn to develop their civic engagement skills and social responsibility.

The findings indicated that intermediate pupils' engagement in citizenship activities remains consistent across various demographic profiles. This implies that demographic characteristics do not create disparities in citizenship engagement among pupils. Furthermore, schools and educational initiatives play a key role in fostering pupils' civic understanding and responsible engagement.

Therefore, incorporating values and citizenship education into the curriculum is crucial, as it can foster the development of pupils as responsible, active participants in society, regardless of background.

Table 4. Relationship between Participants' Demographic Profile and Their Level of Citizenship Engagement

Profile	Test Used	Test Statistic	p-value	Decision
Age	Spearman's rho	$\rho = 0.104$	0.300	Fail to reject H_{02}
Sex	Mann-Whitney U	$U = 1106.00$	0.265	Fail to reject H_{02}
Grade Level	Kruskal-Wallis H	$H = 0.385$	0.825	Fail to reject H_{02}
Family Structure	Kruskal-Wallis H	$H = 1.239$	0.872	Fail to reject H_{02}
Number of Household Members	Spearman's rho	$\rho = 0.029$	0.771	Fail to reject H_{02}
Type of Residence	Kruskal-Wallis H	$H = 0.152$	0.927	Fail to reject H_{02}

CONCLUSIONS AND RECOMMENDATIONS

The study reveals that the demographic profile of the participants does not have a significant relationship to the level of values engagement, particularly in kindness, respect, honesty, and love. Moreover, there is no significant relationship with the demographic profile of the participants and citizenship engagement, particularly in competence, justice, responsibility, and participation. This suggests that all pupils, regardless of their age, sex, grade level, family structure, number of household members, and type of residence, can equally develop a positive value when provided with consistent and meaningful learning experiences. Therefore, this implies that the enhancement of values engagement among intermediate pupils should focus on strengthening school-based values education, like integrating values across all subject areas, rather than emphasizing demographic differences.

Furthermore, the high levels of values and citizenship engagement among pupils already demonstrate positive behaviors, but it can be maintained and improved further through experiential and participatory learning. Pupils can develop a deeper understanding of their moral duties and civic responsibilities through activities that include community service and collaborative work, and real-life applications. Teachers need to demonstrate positive behavior through their teaching, while the pupils reflect on how their school and community conduct relate to their core values.

Lastly, the results demonstrate how school, family, and community partnerships work together to establish fundamental values in pupils. The primary function of schools in teaching values requires additional support from parents and community members to enhance pupils' character development. The establishment of parent engagement programs, together with community participation initiatives and values-based educational programs, should receive institutional support because these programs create an environment that develops responsible and empathetic students who understand social issues.

To improve the transferability and representativeness of the findings of this study, future researchers may expand the study to include multiple schools and larger samples from different regions. Future research may also incorporate qualitative methods such as interviews, focus group discussions, or classroom observations to gain deeper insights into how values and citizenship engagement are developed among pupils.

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