

NCF Core Values and its Relationship to Student Development Program

Jean C. Pasiona¹, Queeny Lyzza V. Claro²

^{1,2}Faculty Instructor of College of Criminal Justice Education, Naga College Foundation, Incorporated

Abstract

This study assessed the level of engagement of the students on the core values, and the level of development of the students on the NCEAN Development program, academic year 2024-2025. Using a descriptive-correlational method, data were collected from Naga College Foundation 2nd to 4th year criminology students of Naga College Foundation for academic year 2024-2025 through a questionnaire. Findings revealed that criminology students were highly engaged with the NCF core values. They demonstrated strong awareness by easily identifying the values, accepted their relevance to daily life, practiced them through respectful interactions, and advocated them by influencing peers. The NCEAN Development Program was also well-developed among students, as shown by their goal-setting for personal growth, accountability for actions, respect for peer differences, and adherence to rules reflecting professionalism.

Overall, professionalism consistently emerged as the most significant and influential component across all aspects of awareness, acceptance, and advocacy.

Keywords: Core Values, Relationship, Student Development Program

1. Introduction

Core values are fundamental concepts or beliefs that direct a person's conduct and activities. They play an important role in student development by giving a framework for decision-making, affecting their attitudes and behaviors, and impacting their overall growth. Students who are exposed to and encouraged to embrace basic values such as honesty, integrity, respect, responsibility, compassion, and perseverance are more likely to form a strong moral compass and ethical foundation. These values influence their character, promote positive interactions with others, and aid in their personal and social growth. Educational institutions frequently incorporate core values into their mission statements and curricula to emphasize the importance of character development in addition to academic performance. By incorporating core values into the learning environment, students are able to practice and internalize these concepts, resulting in the overall development of their cognitive, emotional, and social skills. Furthermore, the reinforcement of basic values within the school community fosters a pleasant and supportive environment that helps students develop into responsible and respectable members of society. This, in turn, aids in their overall growth by preparing them to face the problems and opportunities that will arise in their academic, personal, and professional life.

Kohlberg's Stages of Moral Development as cited by Travis Eugene Jr., Smith supports this study. According to this theory, Kohlberg's Model, as a baseline of how each university should approach the student's development. Kohlberg clearly explains where college students lack moral development, and

this chapter shows what can be done to correct that shortcoming. I will also address where Kohlberg's theory has been criticized and questioned. While Kohlberg's theory is the standardized theory of moral development, some may see it as outdated and not inclusive of all different types of identities. Addressing both of these points is an essential aspect before addressing a solution. (Smith Jr., 2022)[1]. In Kohlberg's stages of moral development model, Kohlberg breaks up moral development into three levels and six stages. The third level, or fifth and sixth stages, are broken up into social-contract orientation and Universal-Ethical-Principle orientation. Stage five focuses on the 8 understanding that there are different worldviews, values, and rights. All people should mutually respect these views and rights. The sixth stage focuses on people's understanding of what is morally abstract and what is concrete. In this stage, the moral principles focus more on equality, dignity, or respect for all. These final steps are focused on the social welfare of other individuals and build on the empathetic reasoning of a human being. Notably, many people will never make it to this final stage of Kohlberg's moral development theory (Kohlberg & Hersh, 1977)[2]. Kohlberg's claim that moral development proceeds through an invariant sequence of stages was examined experimentally by attempting to induce regression and stage skipping. Fifth- through seventh-grade children were tested to determine their cognitive, perspective-taking, and moral development. Those children with the stages of cognitive and perspective-taking development held by Kohlberg to be prerequisite to further moral development were exposed, in a brief role-playing situation, to 1 of the treatment conditions: 1-stage-below reasoning, 1-stage-above reasoning, 2-stages-above reasoning, neutral treatment, or no treatment. Moral-reasoning post-tests followed 1 and 7 weeks later. Results supported the sequentiality claim as development was always to the next higher stage. However, contrary to the view that exposure to 1-stage-above reasoning represents the optimal means to induce development, it was found that 2-stages-above reasoning was just as effective. (Walker, 1982)[3]. A surprising thing happened on the way to increasing secularism in American higher education: colleges and universities have become increasingly engaged with the moral values and character development of their students. This article examines the return to ethics and character on campus and what the search for core values and commitments means for undergraduate student learning and development. (Dalton & Crosby 2011)[4].

The NCEAN Development Program was created by the Naga College Foundation, Inc. that consists of discussion, lectures, and workshop activities with the goal of educating NCF students about the school's history, nature, founder, vision, and mission as well as its aims and core values. Naga College Foundation, Inc. upholds core values that guide its educational and community-oriented endeavors. These values are quality, excellence, service, and truth, where the core value, Quality reflects the institution's commitment to providing high standards in education and community service; Excellence drives NCF to strive for superior outcomes in academics, extracurricular activities, and community engagement; Service emphasizes the institution's focus on social responsibility, encouraging students to contribute to the betterment of society through various outreach initiatives; Truth upholds integrity and honesty in all aspects of the college's operations, both academically and socially. These core values attend to the demands of students' personality development, enabling them to broaden their understanding of others and themselves and prepare them for the working world. This learning institution was effective and efficient in conducting activities that integrated these core values so that the students could internalize and practice them through their thoughts, feelings, and actions.

This program is expected to foster student engagement in core values and development. The Philippine Constitution, Sec 3, Article XIV[5] states that they shall inculcate patriotism and nationalism, foster love

of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency.

Studying core values and their relationship to students' development holds significant importance for several reasons. Primarily, comprehending the relationship between fundamental principles and the growth of students offers significant perspectives on how these principles influence personal conduct, choices, and relationships in educational and wider social contexts. This knowledge can guide the development of learning environments that place a high priority on the development of virtues and character attributes, ultimately resulting in the formation of a more inclusive and positive school climate.

1.1 Statement of the Problem

This study aimed to assess the core values and its relationship on the student development of Naga College Foundation, Inc. Academic year 2024- 2025.

Specifically, it answered the following questions:

1. What is the level of engagement of the students on the core values of the school along:
 - a. Awareness;
 - b. Acceptance;
 - c. Practice; and.
 - d. Advocacy?
2. What is the level of development of the students on the provisions of NCEAN Development Program in terms of:
 - a. Personality Development;
 - b. Values Formation;
 - c. Peer Relationship; and,
 - d. Professionalism?
3. Is there a significant relationship between workplace level of engagement of the students on the core values and NCEAN Development Program?
4. To what extent is the influence of the level of engagement of students on the NCEAN Development on their level of engagement of the core values?
5. What program/strategies may be proposed based from the findings of the study?

1.2 Hypothesis

This study is anchored on the hypotheses that:

1. There is a significant relationship between the level of engagement of the students on the core values and NCEAN Development Program.
2. The level of engagement of students on the NCEAN Development Program has an influence on their level of engagement of the core values

1.3 Scope and Delimitations

This study aimed to determine the core values and its relationship to the student development of Naga College Foundation, Inc., school year 2023-2024.

This study was focused on the level of engagement of the students on the core values of the school in terms of practice of the values, advocacy for other students. This study was also investigated the level of development of the students on the provisions of NCEAN Development Program in terms of personality development, values formation, peer relation, and professionalism. It was also determined the significant

relationship and extent of the influence between the level of engagement of the students on the core values and NCEAN Development Program. Further, this study determined the extent of the influence of level of engagement of students on the NCEAN Development Program on their level of engagement of the core values. The respondents of this study were the criminology students of Naga College Foundation, Inc. from 2nd year to 4th year for the reason that they have already finished the subject IRS 1/ NCEAN Development Program

2. METHOD AND PROCEDURES

This study used the descriptive-correlational method of research. The descriptive method was used to present the profile of the respondents. This method was also used to determine the level of engagement of the students on the core values of the school. Further, it was also use to determine the level of engagement of the students on the provisions of NCEAN Development Program.

The correlational method was used to determine the significant relationship between the level of engagement of the students on the core values and NCEAN Development Program.

2.1 Respondents of the Study

The respondents of this study were the criminology students of Naga College Foundation, Inc. from 2nd year to 4th year who were enrolled in the second semester of school year 2023 to 2024. The researchers used the online sample size calculator to determine the appropriate sample size. Furthermore, the researcher used the stratified proportionate random sampling to select the respondents. The distribution of the respondents was shown in table 1.

Table 1: Distribution of the Respondents

Respondents	Population	Frequency	Percentage
2 nd year	739	113	34.66
3 rd year	790	121	37.12
4 th year	595	92	28.22
Total	2124	100.00	100.00

2.2 Data Gathering Tool

The data were gathered through questionnaire. It contained three parts. Part includes the demographic profile of the respondents. Part II includes the level of engagement of the students on the core values of the school. And part III includes the level the level of engagement of the students on the provisions of NCEAN Development Program. The questionnaire was developed thru item-polling of the indicators from different sources. A draft of the questionnaire was submitted to the Research Director for checking.

2.3 Statistical Tools

This study processed the data using the frequency and percentage technique, frequency count, and Pearson Product Moment of Correlation to make analysis and interpretation easier.

Frequency and Percentage Technique. Frequency and Percentage Technique. This was used to determine the percentages in the profiles of the respondents.

Frequency Count. This was used to count the correct answers of the respondents in each question to the level of engagement of the students on the provisions of “NCEAN Development”.

Weighted Mean. This was used to treat the data, specifically on the engagement of the students on the core values and development on the provisions of NCEAN development program. A four-point scale was used to describe the perception of the respondents.

Pearson's Product Moment of Correlation. This was used to determine the significant relationship between the level of engagement of the students on the core values and NCEAN development.

3. RESULTS AND DISCUSSIONS

The results and discussion of this study were shown in tables 2A to 3E Which include (1) level of engagement of the students on the core values of the school along; awareness, acceptance, practice, and advocacy; (2) level of development of the students on the provisions of NCEAN Development Program in terms of; personality development, values formation, peer relationship, and professionalism; (3) significant relationship between the level of engagement of the students on the core values and NCEAN Development Program; and (4) extent of the influence of level of engagement of students on the NCEAN Development Program on their level of engagement of the core values.

3.1 Level of Engagement of the Students on the Core Values

The level of engagement of the students on the Core Values along awareness, acceptance, practice, and advocacy was shown in Table 2A to 2D. This was obtained by getting the average of the weighted mean of the responses of the respondents. A summary was also presented in the Table 2E to determine which among the aspects gained the highest and lowest rating.

Awareness. The level of engagement of the students on the Core Values along awareness was presented in Table 2A.

Table 2A: Level of Engagement of the Students on the Core Values along Awareness

Indicators	2 nd	3 rd	4 th	OM	I	R
Can easily identify the school's core values	3.43	3.48	3.50	3.47	VE	1
Able to relate the core values to multiple aspects of school life	3.47	3.40	3.46	3.44	VE	2
Accurately describe the core values	3.31	3.36	3.37	3.35	VE	3
Ability to connect the core values to specific school activities	3.35	3.26	3.38	3.33	VE	4
Provide a specific example of the core values	3.25	3.28	3.35	3.29	VE	5
Overall Mean	3.36	3.36	3.41	3.38	VE	
Interpretation	VE	VE	VE	VE		
Rank	2.5	2.5	1			

Legend:

Mean Range

3.26-4.00

2.51-3.25

1.76-2.50

1.00-1.75

Verbal Interpretation

Very Engaged (VE)

Moderately Engaged (ME)

Less Engaged (LE)

Least Engaged (LstE)

Based from the table, “Able to relate the core values to multiple aspects of school life” was the highest rated indicator for 2nd year Criminology students with a mean rating of 3.47, interpreted as “very engaged”, while the lowest was “Provide a specific example of the core values” with a mean rating of 3.25, interpreted as “moderately engaged”. For the 3rd year Criminology students, the highest rated indicator was “Can easily identify the school’s core values” with a mean rating of 3.48, interpreted as “very engaged”, while the lowest was “Ability to connect the core values to specific school activities” with a mean rating of 3.26, interpreted as “very engaged”. Meanwhile, for the 4th year Criminology students, the highest rated indicator was “Can easily identify the school’s core values” with a mean rating of 3.50, interpreted as “very engaged”, while the lowest was “Provide a specific example of the core values” with a mean rating of 3.35, interpreted as “very engaged”.

General finding revealed that “Can easily identify the school’s core values” was the highest rated indicator with a mean rating of 3.47, interpreted as “very engaged”, while the lowest was “Provide a specific example of the core values” With a mean rating of 3.29, interpreted as “very engaged”. The overall mean rating of level of engagement of the students on the core values along awareness was 3.38, interpreted as “very engaged”.

It can be inferred that criminology students can easily identify the core values of Naga College Foundation because these values align closely with the principles and ethics integral to their field of study. NCF emphasizes quality, excellence, service, and truth—qualities that mirror the moral and ethical standards expected in criminology. These values are ingrained in the curriculum, activities, and community outreach programs, fostering a strong sense of accountability and civic duty among students. Moreover, the college's commitment to producing professionals who uphold justice and public service reinforces these values, making them relevant and relatable to criminology students.

According to Jusmawati, et. Al (2020)[6], Criminology students can easily identify the core values of the school due to the unique nature of their academic discipline. Criminology, as a field, is deeply intertwined with the moral and ethical dimensions of human behavior, as it seeks to understand the underlying causes and consequences of criminal activity. This focus on values and ethics aligns well with the educational philosophy of the school, which emphasizes the importance of developing students' personal and social responsibility.

Acceptance. The level of engagement of the students on the Core Values along acceptance was presented in Table 2B.

Table 2B: Level of Engagement of the Students on the Core Values along Acceptance

Indicators	2 nd	3 rd	4 th	OM	I	R
Believe the core values are relevant to their own lives and decisions.	3.27	3.49	3.52	3.43	VE	1
Capable to rate the core values as important in their personal and academic lives	3.31	3.44	3.45	3.40	VE	2
Reflects on how their acceptance of core values has influenced their growth and decisions over time	3.36	3.34	3.38	3.36	VE	3
Able to express strong agreement or	3.29	3.28	3.42	3.33	VE	4

alignment with the core values						
Initiate projects or activities that promote core values, reflecting their personal acceptance and commitment.	3.28	3.26	3.26	3.27	VE	5
Overall Mean	3.30	3.36	3.41	3.36	VE	
Interpretation	VE	VE	VE	VE		
Rank	2	3	1			

The data showed that, “Reflects on how their acceptance of core values has influenced their growth and decisions over time” ranked first for 2nd year Criminology students with a mean rating of 3.36, interpreted as “very engaged”, while “Believe the core values are relevant to their own lives and decisions.” ranked last with a mean rating of 3.27, interpreted as “very engaged”. For the 3rd year Criminology students, the indicator that ranked first was “Believe the core values are relevant to their own lives and decisions” with a mean rating of 3.49, interpreted as “very engaged”, while the “Initiate projects or activities that promote core values, reflecting their personal acceptance and commitment” ranked last with a mean rating of 3.26, interpreted as “very engaged”. Meanwhile, for the 4th year criminology students, the indicator ranked first was “Believe the core values are relevant to their own lives and decisions” with a mean rating of 3.52, interpreted as “very engaged”, while the “Initiate projects or activities that promote core values, reflecting their personal acceptance and commitment” ranked last with a mean rating of 3.27, interpreted as “very engaged”.

General finding revealed that “Believe the core values are relevant to their own lives and decisions.” ranked first with a mean rating of 3.43, interpreted as “very engaged”, while the lowest was “Initiate projects or activities that promote core values, reflecting their personal acceptance and commitment” with a mean rating of 3.27, interpreted as “very engaged”. The overall mean rating of Level of Engagement of the Students on the Core Values along Acceptance was 3.36, interpreted as “very engaged”.

It can be inferred that criminology students believe the core values are relevant to their own lives and decisions because these values serve as guiding principles in both their academic journey and future careers. Values like integrity, discipline, and social responsibility resonate deeply with the ethical standards required in law enforcement, legal systems, and public service. By embodying these core values, students prepare themselves to make sound, ethical decisions under challenging circumstances, ensuring justice and fairness. Additionally, these values help shape their personal character, influencing how they interact with others, contribute to society, and navigate moral dilemmas in their daily lives.

According to Ellis (2023)[7], these values not only inform the academic pursuit of knowledge within criminology but also hold profound significance for the personal lives and decision-making processes of those engaged in this field.

Practice. The level of engagement of the students on the Core Values along practice was presented in Table 2C.

Based from the table, “Often engage in respectful, constructive dialogue with peers and teachers, especially during disagreements or challenging situations” was the highest rated indicator for 2nd year Criminology students with a mean rating of 3.40, interpreted as “very engaged”, while the lowest was “Taking on leadership roles in promoting core values” with a rating of 3.16, interpreted as “moderately engaged”. For the 3rd year criminology students, the highest rated was indicator was “Observable

behavior aligns with core values” with a rating of 3.41, interpreted as “very engaged”, while the indicator ranked the lowest was “Participation of value-driven activities” with a mean rating of 3.25, interpreted as “moderately engaged”. Meanwhile, for the 4th year criminology students, the highest rated indicator was “Willingness to give and receive constructive criticism related to core values” with a mean rating of 3.45, interpreted as “very engaged”.

Table 2C: Level of Engagement of the Students on the Core Values along Practice

Indicators	2 nd	3 rd	4 th	OM	I	R
Often engage in respectful, constructive dialogue with peers and teachers, especially during disagreements or challenging situations.	3.40	3.40	3.28	3.36	VE	1
Willingness to give and receive constructive criticism related to core values	3.24	3.35	3.45	3.35	VE	2
Observable behavior aligns with core values	3.29	3.41	3.30	3.33	VE	3
Participation of value-driven activities	3.25	3.25	3.28	3.26	VE	4
Taking on leadership roles in promoting core values	3.16	3.28	3.23	3.22	ME	5
Overall Mean	3.27	3.34	3.31	3.30	VE	
Interpretation	VE	VE	VE	VE		
Rank	3	1	2			

General finding revealed that “Often engage in respectful, constructive dialogue with peers and teachers, especially during disagreements or challenging situations” ranked first with a mean rating of 3.36, interpreted as “very engaged”, while the lowest was “Taking on leadership roles in promoting core values” with a mean rating of 3.22, interpreted as “moderately engaged”. The overall mean rating of level of engagement of the students on the core values along awareness was 3.30, interpreted as “very engaged”.

It can be implied that the criminology students often engage in respectful, constructive dialogue with peers and teachers, especially during disagreements or challenging situations because their education emphasizes critical thinking, ethical reasoning, and conflict resolution—skills essential in their field. The nature of criminology requires them to consider diverse perspectives, analyze complex issues, and communicate effectively to uphold justice. By practicing respectful dialogue, they foster a collaborative learning environment where differing opinions can be shared and debated without hostility. This approach not only prepares them for professional scenarios where clear and respectful communication is critical but also reflects the discipline's commitment to fairness and mutual understanding.

According to Argyle et al., (2023)[8], As a social science, criminology involves the exploration of complex and often contentious issues related to the intricate web of crime, justice, and societal dynamics.

Advocacy. The level of engagement of the students on the Core Values along advocacy was presented in Table 2D.

Table 2D: Level of Engagement of the Students on the Core Values Along Advocacy

Indicators	2 nd	3 rd	4 th	OM	I	R
Influence their peers to adopt and practice core values, creating a ripple effect throughout the school community.	3.30	3.36	3.27	3.31	VE	1
Actively stand up against behaviors or situations that violate core values, such as intervening in bullying incidents or challenging dishonest behavior.	3.26	3.30	3.27	3.28	VE	2
Taking leadership roles in activities that promote the core values.	3.23	3.19	3.26	3.23	ME	3
Engagement in peer mentoring programs where students actively teach and encourage younger or less experienced peers to live by the core values.	3.22	3.19	3.17	3.19	ME	4
Involvement in school governance, where they advocate for policies and decisions that reflect core values.	3.18	3.14	3.18	3.17	ME	5
Overall Mean	3.24	3.24	3.23	3.23	ME	
Interpretation	ME	ME	ME	ME		
Rank	1.5	1.5	3			

The data revealed, “Influence their peers to adopt and practice core values, creating a ripple effect throughout the school community.” was the highest rated indicator for 2nd year Criminology students with a mean rating of 3.30, interpreted as “very engaged”, while the lowest was “Involvement in school governance, where they advocate for policies and decisions that reflect core values” with a rating of 3.18, interpreted as “moderately engaged”. For the 3rd year criminology students, the highest rated indicator was “Influence their peers to adopt and practice core values, creating a ripple effect throughout the school community.” with a rating of 3.36, interpreted as “very engaged”, while the indicator ranked the lowest was “Involvement in school governance, where they advocate for policies and decisions that reflect core values.” with a mean rating of 3.14, interpreted as “moderately engaged”. Meanwhile, for the 4th year criminology students, the highest rated indicator was “Influence their peers to adopt and practice core values, creating a ripple effect throughout the school community” with a mean rating of 3.27, interpreted as “very engaged”.

General finding revealed that “Influence their peers to adopt and practice core values, creating a ripple effect throughout the school community” ranked first with a mean rating of 3.31 interpreted as “very engaged”, while the lowest was “Involvement in school governance, where they advocated for policies and decisions that reflect core values” with a mean rating of 3.17, interpreted as “moderately engaged”. The overall mean rating of level of engagement of the students on the core values along advocacy was 3.23, interpreted as “moderately engaged”.

It can be implied that criminology students influence their peers to adopt and practice core values, creating a ripple effect throughout the school community, because they serve as role models of quality, excellence, service and truth—qualities essential to their future roles in upholding law and justice. Through their actions, such as demonstrating ethical behavior, engaging in service-oriented activities, and fostering mutual respect, they inspire others to follow suit. Their understanding of the importance of ethical principles in maintaining societal order drives them to encourage these values in their peers. As more students embrace these ideals, a culture of shared accountability and moral excellence spreads, positively impacting the entire school community.

According to Fonseca et al. (2023)[9], criminology students possess a unique ability to influence their peers and create a ripple effect throughout their school community. This influence stems from their in-depth understanding of the criminal justice system and the factors that contribute to criminal behavior.

Summary of the Level of Engagement of the Students on the Core Values

The summary of the level of engagement of the students on the Core Values was presented in Table 2E.

Table 2E: Summary Table of the Level of Engagement of the Students on the Core Values

Indicators	2 nd	3 rd	4 th	OM	I	R
Awareness	3.36	3.36	3.41	3.38	VE	1
Acceptance	3.30	3.35	3.41	3.36	VE	2
Practice	3.27	3.34	3.31	3.30	VE	3
Advocacy	3.24	3.24	3.23	3.23	ME	4
Overall Mean	3.29	3.33	3.34	3.32	VE	
Interpretation	VE	VE	VE	VE		
Rank	3	2	1			

The data showed that, “Awareness” ranked first for 2nd year Criminology students with a mean rating of 3.36, interpreted as “very engaged”, while “Advocacy.” ranked last with a mean rating of 3.24, interpreted as “moderately engaged”. For the 3rd year Criminology students, the indicator that ranked first was “Awareness” with a mean rating of 3.36, interpreted as “very engaged”, while the “Advocacy” ranked last with a mean rating of 3.24, interpreted as “moderately engaged”. Meanwhile, for the 4th year Criminology students, the indicator ranked first was “Awareness” with a mean rating of 3.41, interpreted as “very engaged” while the “Advocacy” ranked last with a mean rating of 3.23, interpreted as “moderately engaged”.

General finding revealed that “Awareness” ranked first with a mean rating of 3.38 interpreted as “very engaged”, while the lowest was “Advocacy” with a mean rating of 3.23, interpreted as “moderately engaged”. The overall mean rating of level of engagement of the students on the core values was 3.32, interpreted as “very engaged”.

It can be inferred from the results that criminology students are very engaged to become aware of the core values of the Naga College Foundation. Criminology students at Naga College Foundation are highly engaged in becoming aware of the institution's core values because they are on the verge of entering the professional world, where these values will guide their actions and decisions. At this stage, they recognize the importance of quality, excellence, service, and truth in their future roles as law enforcement officers, legal advocates, or community leaders. The practical applications of these values

become more evident during internships, on-the-job training, and capstone projects, where they are tested in real-world scenarios. This awareness helps them align their personal and professional goals with the ethical and moral standards upheld by the institution, ensuring they represent the college with pride and commitment.

According to Olipas (2023)[10], the Naga College Foundation, like many educational institutions, aims to instill core values in its students, which can have a significant impact on their development and future careers in the criminal justice system. Studies have shown that the effective integration of core values, such as integrity, respect, and social responsibility, within the curriculum and campus life can lead to increased student knowledge, positive attitudes, and the practical application of these values

3.2 Level of Development on the Provisions of NCEAN Development Program

The Level of Development on the Provisions of NCEAN Development Program along personality development, values formation, peer relation, and professionalism was shown in Table 3A to 3D. This was obtained by getting the average of the weighted mean of the responses of the respondents. A summary was also presented in the Table 3E to determine which among the aspects gained the highest and lowest rating.

Personality Development. Level of Development on the Provisions of NCEAN Development Program along Personality Development was presented in Table 3A.

The data showed that, “Set and pursue personal goals related to their development, such as improving a skill, overcoming a habit, or cultivating a positive attitude” ranked first for 2nd year criminology students with a mean rating of 3.49, interpreted as “very much developed”, while “Express oneself clearly, listen actively, and engage in meaningful conversations with others” ranked last with a mean rating of 3.37, interpreted as “very much developed”. For the 3rd year Criminology students, the indicator that ranked first was “Set and pursue personal goals related to their development, such as improving a skill, overcoming a habit, or cultivating a positive attitude” with a mean rating of 3.51, interpreted as “very much developed”, while the “Express oneself clearly, listen actively, and engage in meaningful conversations with others” ranked last with a mean rating of 3.43, interpreted as “very much develop”. Meanwhile, for the 4th year criminology students, the indicator ranked first was “Appreciate and respect cultural, social, and individual differences, showing inclusivity and tolerance in their interactions” with a mean rating of 3.51, interpreted as “very much developed” while the “Express oneself clearly, listen actively, and engage in meaningful conversations with others” ranked last with a mean rating of 3.34, interpreted as “very much developed”.

General finding revealed that “Set and pursue personal goals related to their development, such as improving a skill, overcoming a habit, or cultivating a positive attitude” ranked first with a mean rating of 3.49, interpreted as “very much developed”, while the lowest was “Express oneself clearly, listen actively, and engage in meaningful conversations with others” with a mean rating of 3.37, interpreted as

Table 3A Level of Development on the Provisions of NCEAN Development Program along Personality Development

Indicators	2 nd	3 rd	4 th	OM	I	R
Set and pursue personal goals related to their development, such as improving a skill, overcoming a habit, or cultivating a positive attitude.	3.49	3.51	3.48	3.49	VMD	1

Appreciate and respect cultural, social, and individual differences, showing inclusivity and tolerance in their interactions.	3.43	3.50	3.51	3.48	VMD	2
Reflect on their own growth journey, recognizing milestones and planning for future development.	3.46	3.46	3.43	3.45	VMD	3
Manage their emotions effectively, displaying self-control, resilience, and a positive attitude even in challenging situations.	3.39	3.47	3.38	3.41	VMD	4
Express oneself clearly, listen actively, and engage in meaningful conversations with others.	3.35	3.43	3.34	3.37	VMD	5
Overall Mean	3.42	3.47	3.43	3.44	VMD	
Interpretation	VMD	VMD	VMD	VMD		
Rank	3	1	2			

Legend:

Mean Range	Verbal Interpretation
3.26-4.00	Very Much Developed (VMD)
2.51-3.25	Moderately Developed (MD)
1.76-2.50	Less Developed (LD)
1.00-1.75	Least Developed (LstD)

“very much develop”. The overall mean rating of level of development on the provisions of NCEAN Development Program along personality development was 3.44, interpreted as “very much develop”.

It can be implied that criminology students set and pursue personal goals related to their development, such as improving a skill, overcoming a habit, or cultivating a positive attitude because they understand that success in their field requires continuous self-improvement and a strong foundation of character and competence. Improving skills such as critical thinking, communication, or physical fitness directly enhances their preparedness for the demands of law enforcement or justice-related roles. Similarly, overcoming negative habits like procrastination or cultivating a positive attitude builds resilience and professionalism, qualities essential for dealing with the complexities of crime and justice. These personal goals not only help them excel academically but also instill a sense of discipline and accountability, enabling them to uphold the values of fairness, service, and leadership in their future careers.

According to Schippers et al., (2019)[11], goal-setting can be a powerful tool for motivating college students. By setting specific, challenging, and achievable goals, students can better regulate their behavior and cognition, ultimately enhancing their overall academic success. Furthermore, writing about personal goals, regardless of the goal type, has been found to boost academic performance.

Values Formation. Level of Development on the Provisions of NCEAN Development Program along Values Formation was presented in Table 3B.

Table 3B: Level of Development on the Provisions of NCEAN Development Program along Values Formation

Indicators	2 nd	3 rd	4 th	OM	I	R
Willingness to take responsibility for their actions, including admitting mistakes and making amends in a manner that reflects their values.	3.42	3.54	3.51	3.49	VMD	1
Make decisions that reflect their internalized values, particularly when faced with challenging or ambiguous situations.	3.35	3.39	3.34	3.36	VMD	2
Stand up for their values, even in the face of peer pressure, adversity, or when it is unpopular to do so.	3.33	3.34	3.38	3.35	VMD	3.5
Demonstrating integrity in their academic work, such as avoiding cheating or plagiarism, and in personal interactions.	3.35	3.38	3.33	3.35	VMD	3.5
Regularly engaging in self-reflection to assess how well they are living up to their values and identifying areas for improvement.	3.27	3.32	3.34	3.31	VMD	5
Overall Mean	3.42	3.47	3.43	3.37	VMD	
Interpretation	VMD	VMD	VMD	VMD		
Rank	3	1	2			

The data depicted that, “Willingness to take responsibility for their actions, including admitting mistakes and making amends in a manner that reflects their values” ranked first for 2nd year criminology students with a mean rating of 3.42, interpreted as “very much developed”, while “Regularly engaging in self-reflection to assess how well they are living up to their values and identifying areas for improvement” ranked last with a mean rating of 3.27, interpreted as “very much developed”. For the 3rd year Criminology students, the indicator that ranked first was “Willingness to take responsibility for their actions, including admitting mistakes and making amends in a manner that reflects their values” with a mean rating of 3.54, interpreted as “very much developed”, while the “Express oneself clearly, listen actively, and engage in meaningful conversations with others” ranked last with a mean rating of 3.32, interpreted as “very much develop”. Meanwhile, for the 4th year criminology students, the indicator ranked first was “Willingness to take responsibility for their actions, including admitting mistakes and making amends in a manner that reflects their values” with a mean rating of 3.49, interpreted as “very much developed” while the “Regularly engaging in self-reflection to assess how well they are living up to their values and identifying areas for improvement” ranked last with a mean rating of 3.31 interpreted as “very much developed”.

General finding revealed that “Willingness to take responsibility for their actions, including admitting mistakes and making amends in a manner that reflects their values” ranked first with a mean rating of 3.49, interpreted as “very much developed”, while the lowest was “Regularly engaging in self-reflection to assess how well they are living up to their values and identifying areas for improvement.” with a mean rating of 3.31, interpreted as “very much develop”. The overall mean rating of level of

development on the provisions of NCEAN Development Program along values formation was 3.37, interpreted as “very much develop”.

It can be implied that criminology students are willing to take responsibility for their actions, including admitting mistakes and making amends in a manner that reflects their values because they are often guided by a strong sense of justice, integrity, and accountability, values integral to their chosen field. By taking responsibility for their actions, including admitting mistakes and making amends, they demonstrate their commitment to ethical principles and personal growth. This willingness reflects their understanding of the importance of accountability in upholding the law and maintaining public trust, as well as their dedication to becoming credible and trustworthy professionals in the criminal justice system. Such behavior not only reinforces their values but also prepares them to lead by example in their future careers.

According to Barco et al., (2021)[12], criminology students, by the nature of their chosen field of study, are uniquely positioned to grapple with the complex and often nuanced issues of individual responsibility, accountability, and the relationship between personal values and actions. In cooperative learning contexts, these students are encouraged to take responsibility for their own learning and that of their peers, as individual responsibility within a group's work is considered a necessary condition for the group to be successful.

Peer Relationship. Level of Development on the Provisions of NCEAN Development Program along Peer Relationship was presented in Table 3C.

Table 3C: Level of Development on the Provisions of NCEAN Development Program along Peer Relationship

Indicators	2 nd	3 rd	4 th	OM	I	R
Respect and appreciate differences in background, opinion, and personality among their peers.	3.44	3.55	3.48	3.49	VMD	1
Building trust with their peers, demonstrated through reliability, honesty, and integrity in their interactions.	3.27	3.45	3.46	3.39	VMD	2
Engage in honest and open conversations with peers, even on difficult or sensitive topics.	3.30	3.39	3.45	3.38	VMD	3
Willing to compromise and find mutually beneficial solutions during group tasks or conflicts.	3.30	3.40	3.30	3.33	VMD	4
Can move past disagreements and continue to maintain positive relationships with peers after resolving conflicts	3.26	3.33	3.35	3.31	VMD	5
Overall Mean	3.31	3.42	3.41	3.38	VMD	
Interpretation	VMD	VMD	VMD	VMD		
Rank	3	1	2			

The data depicted that, “Respect and appreciate differences in background, opinion, and personality among their peers.” ranked first for 2nd year criminology students with a mean rating of 3.44, interpreted as “very much developed”, while “Can move past disagreements and continue to maintain positive relationships with peers after resolving conflicts” ranked last with a mean rating of 3.26, interpreted as “very much developed”. For the 3rd year criminology students, the indicator that ranked first was “Respect and appreciate differences in background, opinion, and personality among their peers” with a mean rating of 3.55, interpreted as “very much developed”.

General finding revealed that “Respect and appreciate differences in background, opinion, and personality among their peers” ranked first with a mean rating of 3.49, interpreted as “very much developed”, while the lowest was “Can move past disagreements and continue to maintain positive relationships with peers after resolving conflicts” with a mean rating of 3.31, interpreted as “very much develop”. The overall mean rating of level of development on the provisions of NCEAN Development Program along peer relationship was 3.38, interpreted as “very much develop”.

It can be concluded that criminology students respect and appreciate differences in background, opinion, and personality among their peers because understanding diversity is essential to their field of study. Criminology involves examining the causes of crime and the functioning of the justice system, both of which are deeply influenced by social, cultural, and personal factors. By engaging with diverse perspectives, students develop critical thinking skills, empathy, and a broader understanding of societal dynamics, which are crucial for addressing complex issues like inequality, bias, and systemic injustice. Valuing these differences also fosters a collaborative learning environment, where varied insights can lead to innovative approaches to crime prevention and justice reform.

According to Aloisi & Reid (2019)[13], as criminology students navigate their educational journey, they often find themselves in diverse classrooms, where individuals from various backgrounds, opinions, and personalities converge. This diversity, rather than being a challenge, is a valuable asset that criminology students should respect and appreciate.

Professionalism. Level of Development on the Provisions of NCEAN Development Program along Professionalism was presented in Table 3D.

Table 3D: Level of Development on the Provisions of NCEAN Development Program along Professionalism

Indicators	2 nd	3 rd	4 th	OM	I	R
Adhering to school rules, classroom guidelines, and policies without needing constant reminders, showing respect for the established order	3.47	3.58	3.64	3.56	VMD	1
Dressing appropriately for the school environment or professional settings	3.49	3.62	3.51	3.54	VMD	2
Demonstrating progress toward achieving goals, including regularly reviewing and adjusting plans as needed	3.34	3.46	3.48	3.43	VMD	3
Regularly arriving on time for classes, meetings, and school activities	3.34	3.45	3.42	3.40	VMD	4
Consistently meet deadlines for assignments,	3.27	3.36	3.42	3.35	VMD	5

projects, and other responsibilities, demonstrating time management and prioritization skills.						
Overall Mean	3.38	3.49	3.49	3.46	VMD	
Interpretation	VMD	VMD	VMD	VMD		
Rank	3	1.5	1.5			

The data revealed that, “Dressing appropriately for the school environment or professional settings” ranked first for 2nd year criminology students with a mean rating of 3.49 interpreted as “very much developed”, while “Consistently meet deadlines for assignments, projects, and other responsibilities, demonstrating time management and prioritization skills” ranked last with a mean rating of 3.27, interpreted as “very much developed”. For the 3rd year criminology students, the indicator that rank first was “Dressing appropriately for the school environment or professional settings” with a mean rating of 3.62, interpreted as “very much developed”, while the “Consistently meet deadlines for assignments, projects, and other responsibilities, demonstrating time management and prioritization skills” ranked last with a mean rating of 3.36, interpreted as “very much develop”. Meanwhile, for the 4th year criminology students, the indicator ranked first was “Adhering to school rules, classroom guidelines, and policies without needing constant reminders, showing respect for the established order” with a mean rating of 3.64, interpreted as “very much developed” while the both “Regularly arriving on time for classes, meetings, and school activities” and “Consistently meet deadlines for assignments, projects, and other responsibilities, demonstrating time management and prioritization skills” ranked last with a mean rating of 3.42 interpreted as “very much developed”.

General finding revealed that “Adhering to school rules, classroom guidelines, and policies without needing constant reminders, showing respect for the established order” ranked first with a mean rating of 3.56, interpreted as “very much developed”, while the lowest was “Consistently meet deadlines for assignments, projects, and other responsibilities, demonstrating time management and prioritization skills” with a mean rating of 3.35, interpreted as “very much develop”. The overall mean rating of level of development on the provisions of NCEAN Development Program along professionalism was 3.46, interpreted as “very much develop”.

It can be inferred that criminology students adhere to school rules, classroom guidelines, and policies without needing constant reminders, showing respect for the established order because they understand the importance of structure and order in any system, particularly within the context of justice and law enforcement. Their studies emphasize the consequences of noncompliance and the value of rules in maintaining fairness and safety in society. By respecting the established order, they demonstrate professionalism, discipline, and a commitment to ethical standards, which are critical traits for future roles in criminology-related fields. This self-regulation also reflects their appreciation of the principles they study, fostering a productive and respectful academic environment.

According to Mlalazi et al., (2016)[14], criminology students are often observed to adhere to school rules, classroom guidelines, and institutional policies without the need for constant reminders. This shows a notable respect for the established order and suggests a strong understanding of the importance of academic integrity and compliance with institutional norms.

Summary of the Level of Development on the Provisions of NCEAN Development Program

The summary of the level of engagement of the students on the Core Values was presented in Table 3E.

The data showed that both “Personality Development” and “Values Formation” ranked first for 2nd year criminology students with a mean rating of 3.42, interpreted as “very much developed”, while “Peer Relationship” ranked last with a mean rating of 3.31, interpreted as “very much developed”. For the 3rd year criminology students, the indicator that ranked first was “Professionalism” with a mean rating of 3.49, interpreted as “very much developed”, while the “Peer Relationship” ranked last with a mean rating of 3.42, interpreted as “very much developed”. Meanwhile, for the 4th year criminology students, the indicator “Professionalism” ranked first with a mean rating of 3.49, interpreted as “very much developed” while the “Peer Relationship” ranked last with a mean rating of 3.41, interpreted as “very much developed”.

Table 3D: Summary Table of the Level of Development on the Provisions of NCEAN Development Program

Indicators	2 nd	3 rd	4 th	OM	I	R
Professionalism	3.38	3.49	3.49	3.46	VMD	1
Personality Development	3.42	3.47	3.43	3.44	VMD	2
Peer Relationship	3.31	3.42	3.41	3.38	VMD	3
Values Formation	3.42	3.47	3.43	3.37	VMD	4
Overall Mean	3.38	3.46	3.43	3.42	VMD	
Interpretation	VMD	VMD	VMD	VMD		
Rank	3	1	2			

General finding revealed that “Professionalism” ranked first with a mean rating of 3.46 interpreted as “very much developed”, while the lowest was “Values Formation” with a mean rating of 3.37, interpreted as “very much developed”. The overall mean rating of level of engagement of the students on the core values was 3.42, interpreted as “very much developed”.

It can be concluded from the results that the professionalism attributes are the most developed characteristics among the criminology students because their academic training and field exposure emphasize critical skills such as ethical decision-making, effective communication, and adherence to legal and procedural standards. These students are consistently taught the importance of accountability, integrity, and respect for diverse communities, which are foundational to careers in law enforcement, corrections, and criminal justice. Additionally, criminology programs often include internships, fieldwork, and simulations that require students to demonstrate professionalism in real-world scenarios, further cultivating these traits as essential for their future roles in justice and public service.

According to Steele et al., (2015)[15], one of the key factors contributing to the prominence of professionalism among criminology students is the nature of their field of study. Criminology, as a discipline, requires a deep understanding of ethical principles, effective communication, and a strong sense of personal integrity. As future professionals in the criminal justice system, criminology students must be equipped with the necessary skills to handle sensitive information, make ethical decisions, and interact with diverse stakeholders, including law enforcement, victims, and the general public.

3.3 Significant Relationship Between the Level of Engagement on the Core Values and NCEAN Development

The significant relationship between the level of engagement on the core values and NCEAN development program was shown in Table 4.

To determine whether the core values have significant relationship to NCEAN development program, the Pearson Product of Moment of Coefficient was performed. The engagement of the criminology students to core values was measured along four variables: awareness, acceptance, practice, and advocacy which was correlated to the provisions of NCEAN development along personality development, values formation, peer relations, and professionalism.

The analysis of Table 4 reveals the significant relationships between engagement in core values and components of the NCEAN Development Program.

Using statistical measures such as Pearson's correlation, effect size, significance, and impact, the findings highlight how different core values influence various aspects of the development program.

In the area of Awareness, the strongest relationships are found with Professionalism and Personality Development, where correlations of 0.997 and 0.947, respectively, indicate very high impacts. These relationships are highly significant, with p-values below 0.05, emphasizing their importance in fostering

Table 4A: Significant Relationship Between the Level of Engagement on the Core Values and NCEAN Development Program

(X) Core Values	(Y) NCEAN Development Program	(X-Y) Pearson's Correlation	r ²	Im- pact	Sig	Stat Sig
Awareness	Personality Development	0.947	0.898	VHI	0.0145	HS
	Values Formation	0.825	0.681	HI	0.0855	NS
	Peer Relation	0.906	0.821	VHI	0.0341	S
	Professionalism	0.997	0.995	VHI	0.0001	VHS
Acceptance	Personality Development	0.988	0.977	VHI	0.0016	VHS
	Values Formation	0.820	0.673	HI	0.0892	NS
	Peer Relation	0.913	0.833	VHI	0.0304	S
	Professionalism	0.968	0.938	VHI	0.0068	VHS
Practice	Personality Development	0.991	0.981	VHI	0.0010	VHS
	Values Formation	0.695	0.483	MI	0.1927	NS
	Peer Relation	0.860	0.739	HI	0.0616	NS
	Professionalism	0.920	0.846	VHI	0.0268	S
Advocacy	Personality Development	0.966	0.933	VHI	0.0075	VHS
	Values Formation	0.829	0.687	HI	0.0827	NS
	Peer Relation	0.938	0.881	VHI	0.0184	HS
	Professionalism	0.987	0.973	VHI	0.0018	VHS

Note:

Sig.	Statistical Significance	Effect Size	r ²	Impact
>0.05	Not Significant (NS)	0.5 = Large	0.81-1.00	Very High Impact (VHI)

≤ 0.05	Significant (S)	0.3 = Medium	0.61-0.80	High Impact (HI)
≤ 0.01	Highly Significant (HS)	0.1 = Small	0.41-0.60	Moderate Impact (MI)
≤ 0.001	Very Highly Significant (VHS)		0.21-0.40	Low Impact (LI)
			0.00-0.20	Very Low to No Impact (VL/NI)

awareness. Peer Relation also shows a very high impact, though slightly less significant. In contrast, Values Formation has a high correlation but is not statistically significant, suggesting that while important, its influence may be more variable or context-dependent.

For Acceptance, the findings are similarly strong, especially in the context of Personality Development and Professionalism, with correlations nearing 1.0 and highly significant p-values. This underscores their crucial role in developing acceptance within the program. Peer Relation also demonstrates a significant and impactful connection. However, Values Formation again falls short of statistical significance, despite showing a high correlation, indicating a potential need for deeper investigation into its role in promoting acceptance.

The core value of Practice reveals mixed results. Personality Development and Professionalism continue to show very high impact and significance, affirming their relevance in translating values into action. Interestingly, Peer Relation has a high impact but lacks statistical significance, pointing to a nuanced relationship. Values Formation registers only a moderate impact and is not statistically significant, highlighting its comparatively weaker influence in this context.

In the domain of Advocacy, all components except Values Formation exhibit very high impacts and significant relationships. Professionalism stands out with a correlation of 0.987, reinforcing its pivotal role in promoting advocacy. Peer Relation and Personality Development also demonstrate significant contributions. The recurring lack of statistical significance for Values Formation, despite its high impact, suggests that while it may contribute meaningfully to advocacy, its effects might be influenced by external factors or inconsistencies in engagement.

Overall, the findings emphasize that professionalism consistently emerges as the most significant and impactful component across all core values, particularly in Awareness, Acceptance, and Advocacy. This suggests that fostering professionalism is vital for the success of the NCEAN Development Program. Personality Development and Peer Relation also play critical roles, though their significance varies depending on the core value.

The results also highlight the need for further exploration into the role of Values Formation, which, despite high correlations, frequently lacks statistical significance. Understanding why this occurs could provide valuable insights for enhancing its impact. The data ultimately underscores the importance of focusing on professional development and interpersonal relationships in fostering core values within developmental programs.

4. CONCLUSIONS

1. The level of engagement of the students on the core values of the school concludes that:
 - a. Criminology students at Naga College Foundation (NCF) easily identify with the institution's core values—quality, excellence, service, and truth—because they align with the ethical standards of their field. These values are embedded in NCF's curriculum and activities, fostering accountability, civic duty, and a commitment to justice and public service.

- b. Criminology students view core values like integrity, discipline, and social responsibility as essential for their academic and professional development. These values guide ethical decision-making, foster justice and fairness, and shape their personal character and interactions in society.
 - c. Criminology students prioritize respectful, constructive dialogue, especially in disagreements, to develop critical thinking, ethical reasoning, and conflict resolution skills essential to their field. This practice fosters a collaborative learning environment, promotes diverse perspectives, and prepares them for professional situations requiring effective communication and a commitment to fairness and justice.
 - d. Criminology students, by embodying values like quality, service, and truth, inspire their peers to adopt ethical principles, fostering a culture of accountability and moral excellence that benefits the entire school community.
 - e. Criminology students are highly engaged in understanding the core values of their institution, as they prepare to enter the professional world. These values, including integrity, discipline, excellence, and social responsibility, are essential for their future roles in law enforcement, legal advocacy, or community leadership. Through internships, training, and projects, they apply these values in real-world situations, helping align their personal and professional goals with ethical standards, ensuring they represent their college with pride and commitment.
2. The Level of Development on the Provisions of NCEAN Development Program
- a. Criminology students set personal goals, such as improving skills, overcoming habits, or fostering a positive mindset, to support their growth and success in the field. Enhancing critical thinking, communication, or physical fitness boosts their readiness for law enforcement roles, while overcoming procrastination and building resilience fosters professionalism. These efforts promote discipline, accountability, and the ability to uphold values like fairness, service, and leadership in their future careers.
 - b. Criminology students prioritize accountability, justice, and integrity, taking responsibility for their actions and learning from mistakes. This commitment to ethical behavior fosters personal growth, upholds public trust, and prepares them to lead by example in the criminal justice system.
 - c. Criminology students value diversity in backgrounds, opinions, and personalities, recognizing its importance in understanding crime and the justice system. Engaging with diverse perspectives enhances critical thinking, empathy, and awareness of social dynamics, helping address issues like inequality and systemic injustice.
 - d. Criminology students consistently follow rules and policies, demonstrating professionalism, discipline, and ethical commitment. Their understanding of the importance of structure and consequences in justice fosters self-regulation and a respectful academic environment.
 - b. Criminology students develop strong professionalism attributes due to their academic training and field experiences, which focus on skills like ethical decision-making, communication, and adherence to legal standards. Their programs emphasize accountability, integrity, and respect for diverse communities, essential for careers in law enforcement and criminal justice. Internships and fieldwork also help students demonstrate professionalism in real-world situations, reinforcing these traits for their future roles.

5. RECOMMENDATIONS

1. The Naga College Foundation, Inc. through the office of the student affairs may:

- a. Provide a specific example of the core values by reinforcing it and organizing activities and initiatives that highlight the core values in practice.
 - b. Ensure that students have access to the necessary resources, such as spaces for meetings, materials, and possibly funding for projects. Provide ongoing support and encouragement to maintain engagement and commitment.
 - c. Offer workshops and training sessions focused on developing leadership skills. Emphasize the importance of core values in leadership and provide practical strategies for students to apply these values in their roles.
 - d. Encourage student representatives to share their insights and concerns to ensure that decisions reflect the needs and values of the student body and organize regular open forums and surveys to gather feedback on school policies, programs, and initiatives.
2. The criminology students of the Naga College Foundation, Inc. may:
- a. Engage in meaningful conversations by sharing their perspectives, respecting differing viewpoints, and finding common ground. By practicing these skills, they can build stronger relationships and foster a more positive and inclusive community.
 - b. Set aside time each week to reflect on their actions and decisions by asking themselves if they are living up to their values. They can journal their thoughts or discuss with their peer. This practice helps identify strengths and areas for improvement, allowing students to set personal goals for growth and stay aligned with their values.
 - c. Focus on open communication and empathy. They should acknowledge each other's perspectives and express a willingness to move forward. Practicing forgiveness and finding common ground can help rebuild trust and maintain positive relationships. Staying respectful and proactive in addressing future issues also fosters a healthier dynamic.
 - d. Create a clear schedule that breaks down assignments and projects into smaller tasks with specific due dates. Prioritize tasks based on urgency and importance, regularly reviewing their progress and adjusting plans as needed ensures they stay on track and manage their time effectively.

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