



# ANALYZING THE INFLUENCE OF VALUES EDUCATION, PROJECT WATCH AND SELG PARTICIPATION ON LEARNER BEHAVIOR AND SCHOOL ENGAGEMENT: A ONE-WAY ANOVA APPROACH

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## ABSTRACT

This study examined the influence of school-based programs, namely Values Education, Project WATCH, and the Supreme Elementary Learners Government (SELG), on learner behavior and school engagement among public elementary school teachers in the Marilog Central District. Employing a quantitative, non-experimental, descriptive-comparative research design, data were collected from 138 teacher-respondents using a validated survey questionnaire. The study assessed learner behavior with respect to respect for authority and rules, honesty and responsibility, and positive peer interaction, as well as school engagement in activity participation, attendance and punctuality, and initiative and leadership. Descriptive statistics and One-Way Analysis of Variance (ANOVA) were utilized to analyze the data. Results revealed that learners generally exhibited positive behavior and moderate-to-high levels of school engagement. Significant differences were observed in selected indicators across program participation groups, indicating that the type of school-based program contributes to variation in learner outcomes. The findings highlight the importance of strategically strengthening values-driven and leadership-oriented initiatives to enhance holistic learner development and sustained engagement in school activities.

**KEYWORDS:** School-Based Programs, Values Education, Project WATCH, SELG, Learner Behavior, School Engagement

## INTRODUCTION

Despite the ongoing implementation of Values Education, Project W.A.T.C.H., and the Supreme Elementary Learners' Government (SELG), empirical evidence on the differences in perceived learner behavior and school engagement across these initiatives has remained limited. This study addressed this gap by systematically comparing teacher-respondents' observations of learner outcomes within a single framework to inform program prioritization. By utilizing One-Way ANOVA, the research provided data-driven insights on whether perceived learner behavior and school engagement differed significantly across the three school-based programs. This investigation supported SDG 4 (Quality Education) by promoting inclusive, values-driven environments. Ultimately, the findings may guide educators in refining learner development strategies and strengthening school culture in response to social and academic needs.

Southeast Asian nations have increasingly focused on integrating values education into their national curricula. However, these countries face persistent challenges in effectively embedding these principles across diverse cultural landscapes. The Southeast Asian Ministers of Education Organization (SEAMEO) emphasizes a transformative and inclusive approach centered on foundational skills; yet significant disparities in educational quality and access remain, particularly in rural and marginalized areas. This highlights the need for empirical studies on the consistent regional implementation of values-based frameworks (Balqis, 2025).

Building on these regional challenges, comparable initiatives in Europe that promote punctuality, honesty, civic consciousness, and responsible conduct have also shown varied levels of success. These differences may be attributed to

national policies, cultural perceptions of time management, and resource availability. While the European Parliament recognizes the necessity for evidence-based strategies to optimize program implementation, there remains a need for comprehensive studies assessing how values-based and citizenship-oriented programs support learner development across diverse educational settings (Kalev et al., 2025).

Parallel to these character-building efforts, student leadership and learner governance programs similar to the Supreme Elementary Learners' Government (SELG) have been adopted in various educational systems to cultivate civic responsibility. Despite their intent, these initiatives often struggle with low participation rates, inadequate training for student leaders, and minimal institutional support (Ridao, 2025). The Asia-Pacific Regional Review underscores the importance of youth empowerment through participatory governance, yet a notable research gap persists concerning the long-term outcomes and success factors of learner leadership models (Yague & Berents, 2025).

Shifting the focus to the Philippine landscape, the localized implementation of these programs reveals specific systemic hurdles. In Leyte, secondary school teachers who deliver Edukasyon sa Pagpapakatao (EsP) grapple with limited resources and insufficient training, which hampers effective instruction (Riego, 2023). These constraints lead to inconsistent instructional methods and varied learning outcomes, necessitating targeted research into localized interventions. Similarly, in Camarines Sur, the Project W.A.T.C.H. initiative struggles with stakeholder engagement; while its goals are widely appreciated, inconsistent commitment among administrators often stalls its progress (Maed et al., 2025).



Furthermore, the SELG program in Agusan del Sur faces its own set of obstacles regarding curriculum integration and student enthusiasm. While the program shows inherent promise, there is limited data regarding its overall effectiveness and best practices for implementation (Oxtero, 2022). This lack of empirical evidence calls for additional research to develop strategies that genuinely enhance leadership growth and student engagement (Raudoniute & Beresford-Dey, 2024).

In light of these broader trends, Marilog Central District in Davao City presents a unique case where Values Education, Project W.A.T.C.H., and the SELG program intersect with complex socio-economic realities. The implementation of these initiatives is frequently challenged by local issues such as child labor, early marriage, and gaps in teacher professional development. Despite continuing efforts, a significant gap remains in localized research on how these programs are associated with learner behavior and school engagement within the district's specific socio-cultural context.

Consequently, this study is crucial for learners and educators, as it seeks to provide data-driven insights that bridge theoretical values education and the practical socio-economic conditions experienced in schools. Using One-Way ANOVA, this research compared perceived learner behavior and school engagement across Values Education, Project W.A.T.C.H., and SELG, ultimately generating evidence to inform more responsive strategies for character formation, participation, and school-based program improvement in Marilog Central District, Davao City.

### Statement of the Problem

This study examined the perceived differences in learner behavior and school engagement across selected school-based programs, specifically Values Education, Project W.A.T.C.H., and the Supreme Elementary Learners' Government (SELG). The research assessed teacher-respondents' observations of these outcomes and determined whether significant differences existed by the primary program they implemented or observed. To this end, the following research questions were addressed:

1. What is the level of learner behavior as perceived by the respondents in terms of:
  - 2.1 Respect for Authority and Rules;
  - 2.2 Honesty and Responsibility; and
  - 2.3 Positive Peer Interaction?
2. What is the level of school engagement as perceived by the respondents in terms of:
  - 3.1 Class and School Activity Participation;
  - 3.2 Attendance and Punctuality; and
  - 3.3. Initiative and Leadership in School Tasks?
3. Is there a significant difference in the level of learner behavior when grouped according to the primary school-based program implemented or observed by the teacher-respondents (Values Education, Project W.A.T.C.H., or SELG)?
4. Is there a significant difference in the level of school engagement when grouped according to the primary school-based program implemented or observed by the teacher-respondents (Values Education, Project W.A.T.C.H., or SELG)?

### Hypothesis

The following null hypotheses were tested at the 0.05 level of significance:

**HO1:** There is no significant difference in the perceived level of learner behavior when grouped according to the primary school-based program implemented or observed by the teacher-respondents (Values Education, Project W.A.T.C.H., or SELG).

**HO2:** There is no significant difference in the perceived level of school engagement when grouped according to the primary school-based program implemented or observed by the teacher-respondents (Values Education, Project W.A.T.C.H., or SELG).

### METHODOLOGY

#### Research Design

This study utilized a quantitative descriptive-comparative research design to examine the differences in learner behavior and school engagement across selected school-based programs, namely Values Education, Project W.A.T.C.H., and the Supreme Elementary Learners' Government (SELG). This design enabled the researcher to analyze existing conditions without manipulating variables and to compare groups based on naturally occurring differences.

According to Capinding (2023), descriptive-comparative research is appropriate for identifying variations between groups, while Rauteda (2025) emphasized that quantitative approaches allow systematic numerical analysis of observable phenomena. The design was suitable for this study as it examined whether significant differences exist in learner behavior and school engagement among the three program groups within their natural school settings. Furthermore, One-Way Analysis of Variance (ANOVA) was employed to determine if group differences were statistically significant, allowing objective comparison across the three categories of school-based programs.

#### Respondents of the Study

The respondents of this study were 138 teacher-respondents from six public elementary schools in the Marilog Central District, namely: Balah Licosan Elementary School, Masawang Elementary School, Salaysay Elementary School, Manaong Elementary School, Marilog Central Elementary School, and Kibangay Elementary School. These respondents were selected because of their direct involvement in the implementation or observation of Values Education, Project W.A.T.C.H., and SELG programs.

Inclusion criteria required that respondents be full-time teachers with at least one year of teaching experience and who had actively implemented or supervised at least one of the programs. Participation was voluntary, and only those who provided informed consent were included in the study. Teachers who did not meet the criteria or declined to participate were excluded.

#### Sampling Technique

The study employed Slovin's formula with a 5% margin of error to determine the appropriate sample size from



a total population of 210 teachers, resulting in a sample of 138 respondents. To ensure representativeness, a proportionate stratified random sampling technique was utilized. This method allowed equitable distribution of respondents across the six schools based on their population size, minimizing sampling bias and ensuring that each subgroup was adequately represented. The adequacy of the sample size was further supported using G\*Power 3.1, confirming that the sample was sufficient for One-Way ANOVA with a medium effect size,  $\alpha = 0.05$ , and power of 0.80.

**Research Instrument**

The study utilized a structured survey questionnaire designed to assess learner behavior and school engagement

Mean Interval	Descriptive Rating	Interpretation
4.21 – 5.00	Very Extensive	Consistently demonstrated
3.41 – 4.20	Extensive	Often demonstrated
2.61 – 3.40	Moderately Extensive	Occasionally demonstrated
1.81 – 2.60	Less Extensive	Rarely demonstrated
1.00 – 1.80	Not Extensive	Not demonstrated

The instrument was developed based on character education, social-emotional learning, and student engagement frameworks, and underwent expert validation to ensure content relevance and clarity. An Instrument Adaptation Matrix was used to align items with theoretical constructs.

**Validation of Instrument**

The research instrument was subjected to content validation by experts in education and research to ensure clarity, relevance, and alignment with the study objectives. After expert validation, the instrument underwent refinement and was finalized for data collection. The validation process ensured that each item accurately reflected the constructs of learner behavior and school engagement.

**Data Gathering Procedure**

The data collection process followed standard research protocols. The researcher first secured approvals from the research adviser, the Dean of Rizal Memorial Colleges, and the Department of Education Division Office. Permission was also obtained from school heads before conducting the study. After securing approvals, the researcher distributed the survey questionnaires to the respondents in designated areas such as faculty rooms to ensure confidentiality and comfort. Respondents were informed of the study’s purpose and provided informed consent before participation. The questionnaires were retrieved after completion and checked for completeness. In connection, collected data were then organized, encoded, and prepared for statistical analysis using appropriate software.

**Statistical Treatment of Data**

The study employed both descriptive and inferential statistics to analyze the data. Frequency and percentage were

used to describe the distribution of respondents according to program participation, while mean and standard deviation were utilized to determine the levels of learner behavior and school engagement. To test for significant differences among the three program groups, One-Way Analysis of Variance (ANOVA) was applied. For post hoc analysis, Tukey’s Honestly Significant Difference (HSD) test was used when the assumption of equal variances was met, whereas Welch ANOVA and Games-Howell procedures were employed when the assumption of homogeneity of variance was violated. All statistical tests were conducted at a 0.05 level of significance using SPSS or an equivalent statistical software.

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**Ethical Consideration**

Ethical principles were strictly observed throughout the study to protect the rights and welfare of the participants. Participation was voluntary, and respondents were provided with informed consent explaining the purpose, procedures, and their right to withdraw at any time.

Confidentiality and anonymity were ensured by using codes instead of personal identifiers, and all data were used solely for academic purposes. The study posed minimal risk, as it only involved answering survey questionnaires. No incentives were offered, and there was no conflict of interest on the part of the researcher. The principle of justice was upheld by ensuring fair selection of respondents, while transparency was maintained by clearly communicating all aspects of the study.

**RESULTS AND DISCUSSION**

The table below shows the results of the study in every variable with its corresponding indicators, including mean and descriptive level.



**Table 1**  
**Level of Learner Behavior**

Indicators	Mean	Descriptive Level
Respect for Authority and Rules	3.32	Moderately Extensive
Honesty and Responsibility	3.28	Moderately Extensive
Positive Peer Interaction	3.20	Moderately Extensive
<b>Overall</b>	<b>3.27</b>	<b>Moderately Extensive</b>

The results in Table 1 show that the overall level of learner behavior as perceived by the respondents is Moderately Extensive, with a mean of 3.27. This indicates that learners generally demonstrate acceptable behavioral patterns, although these are not yet consistently practiced. Among the indicators, Respect for Authority and Rules obtained the highest mean (3.32), followed by Honesty and Responsibility (3.28), while Positive Peer Interaction received the lowest mean (3.20), though still within the same descriptive level.

This suggests that learners are more compliant with school rules and authority figures, while interpersonal skills such as communication and cooperation with peers require

further development. The findings imply that behavioral development is present but still needs reinforcement across all domains. These results align with the study of Son and Quynh (2025), who emphasized that students' respect for rules is strongly influenced by school culture and the consistent modeling of appropriate behavior by teachers and peers. Furthermore, the findings are supported by Dittmann et al. (2025), who noted that while structured classroom rules effectively promote compliance, continuous guidance and reinforcement are necessary to develop positive social interactions such as cooperation and respectful communication among learners.

**Table 2**  
**Level of School Engagement**

Indicators	Mean	Descriptive Level
Class and School Activity Participation	3.37	Moderately Extensive
Attendance and Punctuality	3.27	Moderately Extensive
Initiative and Leadership in School Tasks	3.37	Moderately Extensive
<b>Overall</b>	<b>3.33</b>	<b>Moderately Extensive</b>

The results in Table 2 reveal that the overall level of school engagement among learners is Moderately Extensive, with a mean of 3.33. This indicates that learners are engaged in school activities, but their participation is occasional rather than consistent. Among the indicators, Class and School Activity Participation and Initiative and Leadership in School Tasks both obtained the highest mean of 3.37, while Attendance and Punctuality recorded the lowest mean of 3.27.

This suggests that learners are more engaged when participating in structured activities or when given leadership roles, but maintaining consistent attendance and punctuality remains a challenge. The findings highlight that while learners

show willingness to participate and lead, sustaining regular involvement in school routines requires further support. These findings support the study of Lastra et al. (2024), who found that active involvement in extracurricular and school-based activities enhances students' motivation and engagement by fostering a sense of belonging and participation. Furthermore, the results are consistent with Asebias et al. (2025), who emphasized that although students may demonstrate engagement in classroom tasks, consistent attendance and punctuality remain common challenges that require targeted interventions such as structured routines and monitoring systems to improve overall school participation.

**Table 3**  
**ANOVA on the Difference in Learner Behavior**

Source of Variation	SS	df	MS	F	p-value	Decision
Between Groups	9.399	2	4.700	135.558	< .001	Significant
Within Groups	4.680	135	0.035			
<b>Total</b>	<b>14.079</b>	<b>137</b>				

The results in Table 3 show that there is a significant difference in the level of learner behavior when grouped according to the primary school-based program implemented or observed, as indicated by a computed F-value of 135.558 and a p-value of less than 0.001. Since the p-value is less than the 0.05 level of significance, the null hypothesis is rejected. This implies that the type of program significantly influences learner behavior. Further analysis revealed that learners involved in SELG exhibited the highest level of behavior, followed by

Project W.A.T.C.H., while Values Education had the lowest mean.

The findings suggest that participatory and leadership-based programs, such as SELG, are more effective in promoting positive learner behavior. These programs provide opportunities for active involvement, responsibility, and social interaction, which contribute to stronger behavioral outcomes among learners. These results are consistent with the study of Rulida et al. (2024) who highlighted that students engaged in



leadership roles develop stronger responsibility, discipline, and decision-making skills through active participation. Likewise, the findings are supported Domitrovich et al. (2025) which reported that learners involved in SELG demonstrate improved

behavior and engagement as they actively practice accountability, collaboration, and leadership in school activities.

**Table 4**  
**ANOVA on the Difference in School Engagement**

Source of Variation	SS	df	MS	F	p-value	Decision
Between Groups	13.918	2	6.959	143.945	< .001	Significant
Within Groups	6.527	135	0.048			
<b>Total</b>	<b>20.445</b>	<b>137</b>				

The results in Table 4 indicate that there is a significant difference in the level of school engagement when grouped according to the primary school-based program, as reflected by an F-value of 143.945 and a p-value of less than 0.001. Since the p-value is below the 0.05 level of significance, the null hypothesis is rejected. This means that the level of school engagement varies significantly across the three program groups. Further findings revealed that SELG and Project W.A.T.C.H. demonstrated higher levels of school engagement compared to Values Education, with no significant difference between SELG and Project W.A.T.C.H.

These results imply that programs emphasizing participation, leadership, and real-life application of values promote higher student engagement. SELG encourages leadership and initiative, while Project W.A.T.C.H. reinforces responsibility and punctuality, both contributing to increased engagement among learners. The findings are supported by the study of Campoamor-Olegario et al. (2025), which highlighted that active participation in school-based and physical activities enhances student engagement, well-being, and involvement in school life. Similarly, Pöysä et al. (2020) affirmed that students who are involved in structured and participatory activities demonstrate higher levels of motivation, attendance, and sustained engagement, emphasizing the importance of experiential learning opportunities in promoting active student participation.

## CONCLUSION AND RECOMMENDATIONS

The findings of the study reveal that learner behavior and school engagement among elementary learners are generally demonstrated at a moderately extensive level, indicating that while positive behaviors and engagement are evident, they are not consistently practiced across all indicators. Learners showed relatively stronger performance in respect for authority and rules as well as in participation and leadership in school activities, suggesting that structured and guided school environments support desired behaviors and involvement. However, areas such as positive peer interaction, attendance and punctuality, and initiative in suggesting ideas obtained comparatively lower ratings, highlighting the need for further development in interpersonal skills and consistency in school routines. Moreover, the study confirmed that there are significant differences in learner behavior and school engagement when grouped according to school-based programs, with SELG demonstrating the highest levels, followed by Project W.A.T.C.H., and Values Education.

Based on these findings, it is recommended that school administrators and the Department of Education (DepEd)

strengthen participatory and leadership-based programs, particularly SELG, by expanding opportunities for student involvement and leadership development. Teachers are encouraged to integrate collaborative and student-centered activities such as group work, peer interaction tasks, and project-based learning to enhance communication and social skills. Additionally, schools may implement targeted interventions to improve attendance and punctuality, including monitoring systems, recognition programs, and partnerships with parents to ensure consistent learner participation. Guidance counselors may design support programs focusing on interpersonal development, responsibility, and time management, while parents and guardians are encouraged to actively support positive behaviors and regular school attendance at home. Future researchers may explore other variables influencing learner behavior and engagement and conduct similar studies across different contexts to further validate and enrich the current findings.

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