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THE MEDIATING EFFECT OF SOCIAL BEHAVIOR ON THE CORRELATION BETWEEN THE DEPARTMENT OF EDUCATION CORE VALUES AND THE SOCIAL INVOLVEMENT AMONG SENIOR HIGH SCHOOL STUDENTS

Claires P. Amoroso
Holy Cross of Davao College, Philippines

ABSTRACT
Poor social involvement remains a pressing global concern. This study determined the mediating effect of social behavior on the relationship between DepEd core values and social involvement. Using the descriptive-correlational design, specifically mediation analysis, and involving 285 samples selected using a stratified sampling technique. The result showed that the mediator has a significant effect, with 52.56% total mediation. Thus, the Ecological System Theory was affirmed. Replicating this study through other locales and involving different respondents may be done to validate the results. Ultimately, educational institutions may initiate programs that enhance social behavior to improve social involvement among students.
KEYWORDS: *Mediation Effect of Social Behavior, Correlation Between Core Values and Social Involvement.*

CHAPTER 1
INTRODUCTION
The Problem and Its Setting

Poor social involvement among senior high students' concerns has emerged as a pressing global concern. Parvatiyar and Sheth (2023) reported that modern societies are experiencing a decline in social participation and a reduced sense of civic duty. Globally, there is a growing concern regarding the poor levels of social involvement among senior high school students (UNESCO, 2022).

Poor social involvement is evident across various countries. A study highlights poor social involvement among the elderly, with 84.6% not attending public meetings and significant associations between low social participation and increased morbid thoughts and suicidal ideation across four low-middle-income countries: China, Ghana, India, and Russia (Ghose et al., 2021).

In the Philippines, the issue of poor student social involvement is also equally pressing. A study conducted at a university in Manila revealed that poor social involvement correlates with lower mental health and quality of life (Cleofas, 2020). Deprivation in social involvement can be convincingly established by drawing on extensive non-participation in customary social activities, which is a critical dimension of human beings (Suppa, 2021). A study conducted in Davao City observed that many students are no longer drawn into community efforts (Bete et al., 2024).

The consequences of poor social involvement among senior high school students are multifaceted and far-reaching. Poor social involvement affects well-being and develops stress, anxiety, and depression (Moeller et al., 2020). Thus, to study social involvement is urgent. This urgency is coupled with a dearth of research published about social involvement. This is the reason why this study was conducted.

Significance of the Study

The findings of the study will enable the following. The results of the study will give the administrators ideas and insight into identifying strategies for improvement and development in teaching and curriculum. For the teachers, the study will give ideas and insights to increase socially active involvement that helps learners to improve, which helps to cultivate engagement. For the students, it also benefits by recognizing the importance of socially engaging activities in their lives to help improve the skills needed in society. For future researchers, the results of the study will help future scholars explore social activities that help to increase social involvement as a citizen in the country.

Finally, the study contributes to the United Nations Sustainable Development Goal 4: Quality Education by incorporating proper guidelines and frameworks in lessons, activities, and applications in real-life situations, which helps foster and enhance students' character development, skills, community orientation, and engagement.

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Statement of the Problem

This study aimed to determine the mediating effect of social behavior on the correlation between DepEd core values and social involvement among senior high school students. Specifically, it aimed to answer the following objectives:

1. To determine the levels of the Department of Education's Core Values in terms of maka-Diyos, maka-tao, maka-kalikasan at maka-bansa; Social Behavior in terms of engagement, responsibility, and behavior; and Social Involvement in terms of participation and communication.
2. To determine the significance of the correlation between the Department of Education's core values and social behavior and social involvement.
3. To determine the total, indirect, and direct effect of the predictive variable on the criterion variable as mediated by the interest variable.

Hypothesis

The following hypotheses were tested at 0.05 level of significance:

H_{o1}: There is no significant relationship between Integrating Department of Education Core Values into Social Behavior and Social Involvement among Senior High School Students.

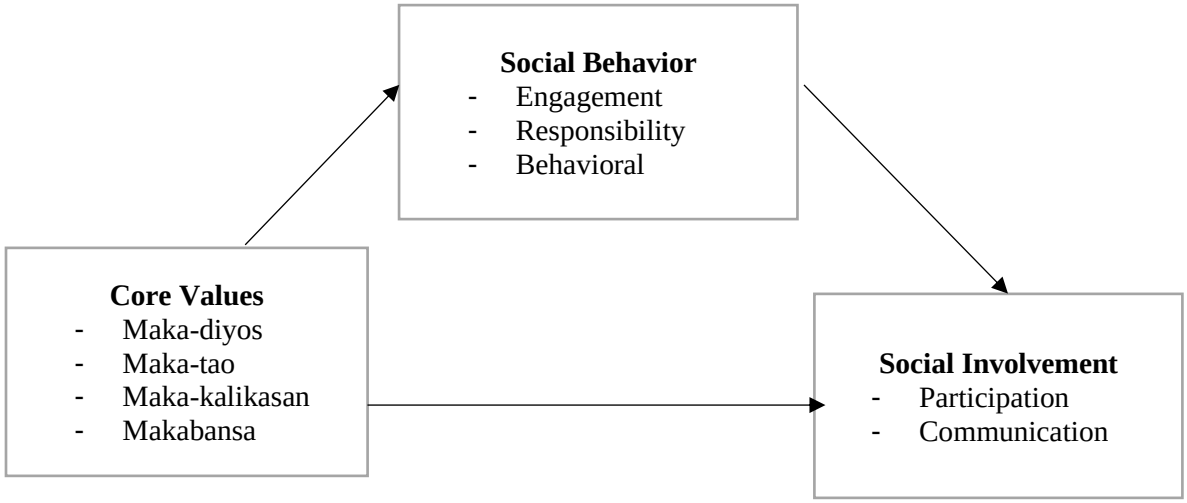
H_{o2}: There is no integration of the Department of Education's core values that significantly influence Social Behavior and Social Involvement among Senior High School Students.

H_{o3}: There is no significant difference in social behavior between the relationship between the Department of Education's core values and Social Involvement among Senior High schools.

Theoretical Framework

This study is anchored on ecological system theory, which was developed by Bronfenbrenner Urie in 1979 (Hertler et al., 2018). The theory posits that an individual's development is shaped by interconnected environmental systems, from immediate surroundings (e.g., family) to broad societal structures (e.g., culture). These systems include the microsystem, mesosystem, exosystem, macrosystem, and chronosystem, each influencing an individual's growth and behavior. The theory views child development as a complex system of relationships affected by multiple levels of the surrounding environment.

In this study, the core values indicated maka-diyos, maka-tao, maka-kalikasan, and maka-bansa (Semacio, et. al 2024; Sanchez 2024) stands for interconnected environmental systems presented in the theory. The social behavior indicated by engagement, responsibility, and behavior (Bandura, 1991) stands for individuals' growth and behavior. Social involvement indicates participation, and communication (Bandura, 1991) stands for participation, and communication stands for individual development mentioned in the theory. This study is delimited only to interconnected environments, individual behavior, and individual development.



CHAPTER 2

Methodology

This chapter presented the process that was followed in conducting this study. It specifically included the design that was used, research locale, sample and sampling technique, research instruments, data gathering procedure, statistical treatment of the data, and ethical considerations.

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Research Design

This study used a quantitative descriptive research design, where data were collected using a correlation technique. According to Ghanad (2023), quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages and make predictions. Quantitative methodology is the dominant research framework in social sciences. It refers to a set of strategies, techniques, and assumptions used to study psychological, social, and economic processes through the exploration of numeric patterns (Dehalwar & Sharma, 2024). Moreover, correlation is defined as the relationship between two variables where changes in one variable's value were followed by changes in the other variable's value. The value was known as correlation and was calculated using a statistic known as coefficient (Selviana et al., 2024).

The descriptive correlational method was suited to this study because it sought to examine the relationship between the DepEd core values, social behavior, and social involvement among senior high school students. The design was descriptive because it involved the collection of data that described the DepEd core values in relation to social behavior and social involvement among senior high school; at the same time, it was correlational since it measured how these variables were related to each other. Findings were analyzed and interpreted using an appropriate statistical tool. Thus, the results provided a numerical representation of the findings.

Research Locale

The study was conducted within national public government schools in Davao City in three public schools. The researcher identified a specific government school within cluster 14 in Davao City, where the study was conducted. The researcher's first selected locale was established in Sasa, and the second selected locale was established in Angliongto. Lastly, the third selected locale was established in Cabantian. The researcher conducted the study in said institution, where potential respondents were found. In lieu of this, the researcher aimed to examine the Department of Education Core values, Social Behavior, and Social Involvement of the grade 12 senior high school students.

Sample and Sampling

The respondents of the study consisted of two hundred eighty-five students (285) from national public government schools in Davao City senior high students aged 18 and above. The total population of respondents in three public schools in Davao City was used to determine the total number of respondents using the Taro Yamane, resulting in (N=285) respondents in this study. The respondents were enrolled in national public government schools in Davao City within cluster 14. The researcher contacted teachers via chat who were teaching in the identified schools within cluster 14 to determine the total number of populations per school. After obtaining the population, the researcher used stratified sampling, a method that involves the division of a population into smaller subgroups known as strata. In stratified sampling, the strata were formed based on members' shared attributes or characteristics, such as age (Ganesha & Aithal, 2022).

According to Ahmed (2024), it is a common sampling technique used by researchers when trying to draw conclusions from different strata. The researcher also relied on stratified sampling when it came to a diverse population, and it was also necessary to ensure that every characteristic was properly presented (Rahman et al., 2022). At the same time, every person in the population had an equal probability of being chosen as a respondent in the study (Hazari, 2024). The random selection of the respondents in this study ensured a fair representation of the population. Thus, the researcher found this kind of method appropriate for this study.

Research Instrument

The researcher used an adapted survey questionnaire. The first set of the questionnaire deals with the level of influence of integrating DepEd core values (Semacio et al., 2023). While the second and third part of the questionnaire deals with the level of Social Behavior and Social Involvement, the questionnaire was adapted questionnaire by (Bandura, 1991).

The scale shown below includes the Likert Scale for respondents to rate based on the given factors. The respondents answered it based on the Likert-type scale: 5 – Very High, 4 – High, 3 – Moderate or Average, 2 – Low, and 1 – Very Low.

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Part I. Signifies the survey questionnaire that includes the DepEd Core Values

Range of Means	Verbal Description	Interpretation
4.20-5.00	Very High	DepEd Core values among senior high school students are very good
3.40-4.19	High	DepEd Core values among senior high school students are good
2.60-3.39	Moderate or Average	DepEd Core values among senior high school students are moderate
1.80-2.59	Low	DepEd Core values among senior high school students are poor
1.00-1.79	Very Low	DepEd Core values among senior high school students are very poor

Part II. Signifies the survey questionnaire that includes Social Behavior

Range of Means	Verbal Description	Interpretation
4.20-5.00	Very High	Social Behavior among senior high school students is very good
3.40-4.19	High	Social Behavior among senior high school students is good
2.60-3.39	Moderate or Average	Social Behavior among senior high school students is moderate
1.80-2.59	Low	Social Behavior among senior high school students is poor
1.00-1.79	Very Low	Social Behavior among senior high school students is very poor

Part III. Signifies the survey questionnaire that includes Social Involvement

Range of Means	Verbal Description	Interpretation
4.20-5.00	Very High	Social Involvement among senior high school students is very good
3.40-4.19	High	Social Involvement among senior high school students is good
2.60-3.39	Moderate or Average	Social Involvement among senior high school students is moderate
1.80-2.59	Low	Social Involvement among senior high school students is poor
1.00-1.79	Very Low	Social Involvement among senior high school students is very poor

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Reliability and credibility were assessed to ensure the comprehensive analysis of the research instrument. The instrument underwent pilot testing to ensure its clarity and effectiveness. Core values, Social Behavior, and Social Involvement scales indicate varying levels of consistency. The core values scale was 0.711, the social behavior scale was 0.846, demonstrating high reliability, which indicates strong consistency, while the Social Involvement scale was 0.726, demonstrating a high acceptable reliability level of consistency, which means that the items are fairly consistent in measuring the concept of the study.

Correlation for the r-value, the following scheme was used:

Computer r	Descriptive Interpretation
+/-1.00	Perfect correlation
Between +/-0.75- +/-0.99	High correlation
Between +/-0.51- +/-0.74	Moderately high correlation
Between +/-0.31- +/-0.50	Moderately low correlation
Between +/-0.01- +/-0.30	Low correlation
0.00	No correlation

Data Gathering Procedure

The following steps and procedures were observed to obtain sufficient data for this study:

Asking for Permission to Conduct the Study. The researcher sought permission from the Dean of the Graduate School of Holy Cross of Davao College to conduct this study with the consent of the thesis adviser. Then, upon approval, the researcher requested permission from the office of the Department of Education of Davao City to conduct the study in three national public government schools in Davao City within cluster 14. Then, the researcher sought the approved letter from the school principal.

Administration and Retrieval of Questionnaires

With the blessing of the school principal, the approved letter was endorsed to accommodate and administer the questionnaires to the study respondents. The researcher ensured the availability time of the respondents and explained to them in about 5 minutes to answer the survey questionnaire. The questionnaire was administered in the identified national public government school in Davao City. With the full support of the principals and teachers, the researcher distributed the questionnaires to students and explained the study. At the same time, during the data gathering, the researcher ensured that the classes were not interrupted.

Gathering and Tabulation of Data

After the respondents understood and agreed to participate in the study, ample time was also given to them to answer the survey questionnaire. If the respondents were unable to answer the survey, they were provided an online survey questionnaire sent via messages or email. The researcher encouraged the respondents to answer the survey questionnaire at their most convenient time. By clicking the provided boxes in the online survey, the respondents confirmed that they were 18 years old or above. Email verification was also required to confirm their participation and ensure authenticity. Questions should align with their experiences so that they can relate and conduct pilot testing with a small group of respondents to ensure the clarity of the question. At the same time, the researcher used simple, concise, and direct points to make the questions understandable.

The researcher also ensured equal representation in data collection while maintaining strict confidentiality and ethical action for the respondents. Data collection enables the researcher to find answers to research questions (Taherdoost, 2021). After this, the researcher retrieved the questionnaires, and the results were encoded in preparation for statistical tools to obtain the necessary data for interpretation and analysis.

Data Analysis

In analyzing the result of this study, the researcher used the following statistical tools:

Average Weighted Mean. This was used to answer the first statement of the problem of the study. It was used to determine the level of DepEd core values, Social Behavior, and Social Involvement of senior high school students.

Pearson Product- Moment Correlation (Pearson r). This was used to determine if there was a significant relationship between DepEd core values and Social Behavior and Social Involvement 0.05 level of significance addressing the second statement of the problem. Thus, this tool was found to be used to analyze the relationship of DepEd core values to Social Behavior and Social Involvement.

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Mediation Analysis. This was used in this study to address the research objective 3. This tool was used to understand how or why one variable affects another called mediator. This was found fit to use in the study.

Ethical Consideration

The researcher employed validated instruments and followed proper procedures in gathering systematic data. Triangulation methods were also used to enhance and ensure accuracy and more comprehensive results.

A detailed and comprehensive description of the context of the study, respondents' experiences, and perspectives were provided to ensure the reader can determine the applicability of the findings.

The researcher maintained and followed a structured design and documentation process in collecting data, analyzing, and interpreting data-gathering procedures. Expert consultation was also conducted to strengthen the reliability of the findings.

To enhance objectivity, the researcher ensured the data were based on the respondents' responses rather than bias and maintained clear audits during the research process, such as gathering data encoding and development. Feedback was also sought from experts with guidance on how to improve. At the same time, validated results were made through critiques and insights made by the expert researcher.

CHAPTER 3

Results

This chapter presents the discussion of results and data analysis. The collected data were analyzed using appropriate statistical methods to explore the issues outlined in Chapter 1 of this study. The discussions are organized categorically, following the sequence of the statement of the problem. Hence, it contains descriptive analysis, correlation analysis, and mediation analysis.

Descriptive Analysis

Table 1 is the descriptive table. It contains the variables involved in the study, namely Social Involvement, Social Behavior, and Core Values and their corresponding indicators. Moreover, it contains the number of samples, the standard deviation, the mean, and the corresponding descriptive level.

Table 1. Descriptive Table

Variables	SD	Mean	Descriptive Level
Core Values	**0.45**	**4.04**	**High**
Maka-Diyos	0.52	3.86	High
Maka-Tao	0.54	4.14	High
Maka-Kalikasan	0.58	4.16	High
Maka-Bansa	0.57	3.99	High
Social Behavior	**0.48**	**4.06**	**High**
Engagement	0.58	3.87	High
Responsibility	0.57	4.10	High
Behavior	0.56	4.22	Very High
Social Involvement	**0.50**	**3.89**	**High**
Participation	0.58	3.72	High
Communication	0.60	4.05	High

4.20-5.00 Very High, 3.49-4.19 High, 2.60-3.39 Moderate, 1.80-2.59 Low, 1.00-1.79 Very Low

The table specifically shows that the core values variable obtained an overall mean of 4.04, which is described as high. It indicates that the core values are good. All its indicators obtained corresponding means described as high. The social behavior variable obtained an overall mean of 4.06, which is described as high. It indicates that social behavior is good. One of its indicators obtained a corresponding

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mean described as very high; the other two obtained corresponding means described as high. The social involvement variable obtained an overall mean of 3.89, which is described as high. It indicates that the social involvement is good. All its indicators obtained corresponding means described as high.

Correlation Analysis

Table 2 is the correlation table. It contains the core values as the predictive variable, social behavior as the mediation variable, and social involvement as the criterion variable. Likewise, it contains the r-value, p-value, the decision for the hypothesis, and the corresponding interpretation.

Table 2. Correlation Table

Variables	Social Involvement			
	r-value	p-value	Decision on H_{o1}	**Interpretation**
Core Values	0.621	0.000	Reject	**Significant**
Social Behavior	0.674	0.000	Reject	**Significant**

The correlation between core values and the social involvement variable obtained a p-value of 0.000, which is less than 0.05 degree of confidence; thus, the hypothesis was rejected. It indicates that the correlation between core values and social involvement variables is significant. Furthermore, said correlation obtained an r-value of 0.621, which is interpreted as a moderately high strength correlation.
The correlation between social behavior and social involvement obtained a p-value of 0.000, which is less than 0.05 degrees of confidence; thus, the hypothesis was rejected. It indicates that the correlation between social behavior and social involvement variables is significant. Moreover, their correlation also obtained an r-value of 0.674, which is interpreted as a moderately high strength correlation.

Mediation Analysis

Table 3 is the mediation table. It contains the indirect, component, direct, and total effects. Moreover, it contains the estimate, standard error, standardized beta, z-value, and p-value.
The table specifically shows that the core values variable obtained an overall mean of 4.04, which is described as high. It indicates that the core values are good. All its indicators obtained corresponding means described as high. The social behavior variable obtained an overall mean of 4.06, which is described as high. It indicates that social behavior is good. One of its indicators obtained a corresponding mean described as very high; the other two obtained corresponding means described as high. The social involvement variable obtained an overall mean of 3.89, which is described as high. It indicates that the social involvement is good. All its indicators obtained corresponding means described as high.

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Table 3. Mediation Table

Type	Effect	Estimate	SE	β	z	p
Indirect	CV ⇒ SB ⇒ SI	0.369	0.0511	0.326	7.22	0.000
Component	CV ⇒ SB	0.752	0.0460	0.695	16.33	0.000
	SB ⇒ SI	0.491	0.0610	0.469	8.04	0.000
Direct	CV ⇒ SI	0.333	0.0660	0.295	5.05	0.000
Total	CV ⇒ SI	0.702	0.0526	0.621	13.34	0.000
Percent of Mediation = 52.56%						

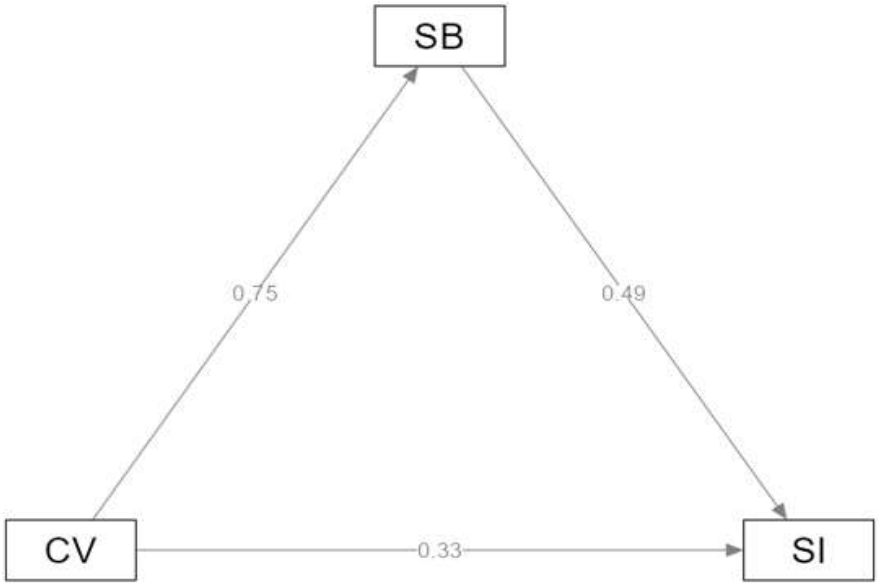


Figure 2. The Mediation Path Model of Social Behavior between Core Values and Social Involvement

Table 3 shows the total, indirect, and direct effect of the predictive variable on the criterion variable in the presence and absence of the mediating variable. The indirect effect of CV→SB→SI obtained a beta coefficient estimate value of 0.369, SE 0.0511, standardized beta of 0.326, and z-value of 7.22, which further obtained a p-value of 0.000, which is less than 0.05 degree of confidence. This indicates that the indirect effect of CV→SB→SI is significant, whereas SB acts as a mediator. The component path of the indirect effect CV→SB obtained a beta coefficient estimate value of 0.752, SE 0.0460, standardized beta 0.695, and z-value of 16.33, which further obtained a p-value of 0.000, which is less than 0.05 degree of confidence. It indicates that the indirect effect of CV→SB is significant. In addition, SB→SI obtained a beta coefficient estimate value of 0.491, SE 0.0610, standardized beta 0.469, and z-value of 8.04, which further obtained a p-value of 0.000, which is less than 0.05 degree of confidence. It indicates that the indirect effect of SB→SI is significant.

Moreover, the direct effect of CV→SI obtained a beta coefficient estimate value of 0.333, SE 0.0660, standardized beta 0.295, and z-value 5.05, which further obtained a p-value of 0.000, which is less than 0.05 degree of confidence. It indicates that the direct effect of CV→SI is significant. Lastly, the total effect of CV→SI obtained a beta coefficient estimate value of 0.702, SE 0.0526, standardized beta 0.621, and z-value 13.34, which further obtained a p-value of 0.000, which is less than 0.05 degree of confidence. It indicates that the total effect of CV→SI is significant.

Summary of Findings

1. The core values, social behavior, and social involvement are all good.
2. The core values and social behavior are significantly correlated with social involvement, with a moderately high strength of correlation.

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3. Core values have significantly influenced social involvement both directly and indirectly. The percentage of mediation is 52.56%, which indicates the indirect effect of core values on social involvement, which is explained by a mediator. Thus, the remaining 47.44% indicates the direct effect of core values on social involvement.

CHAPTER 4

Discussion

Provided in this chapter is the discussion of the results of the study. Specifically, it presents various studies that were either affirmed or denied by the results of the study. Finally, provided in this chapter are the conclusions drawn from the results and the recommendations drawn from the conclusion.

Good Core Values of the Students

Department of Education's core values are good. The result affirms the study (Fernando et al., 2024), which stated that senior high school students greatly practice and exhibit DepEd core values. This result could be attributed to the school programs and activities encouraging students to practice these values. Furthermore, it also affirms the study (Ayon et. al., 2024), which stated that students exhibit excellent awareness of the DepEd core values maka-diyos, makatao, makakalikasan, and makabansa, indicating a shared recognition of the significance of these values. Hence, instructional integration of these values is essential to enhance learners' quality of life and help them grow with good principles and ideals (Lim, 2024).

Good Social Behavior of the Students

One finding of this study is that the social behavior of the student is good. The result affirms the study of (Giffari & Irawan, 2023), concluding that the category of social behavior of students is mostly in the medium category with a percentage of 55%, while in the high category, it is 31%, and in the low category it is 14%. Moreover, it also affirms the study of (Najahah, 2020), which stated that students' social behavior shows that of 55 students, there are 1 (1, 81 %) student get low category, 21 (38, 19 %) have middle category, and 33 (60%) students have high category which further concluded that mostly the students have high social behavior.

Good Social Involvement of the Students

Social involvement was also found to be good. This result upholds the study of Sá (2023), who stated that students' involvement and commitment are pivotal in their academic and social developmental processes.

Core values and social behavior are significantly correlated with social involvement, with a moderately high strength of correlation.

The significant correlation between core values (CV) and social involvement (SI) ($r = 0.621$, $p < 0.001$) resonates with studies underscoring the role of intrinsic values in fostering community engagement. For instance, Yang et al. (2024) found that individuals with strong altruistic and collectivistic values exhibited higher participation in civic activities, mirroring the "moderately high" association observed here. Similarly, Zhanna (2024) demonstrated that values such as social responsibility directly predicted volunteerism ($\beta = 0.58$, $p < 0.01$), reinforcing the idea that ethical and communal values drive proactive social roles. These studies corroborate the current finding that core values are foundational to social involvement, likely by motivating individuals to prioritize collective well-being.

On the other hand, the strong correlation between social behavior (SB) and social involvement (SI) ($r = 0.674$, $p < 0.001$) is consistent with recent work linking prosocial actions to sustained community engagement. Tucker and Gearhart (2022) identified behavioral factors—such as volunteering and peer collaboration—as key predictors of social integration ($\beta = 0.63$, $p < 0.001$), paralleling the current results. Qin et al. (2023) further emphasized that socially adaptive behaviors (e.g., cooperation, empathy) mediate access to social networks, which in turn enhance involvement. This aligns with the interpretation that social behavior bridges individual dispositions (e.g., values) with tangible participation, creating a feedback loop where actions reinforce engagement.

Core values have significantly influenced social involvement both directly and indirectly. The percentage of mediation is 52.56%, which indicates the indirect effect of core values on social involvement, which is explained by a mediator.

The significant indirect effect ($\beta = 0.326$, $p < 0.001$) and partial mediation (52.56%) of social behavior (SB) between CV and SI find robust support in contemporary mediation models. Alfirević et al. (2023) demonstrated that prosocial behaviors mediate 48–55% of the relationship between moral values and community engagement, attributing this to the "action-oriented translation" of abstract values into concrete participation. Similarly, Annand et al. (2022) identified behavioral pathways (e.g., advocacy, peer support) as critical

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mechanisms through which values influence social outcomes ($\beta = 0.31$, $p < 0.001$). The current study's mediation percentage (52.56%) closely mirrors these estimates, suggesting that values alone are insufficient without behavioral activation.
Notably, the persistence of a significant direct effect ($\beta = 0.295$, $p < 0.001$) indicates additional unmeasured pathways (e.g., institutional trust, cultural norms) may further explain the CV-SI link. This aligns with Wang and Reynolds (2024), who argued for multifactorial models where values and behaviors interact with contextual factors to shape involvement.

Conclusion

Based on the results, it is concluded that social behavior significantly mediates the correlation between DepEd core values and social involvement, with 52.56% mediation on the latter. The conclusion affirms the theory of The Ecological System, which states that an individual's development is shaped by interconnected environmental systems, from immediate surroundings (e.g., family) to broad societal structures (e.g., culture). These systems include the microsystem, mesosystem, exosystem, macrosystem, and chronosystem, each influencing an individual's growth and behavior.

Recommendation

Based on the conclusion, it is recommended that this study be replicated in other locales and that different respondents be involved to validate the results. Educational institutions may initiate programs that enhance social behavior to ultimately improve social involvement among students.

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