
STUDENTS' VALUES INTEGRATION AND DISCIPLINE IN SOCIAL STUDIES

***Lenie A. Cagatin**

Valencia Colleges (Bukidnon) Incorporated Hagkol, Valencia City Philippines.

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ABSTRACT

This study examined the level of values integration in the teaching of Social Studies and its relationship to student discipline among Junior High School students in Maramag, Bukidnon. Specifically, it sought to determine the extent of values integration in terms of values integration strategies and frequency of values-based activities, as well as the level of student discipline in terms of classroom behavioral compliance and incidence of disciplinary violations. A descriptive correlational research design was employed. The respondents were 126 randomly selected Junior High School teachers from Districts 2 and 3 of Maramag, Bukidnon, during the School Year 2025–2026. Data were gathered using adapted questionnaires from Nguyen (2019), consisting of two parts: values integration in Social Studies instruction and student discipline in Social Studies classes. Statistical tools used included mean and standard deviation to determine the levels of values integration and student discipline, and Pearson product-moment correlation coefficient to test the relationship between the two variables. Results revealed that the level of values integration in Social Studies instruction, both in terms of strategies and frequency of values-based activities, was very high. Similarly, student discipline, particularly classroom behavioral compliance, was found to be very high, while the incidence of disciplinary violations was high. Further analysis showed a significant relationship between values integration in Social Studies and student discipline, indicating that effective values integration strategies and frequent values-based activities contribute positively to disciplined student behavior. The study concludes that values-oriented instruction plays a vital role in promoting positive classroom behavior. It recommends sustained implementation of values integration by teachers, administrative

support through professional development, and further research to explore related variables and broader contexts.

KEYWORDS: *Values Integration Strategies, Frequency of Values-Based Activities, Student Discipline, Classroom Behavioral Compliance, Incidence of Disciplinary Violations.*

INTRODUCTION

Values integration has long been recognized as a central component of Social Studies education, as the discipline is characteristically concerned with citizenship formation, ethical reasoning, and social responsibility. In the context of present-day classrooms, where issues of student discipline and behavioral regulation remain pressing concerns, examining the relationship between values integration and student discipline becomes particularly significant.

Despite the clear mandate of values integration in Social Studies, persistent issues in student discipline suggest a possible gap between curricular intent and actual behavioral outcomes. Educational frameworks from the Department of Education and global bodies such as UNESCO emphasize character formation and responsible citizenship as central goals of Social Studies. However, ongoing classroom disciplinary concerns indicate that values may not be effectively internalized.

Education plays a pivotal role not only in transmitting knowledge but also in shaping the moral, cultural, and civic values of learners. Social Studies, in particular, serves as a vital discipline that cultivates citizenship, critical thinking, and social responsibility. Scholars such as Banks (2019) emphasize that Social Studies provides students with opportunities to understand societal norms and democratic values, making it an ideal platform for integrating character development into the curriculum. Furthermore, values education has been widely recognized as a crucial component in developing students' sense of responsibility and discipline (Lickona, 2019). This highlights the growing importance of examining how values are taught, applied, and reinforced within the context of Social Studies classrooms.

Despite the acknowledged role of Social Studies in shaping responsible citizens, challenges persist in the consistent integration of values and the maintenance of discipline in classrooms. Recent studies reveal that while teachers recognize the importance of values integration, many struggle with the practical application of strategies that effectively link values to lesson

content (Estrella, 2021). Similarly, issues of student discipline, such as classroom behavioral compliance and incidences of misconduct, continue to affect the teaching–learning process (Santos, 2020). Although several studies have explored either values education or student discipline independently, fewer have examined the relationship between these two constructs within the specific context of Social Studies education. This gap underscores the need for further research to investigate how values integration influences discipline among students.

This study seeks to address this gap by examining students’ values integration and discipline in Social Studies. Specifically, it will investigate how values integration strategies and values-based activities contribute to students’ behavioral compliance and incidence of disciplinary violations. By analyzing these connections, the study aims to provide insights into how values-oriented teaching approaches can foster not only academic learning but also responsible and disciplined behavior among students. The findings are expected to offer educators, curriculum developers, and school administrators evidence-based recommendations for strengthening both values education and classroom management in Social Studies instruction.

Conceptual Framework

Anchored on Thomas Lickona’s Character Education Framework (2017), the study emphasizes that integrating moral and civic values into Social Studies instruction plays a vital role in shaping students’ behavior. By embedding values such as respect, empathy, and responsibility into classroom activities, teaching goes beyond academic content and becomes a tool for developing students’ moral and social character. This integration encourages learners to internalize positive values, promoting self-discipline, respect for others, and a sense of responsibility. As a result, values integration not only enhances instruction but also supports classroom discipline by guiding students toward appropriate behavior both inside and outside the learning environment.

Furthermore, the study highlights that effective values integration strategies and the frequent use of values-based activities are strongly linked to improved classroom behavioral compliance and reduced disciplinary violations. When teachers consistently incorporate moral reasoning, cooperation, and civic responsibility into lessons, students begin to view discipline as a personal and shared responsibility rather than imposed rules. Regular engagement in activities such as role-playing, discussions, and reflective exercises reinforces

positive behaviors and helps students develop self-regulation and conflict resolution skills. Consequently, this continuous exposure fosters a more respectful and orderly classroom environment, minimizing disruptions and encouraging students to act as responsible members of the community.

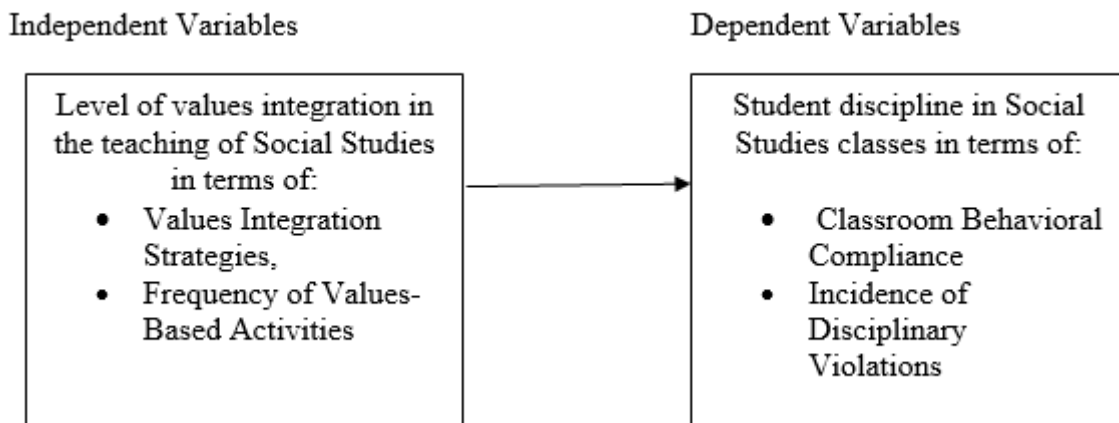


Figure 1. Schematic Presentation Showing the Relationship Between the Independent and Dependent Variables of the Study.

Statement of the Problem

This study aimed to investigate the relationship of students values integration in Social Studies instruction and the level of student discipline in public secondary schools. Despite the emphasis of the K–12 curriculum on values formation through social studies, student disciplinary issues remain a concern. Understanding how the integration of values influences student behavior is crucial in enhancing both the academic and character development goals of Social Studies education. Specifically, the study sought to answer the following questions:

1. What is the level of values integration in the teaching of Social Studies in terms of Values Integration Strategies, and Frequency of Values-Based Activities?
2. What is the level of student discipline in Social Studies classes in terms of Classroom Behavioral Compliance and Incidence of Disciplinary Violations?
3. Is there a significant relationship between values integration in Social Studies and student discipline?

Delimitation of the Study

This study focused on examining the relationship between values integration in Social Studies instruction and student discipline among junior high school students in public secondary schools within Maramag District. The scope of the study is limited to Social

Studies teachers and their students during the academic year 2025–2026. It specifically investigates how values are integrated into Social Studies lessons and how these influence observable student disciplinary behavior. The study does not cover other subject areas or external factors affecting discipline such as home environment or peer influence. It was also limited to self-reported practices of teachers and school records on student discipline, which may be subject to reporting bias.

Review of the Literature

Level of Values Integration in the teaching of Social Studies

Research on values integration strategies in Social Studies highlights the importance of intentional, varied, and context-based approaches in fostering students' moral development and responsible citizenship. Studies such as those by Olovsson (2021) and Evasco (2022) show that integrating values through discussions and curriculum-aligned instruction enhances student engagement and emphasizes interpersonal values. Similarly, Okeke (2021) and Khathi (2020) emphasize both explicit and implicit strategies, including modeling and creating a values-rich environment, while also noting challenges such as social influences and lack of support. Earlier studies (2019) further demonstrate that strategies like contextualized teaching, cooperative learning, project-based learning, and multimedia integration effectively promote values such as empathy, responsibility, and civic engagement. These approaches not only improve students' moral reasoning but also encourage active participation, making values education a meaningful and lived classroom experience.

Meanwhile, the frequency of values-based activities is identified as a critical factor in ensuring the effectiveness of values education. Research by Aytaçlı (2018) and Katılmış (2017) indicates that regular engagement in activities like debates, role-playing, and community projects strengthens students' understanding and application of values. Supporting this, studies by Reyes (2019), Cruz (2019), and Villanueva (2020) reveal that consistent exposure to values-based tasks fosters behavioral consistency, discipline, empathy, and civic-mindedness. Additional findings from De Guzman (2019) and Morales (2019) confirm that repeated and meaningful activities deepen values internalization and enhance critical thinking. Although challenges such as time constraints and curriculum demands persist, the overall evidence underscores that sustained and frequent integration of values-based activities significantly contributes to students' moral growth and positive behavior.

Level of Student discipline in Social Studies Classes

Classroom behavioral compliance is a key factor in maintaining discipline and ensuring effective learning in Social Studies classes. Studies highlight that the use of evidence-based classroom management strategies, such as those discussed by Parsonson (2019), helps prevent disruptive behavior and promotes student engagement. Programs like those developed by Safe and Civil Schools further support structured and positive classroom environments. Research also shows that integrating technology, as explored by Rahadian and Budiningsih (2023), and fostering positive teacher-student relationships, as noted by Cho (2024), significantly improve student behavior and participation. Additional studies emphasize that compliance—such as attentiveness, respect, and responsibility—is closely linked to academic success, with strategies like positive reinforcement, fairness, and values integration strengthening students' self-regulation and adherence to classroom norms.

On the other hand, the incidence of disciplinary violations in Social Studies classrooms is influenced by teaching approaches, classroom management, and school policies. Research by Mowen (2019) and organizations like the National Education Association (2021) and Learning Policy Institute (2022) indicates that punitive measures such as suspensions are often ineffective and may worsen student behavior. Instead, restorative approaches and positive interventions are more effective in reducing misconduct. Supporting this, studies show that clear expectations, engaging and contextualized lessons, and strong teacher-student relationships reduce violations such as absenteeism, disruption, and bullying. Researchers also emphasize that integrating values like respect and empathy, along with consistent and fair school policies, helps minimize disciplinary issues by encouraging students to internalize appropriate behavior, ultimately creating a more positive and productive learning environment.

Research Methodology

This study employed a descriptive correlational research design to determine the relationship between values integration in Social Studies and student discipline. It was conducted in Maramag, Bukidnon. The respondents of the study were the one 126 Junior High School teachers selected randomly in Maramag, Bukidnon District 2 and 3 during the school year 2025-2026. Adapted questionnaires from Nguyen (2019). The instrument used in gathering the necessary data was composed of two parts. Part 1 dealt on the level of values integration in the teaching of Social Studies in terms of Values Integration Strategies, and Frequency of

Values-Based Activities. Part II was on the level of student discipline in Social Studies classes in terms of Classroom Behavioral Compliance and Incidence of Disciplinary Violations. The statistical tools applied to analyze and interpret the data of this study were the following: Mean and standard deviation was used to determine the level of values integration in the teaching of Social Studies in terms of Values Integration Strategies, and Frequency of Values-Based Activities. Likewise, mean and standard deviation was used to determine the level of student discipline in Social Studies classes in terms of Classroom Behavioral Compliance and Incidence of Disciplinary Violations. Moreover, Product-Moment Correlation Coefficient or Pearson r was utilized to find out the significant relationship between values integration and level of student discipline in Social Studies classes.

Findings

Presented below are the findings derived from this study.

The level of values integration in the teaching of Social Studies in terms of Values Integration Strategies and Frequency of Values-Based Activities were very high.

The level of student discipline in Social Studies classes in terms of Classroom Behavioral Compliance and Incidence of Disciplinary Violations was very high and Incidence of Disciplinary Violations were high.

The test of significant relationship between values integration in Social Studies and student discipline revealed significant relationships between Values Integration Strategies, Frequency of Values-Based Activities and student discipline. Moreover, there is a significant relationship between values integration in Social Studies and student. Therefore, the null hypothesis which stated “There is no significant relationship between values integration in Social Studies and student discipline” was rejected.

CONCLUSIONS AND RECOMMENDATIONS

Drawing from the study's findings, the following conclusions can be made:

Values integration was strongly embedded in Social Studies instruction. The study concludes that Social Studies teachers consistently and effectively integrate values into instruction, as evidenced by the very high levels of values integration strategies and frequent implementation of values-based activities. This indicates that values education was not incidental but a deliberate and sustained component of classroom teaching.

Student discipline in Social Studies classes was notably high. Findings revealed that students demonstrated very high levels of discipline, reflected in strong classroom behavioral compliance and low incidence of disciplinary violations. This suggests that the classroom environment in Social Studies promotes positive behavior, order, and respect among students.

Values integration was significantly associated to positive student discipline. The study established a significant relationship between values integration in Social Studies and student discipline. Specifically, effective values integration strategies and frequent values-based activities were significantly associated with higher levels of student discipline, underscoring the role of values-oriented teaching in fostering responsible and disciplined student behavior.

Derived from the study's conclusions, the following recommendations are proposed:

For teachers. Social Studies teachers were encouraged to sustain and further enhanced the use of effective values integration strategies and values-based activities in their instruction. Since values integration has been shown to significantly influenced student discipline, teachers may deliberately incorporate contextualized moral discussions, reflective activities, and real-life applications of values to strengthen students' behavioral compliance and reduce disciplinary violations.

For School Administrators. School administrators may support and institutionalized values integration by providing continuous professional development, instructional monitoring, and adequate resources that promote values-oriented teaching in Social Studies and other learning areas.

For Future Researchers. Future researchers are encouraged to replicate and extend this study by including other subject areas, different grade levels, or broader geographic locations to validate the findings.

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