

Cultural Beliefs, Social Behavior and Youth Development Through National Service Training Program Core Values

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Abstract—The study seeks to identify the level of cultural beliefs in terms of spirituality, family orientation, tradition, and collectivism; assess the level of social behavior in terms of communication skills, respect, empathy, and cooperation; determine the level of youth development in terms of proactiveness, leadership quality, civic involvement, and personal growth; test the significant relationships between cultural beliefs and youth development, as well as between social behavior and youth development. This study employed the descriptive-correlational research design. The statistical treatments utilized included weighted mean, standard deviation, and Pearson r to determine the significant relationships among cultural beliefs, social behavior, and youth development. The respondents consisted of 180 National Service Training Program (NSTP) students, with 30 students selected from each of the six private schools in Santa Cruz, Laguna. A self-constructed questionnaire was used as the primary instrument for data collection. The results show that the level of cultural beliefs was verbally interpreted as very high, particularly in terms of spirituality, family orientation, tradition, and collectivism, indicating that students strongly uphold core values and maintain a strong sense of unity and responsibility. The level of social behavior was also found to be very high, as students demonstrated positive behaviors in communication skills, respect, empathy, and cooperation, reflecting their ability to interact effectively and maintain harmonious relationships. Similarly, the level of youth development was rated very high, highlighting students' strong proactiveness, leadership quality, civic involvement, and personal growth. Furthermore, the findings reveal a significant relationship between cultural beliefs and youth development. Likewise, a significant relationship was found between social behavior and youth development. Based on the results of the study, it was found that the null hypothesis stating that there is no significant relationship among these variables is rejected, leading to the conclusion that cultural beliefs and social behavior are significant predictors of youth development. This implies that strengthening students' cultural values and promoting positive social behaviors are essential in enhancing their development. It is recommended that school administrators may sustain programs that promote cultural values such as spirituality, family orientation, tradition, and collectivism, while NSTP instructors may continuously integrate sustainability concepts and maintain relevant activities. Furthermore, future researchers may explore related variables to deepen the understanding of how cultural beliefs and social behavior influence students' development.

Keywords— cultural beliefs, social behavior, youth development, leadership quality and civic involvement

I. INTRODUCTION

Culture provides the foundation for shaping individual identity and social interaction. It includes the values, traditions, and beliefs passed down through generations that influence how people think, act, and relate with others. Cultural beliefs guide personal character and collective behavior, helping individuals understand their place in the community. Research shows that cultural values such as family obligation, respect, and interdependence strongly influence adolescents' identity and social behavior (Pastorelli et al., 2016). In the Philippine context, more recent studies also highlight the influence of collectivistic cultural values on youth behavior and social relationships (Alampay, 2017).

Social behavior serves as the outward expression of these internalized cultural values. It is reflected in how individuals communicate, cooperate, show respect, and demonstrate empathy in everyday interactions. Positive social behaviors such as helping and volunteering are important indicators of healthy youth development. These behaviors are influenced by cultural expectations and social environments, supporting findings that prosocial behavior is closely linked to value formation during adolescence and youth (Telzer, 2023).

Youth development involves more than academic learning; it includes value formation, emotional growth, civic responsibility, and life skills that prepare young people to become responsible citizens. Contemporary positive youth development frameworks emphasize competence, character, caring, and connection as essential developmental assets (Steinberg, 2016). Studies also show that supportive environments and value-oriented programs strengthen youths' engagement in society and help develop civic responsibility and prosocial tendencies (Lerner et al., 2018).

For students enrolled in the National Service Training Program (NSTP), these processes become especially important. NSTP aims to enhance civic consciousness, leadership, volunteerism, and social responsibility among Filipino youth as mandated by Republic Act 9163. Studies show that participation in NSTP positively influences volunteerism, citizenship, and community involvement among students (Gonzales, 2023). Recent studies further demonstrate that participation in the National Service Training Program (NSTP) strengthens students' civic engagement, social responsibility, and internalization of core values such as

leadership, volunteerism, and service (Hibanada, 2024). These outcomes highlight its role in shaping socially responsible citizens. In this context, this study aims to examine the relationship between cultural beliefs, social behavior, and youth development through the lens of NSTP core values.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The purpose of the study was to determine the relationship of cultural beliefs and social behavior to youth development through National Service Training Program core values among National Service Training Program students in private schools in Santa Cruz, Laguna.

Specifically, it sought to answer the following questions:

1. What is the level of cultural beliefs of National Service Training Program students in terms of:
 - 1.1 Spirituality;
 - 1.2 Family Orientation;
 - 1.3 Tradition; and
 - 1.4 Collectivism?
2. What is the level of social behavior of National Service Training Program students with regards to:
 - 2.1 Communication Skills;
 - 2.2 Respect;
 - 2.3 Empathy; and
 - 2.4 Cooperation?
3. What is the level of youth development in relations to:
 - 3.1 Proactiveness;
 - 3.2 Leadership Quality;
 - 3.3 Civic Involvement; and
 - 3.4 Personal Growth?
4. Is there a significant relationship between cultural beliefs and youth development among NSTP students in private schools in Santa Cruz, Laguna?
5. Is there a significant relationship between social behavior and youth development among National Service Training Program students in private schools in Santa Cruz, Laguna?

II. METHODOLOGY

This study employed the descriptive-correlational research design. The statistical treatments utilized included weighted mean, standard deviation, and Pearson r to determine the significant relationships among cultural beliefs, social behavior, and youth development. The respondents consisted of 180 National Service Training Program (NSTP) students, with 30 students selected from each of the six private schools in Santa Cruz, Laguna. A self-constructed questionnaire was used as the primary instrument for data collection.

III. RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered to examine the relationship between cultural beliefs and social behavior in relation to the NSTP youth.

Level of Cultural Beliefs

In this study cultural beliefs shape how individuals think, behave, and interact within their community.

The following tables show the level of cultural beliefs of National Service Training Program students that includes variables such as spirituality, family orientation, tradition, and collectivism. This level of cultural belief was determined by mean and standard deviation.

Table 1 shows the level of cultural beliefs of National Service Training Program students in terms of spirituality.

The results show that NSTP students strongly embrace spirituality through various meaningful practices. Students demonstrate spirituality by reflecting on their thoughts and actions to ensure that these are guided by moral values, indicating strong self-awareness and ethical responsibility. They also express spirituality by actively participating in value-oriented activities, which helps strengthen their sense of responsibility and concern for others. Furthermore, students show spirituality by developing inner discipline and integrity, highlighting their commitment to becoming responsible and principled citizens. They also rely on their values and faith when facing personal or community challenges, suggesting emotional resilience and strong moral grounding. In addition, students find purpose in serving their community and country reflecting a deep sense of spiritual commitment and service-oriented values.

Table 1. Level of Cultural Beliefs of National Service Training Program Students in terms of Spirituality

Statements	Mean	SD	Remarks
In attending the NSTP, I embrace spirituality through...			
...reflecting on my thoughts and actions to ensure that they align with moral values.	4.59	0.61	Strongly Agree
...participating in spiritual or value-oriented activities that strengthen responsibility to others.	4.51	0.67	Strongly Agree
...developing inner discipline and integrity as a responsible citizen.	4.59	0.61	Strongly Agree
...relying on my values and faith when facing personal or community challenges.	4.52	0.68	Strongly Agree
...finding purpose in serving my community and country.	4.51	0.65	Strongly Agree
Weighted Mean	4.54		
SD	0.64		
Verbal Interpretation			Very High

The weighted mean of 4.54 indicates that NSTP students exhibit a very high level of spirituality, indicating that spiritual values are strongly integrated into their participation in program activities.

The findings affirm that NSTP effectively nurtures students' spiritual growth, contributing to the formation of responsible, value-oriented, and service-driven individuals.

Table 2 shows the level of cultural beliefs of National Service Training Programs students in terms of family orientation. The results show that NSTP students strongly embrace family orientation through various meaningful practices.

Students demonstrate family intense by recognizing in their family as their first trainer ground for discipline and responsibility indicating strong moral foundation and sense of accountability. They also express family orientation by contributing positively to their family's well-being which

reflects care, responsibility and concern for family members. Furthermore, students show family orientation by applying family values in their interactions within the community highlighting the influence of family teachings on social behavior and civic engagement. They also maintain strong family relationships that guide social responsibility suggesting emotional support and strong relational bonds. Students further appreciate how family values shape service-oriented citizens, emphasizing the role of family and developing socially responsible individuals.

Table 2. Level of Cultural Beliefs of National Service Training Program Students in terms of Family Orientation

Statements	Mean	SD	Remarks
In attending the NSTP, I value family orientation through...			
...recognizing my family as my first training ground for discipline and responsibility.	4.67	0.57	Strongly Agree
...contributing positively to my family's well-being.	4.56	0.58	Strongly Agree
...applying family values in my interactions within the community.	4.61	0.56	Strongly Agree
...maintaining strong family relationships that guide social responsibility.	4.59	0.62	Strongly Agree
...appreciating how family values shape service-oriented citizens.	4.64	0.57	Strongly Agree
Weighted Mean	4.61		
SD	0.58		
Verbal Interpretation	Very High		

The weighted mean of 4.61 indicates that NSTP students exhibit a very high level of family orientation indicating that family values are strongly integrated into their participation in program activities.

The findings affirm that NSTP strengthens students' family orientation, which reinforces discipline, responsibility, and service-oriented values.

Table 3. Level of Cultural Beliefs of National Service Training Program Students in terms of Tradition

Statements	Mean	SD	Remarks
In attending the NSTP, I honor tradition by...			
...participating in cultural traditions that promote Filipino identity and unity.	4.49	0.65	Strongly Agree
...feeling proud of Filipino traditions and practices.	4.66	0.55	Strongly Agree
...recognizing how culture influences my values as a Filipino youth.	4.58	0.62	Strongly Agree
...valuing preserving traditions as part of nation-building.	4.56	0.64	Strongly Agree
...encouraging respect for Filipino cultural heritage.	4.59	0.60	Strongly Agree
Weighted Mean	4.58		
SD	0.62		
Verbal Interpretation	Very High		

Table 3 shows the level of cultural beliefs of National Service Training Program students in terms of tradition. The results show the NSTP students strongly honor tradition through various meaningful practices. Students demonstrate respect for tradition by participating in cultural traditions that promote Filipino identity and unity, indicating a strong sense of national belonging and cultural awareness. They also express appreciation for tradition by feeling proud of Filipino traditions and practices, reflecting deep cultural pride and

identity. Furthermore, students recognize how cultural influence their values as Filipino youth, highlighting the impact of cultural heritage under character formation and personal development. They also value preserving traditions as a part of nation-building, suggesting their understanding of the importance of cultural continuity in strengthening society. Students further encourage respect for Filipino cultural heritage, emphasizing their commitment to protecting and promoting national identity.

The weighted mean of 4.58 indicates that NSTP students exhibit a very high level of regard for tradition indicating that traditional and cultural values are strongly integrated into their participation in program activities.

The results indicate that NSTP enhances students' appreciation of tradition, contributing to cultural identity and nation-building values.

Table 4 shows the level of cultural beliefs of National Service Training Program students in terms of collectivism. The results show that NSTP students strongly foster collectivism through various meaningful practices. Students demonstrate collectivism by taking responsibility for contributing to community welfare, indicating a strong sense of social responsibility and concern for others.

They also express collectivism by valuing cooperation and bayanihan over personal gain reflecting their willingness to work with others for shared goals. Furthermore, students show collectivism by setting aside personal interests for the common good, highlighting their commitment to community-centered values. They also consider community needs in decision-making suggesting awareness of collective priorities and inclusive thinking. Students further promote unity and shared responsibility, emphasizing their dedication to teamwork and collective action.

Table 4. Level of Cultural Beliefs of National Service Training Program Students in terms of Collectivism

Statements	Mean	SD	Remarks
In attending the NSTP, I foster collectivism by...			
...taking responsibility for contributing to community welfare.	4.46	0.66	Strongly Agree
...valuing cooperation and bayanihan over personal gain.	4.48	0.64	Strongly Agree
...setting aside personal interests for the common good.	4.45	0.72	Strongly Agree
...considering community needs in decision-making.	4.51	0.65	Strongly Agree
...promoting unity and shared responsibility.	4.60	0.60	Strongly Agree
Weighted Mean	4.50		
SD	0.66		
Verbal Interpretation	Very High		

The weighted mean of 4.50 indicates that NSTP students exhibit a very high level of collectivism indicating that collective values are strongly integrated into their participation in program activities.

The findings show that NSTP fosters collectivist values such as cooperation, shared responsibility, and prioritizing the common good.

Level of Social Behavior

In this study, social behavior refers to the observable actions and interactions of National Service Training Program (NSTP) students.

The following table shows the level of social behavior of National Service Training Program students that includes variables such as communication skills, respect, empathy and cooperation. This level of social behavior was determined by mean and standard deviation.

The table 5 shows the level of social behavior of National Service Training Program students with regards to communication skills. The result show that NSTP students strongly demonstrate effective communication skills through various meaningful practices. Students demonstrate communication competence by communicating ideas clearly during group or community activities, indicating confidence and clarity in expressing their thoughts. They also show strong communication skills by listening actively to understand others perspectives, reflecting openness and respect for diverse opinions. Furthermore, students adjust their communication style to promote respect, highlighting their awareness of appropriate and considerate interaction. They also ask questions to clarify NSTP or community tasks, suggesting initiative and a desire to ensure understanding and accuracy. Student further use respectful verbal and non-verbal communication, emphasizing their commitment to maintaining positive and professional interactions.

The weighted mean of 4.56 indicates that NSTP students exhibit a very high level of communication skills indicating that effective respectful communication is strongly integrated into their participation in program activities.

Table 5. Level of Social Behavior of National Service Training Program Students with regards to Communication Skills

Statements	Mean	SD	Remarks
In attending the NSTP, I demonstrate the ability to...			
...communicate ideas clearly during group or community activities.	4.56	0.62	Strongly Agree
...listen actively to understand others' perspectives.	4.61	0.56	Strongly Agree
...adjust my communication style to promote respect.	4.53	0.63	Strongly Agree
...ask questions to clarify NSTP or community tasks.	4.51	0.63	Strongly Agree
...use respectful verbal and non-verbal communication.	4.60	0.59	Strongly Agree
Weighted Mean	4.56		
SD	0.61		
Verbal Interpretation			Very High

The results confirm that NSTP enhances students' communication competence, which strengthens collaboration and social interaction.

Table 6 shows the level of social behavior of National Service Training Program students with regards to respect. The results show that NSTP students strongly demonstrate respect through various meaningful practices.

Students demonstrate respect by treating all individuals with respect regardless of background, indicating inclusivity and fairness in their interactions. They also show respect by

listening to differing opinions during discussions, reflecting openness and willingness to understand others.

Table 6. Level of Social Behavior of National Service Training Program Students with regards to Respect

Statements	Mean	SD	Remarks
In attending the NSTP, I demonstrate the ability to...			
...treat all individuals with respect regardless of background.	4.69	0.57	Strongly Agree
...listen to differing opinions during discussions.	4.61	0.59	Strongly Agree
...appreciate the contributions of others.	4.66	0.59	Strongly Agree
...avoid language or actions that may offend.	4.61	0.58	Strongly Agree
...respect the feelings and perspectives of community members.	4.69	0.58	Strongly Agree
Weighted Mean	4.65		
SD	0.58		
Verbal Interpretation			Very High

Furthermore, students appreciate the contributions of others, highlighting recognition and value for teamwork and collaboration. They also avoid language or actions that may offend, suggesting awareness and insensitivity in social interactions. Students further respect the feelings and perspectives of community members emphasizing empathy and consideration in their engagement with others.

The weighted mean of 4.65 indicates that NSTP students exhibit a very high level of respect, indicating that respectful behavior is strongly integrated into their participation in program activities

The findings highlight that NSTP cultivates respectful behavior, promoting inclusivity and ethical interaction.

Table 7. Level of Social Behavior of National Service Training Program Students with regards to Empathy

Statements	Mean	SD	Remarks
In attending the NSTP, I demonstrate the ability to...			
...understand the situations and needs of others.	4.59	0.63	Strongly Agree
...show concern for those facing difficulties.	4.54	0.63	Strongly Agree
...consider others' feelings before making decisions.	4.63	0.60	Strongly Agree
...respond with compassion when help is needed.	4.55	0.65	Strongly Agree
...offer support to those who are struggling.	4.54	0.63	Strongly Agree
Weighted Mean	4.57		
SD	0.63		
Verbal Interpretation			Very High

Table 7 shows the level of social behavior of National Service Training Program students with regards to empathy. The results show that NSTP students strongly demonstrate empathy through various meaningful practices. Students demonstrate empathy by understanding the situations and needs of others, indicating awareness and sensitivity to the experiences of those around them. They also show empathy by expressing concern for those facing difficulties, reflecting compassion and care for others. Furthermore, students consider others feelings before making decisions, highlighting

thoughtfulness and emotional awareness in their actions. They also respond with compassion when help is needed, suggesting readiness to assist and support others. Students further offer support to those who are struggling, emphasizing their willingness to extend help and encouragement to members of the community.

The weighted mean of 4.57 indicates that NSTP students exhibit a very high level of empathy, indicating that compassionate and understanding behavior is strongly integrated into their participation in program activities.

The findings show that NSTP strengthens students' empathy, enhancing compassion and meaningful community engagement.

Table 8 shows the level of social behavior of National Service Training Program students with regards to cooperation. The results show that NSTP students strongly demonstrate cooperation through various meaningful practices. Students demonstrate cooperation by working effectively with others during NSTP activities, indicating their ability to collaborate and function well in group settings. They also show cooperation by sharing time, ideas and effort toward group goals, reflecting commitment and collective responsibility. Furthermore, students help others accomplish community service tasks, highlighting their willingness to support and assist peers. They also contribute actively to group discussions and planning, suggesting engagement of participative behavior. Students further value teamwork and community projects, emphasizing the importance they place on unity and shared effort.

The weighted mean of 4.56 indicates that NSTP students exhibit a very high level of cooperation, indicating cooperative behavior is strongly integrated into their participation in program activities.

Table 8. Level of Social Behavior of National Service Training Program Students with regards to Cooperation

Statements	Mean	SD	Remarks
In attending the NSTP, I demonstrate the ability to...			
...work effectively with others during NSTP activities.	4.56	0.63	Strongly Agree
...share time, ideas, and effort toward group goals.	4.60	0.62	Strongly Agree
...help others accomplish community service tasks.	4.51	0.67	Strongly Agree
...contribute actively to group discussions and planning.	4.57	0.59	Strongly Agree
...value teamwork in community projects.	4.58	0.63	Strongly Agree
Weighted Mean	4.56		
SD	0.63		
Verbal Interpretation			Very High

The results indicate that NSTP cultivates cooperation, promoting teamwork and collective problem-solving.

Level of Youth Development

In this study, youth development refers to the growth and enhancement of students' abilities, values, and competencies as influenced by their participation in the National Service Training Program (NSTP).

The following table shows the level of youth development that includes variables such as proactiveness, leadership quality, civic involvement and personal growth. This level of youth development was determined by mean and standard deviation.

Table 9 shows the level of youth development in relation to proactiveness. The results show that NSTP students strongly demonstrate proactiveness through various meaningful practices. Students demonstrate proactiveness by taking initiative and community activities, indicating willingness to lead and participate actively in service programs.

Table 9. Level of Youth Development in Relations to Proactiveness

Statements	Mean	SD	Remarks
In attending the NSTP, I develop the ability to...			
...take initiative in community activities.	4.47	0.70	Strongly Agree
...seek ways to improve my skills as a citizen.	4.48	0.63	Strongly Agree
...plan ahead to serve the community better.	4.44	0.71	Strongly Agree
...take responsibility when problems arise.	4.48	0.66	Strongly Agree
...respond promptly to opportunities to help the community.	4.48	0.65	Strongly Agree
Weighted Mean	4.47		
SD	0.67		
Verbal Interpretation			Very High

They also show proactiveness by seeking ways to improve their skills as citizens, reflecting self-motivation and commitment to personal development. Furthermore, students plan ahead to serve the community better, highlighting foresight and preparedness in addressing community needs. They also take responsibility when problem arise suggesting accountability and problem-solving ability students further respond promptly to opportunities to help the community, emphasizing readiness and eagerness to contribute to community welfare.

The weighted mean of 4.47 indicates that NSTP students exhibit a very high level of proactiveness, indicating that the proactive attitudes and behaviors are strongly integrated into their participation in program activities.

The findings affirm that NSTP encourages proactiveness, enabling students to take initiative and act responsibly in community tasks.

Table 10 shows the level of youth development in relation to leadership quality. The results show that NSTP students strongly demonstrate leadership qualities through various meaningful practices.

Students demonstrate leadership by guiding others toward shared goals, indicating their ability to influence and direct group efforts effectively. They also show leadership accepting responsibility in leadership roles, reflecting accountability and readiness to take charge when needed. Furthermore, students make decisions while considering others' views, highlighting inclusiveness and respect in the decision-making process. They also motivate group members to participate, suggesting encouragement and ability to inspire teamwork. Students

further help resolve conflicts constructively, emphasizing problem-solving skills and their commitment to maintaining harmony within the group.

Table 10. Level of Youth Development in Relations to Leadership Quality

Statements	Mean	SD	Remarks
In attending the NSTP, I develop the ability to...			
...guide others toward shared goals.	4.49	0.66	Strongly Agree
...accept responsibility in leadership roles.	4.52	0.68	Strongly Agree
...make decisions while considering others' views.	4.56	0.63	Strongly Agree
...motivate group members to participate.	4.57	0.61	Strongly Agree
...help resolve conflicts constructively.	4.48	0.68	Strongly Agree
Weighted Mean	4.53		
SD	0.65		
Verbal Interpretation	Very High		

The weighted mean of 4.53 indicates that NSTP exhibit a very high level of leadership quality, indicating that leadership skills are strongly integrated into their participation in program activities.

The results show that NSTP enhances leadership quality, strengthening students' ability to guide and influence others positively.

Table 11 shows the level of youth development in relation to civic involvement. The results show that NSTP students strongly demonstrate civic involvement through various meaningful practices. Students demonstrate civic involvement by participating in activities that address community needs, indicating active engagement in community service. They also show civic involvement by staying informed about local social issues, reflecting awareness and concern for societal conditions. Furthermore, students volunteer their time and skills, highlighting their willingness to contribute personally to community improvement. They also encourage others to engage in civic action, suggesting influence and advocacy for collective participation. Students further take action to improve the community, emphasizing their commitment to positive social change.

The weighted mean of 4.47 indicates that NSTP students exhibit a very high level of civic involvement, indicating that civic responsibility and community engagement are strongly integrated into their participation in program activities.

Table 11. Level of Youth Development in Relations to Civic Involvement

Statements	Mean	SD	Remarks
In attending the NSTP, I develop the ability to...			
...participate in activities addressing community needs.	4.47	0.69	Strongly Agree
...stay informed about local social issues.	4.52	0.65	Strongly Agree
...volunteer my time and skills.	4.42	0.72	Strongly Agree
...encourage others to engage in civic action.	4.46	0.68	Strongly Agree
...take action to improve the community.	4.51	0.66	Strongly Agree
Weighted Mean	4.47		

SD	0.68
Verbal Interpretation	Very High

The findings highlight that NSTP promotes civic involvement, encouraging active participation in community and social initiatives.

The table 12 shows the level of youth development in relation to personal growth. The result show that NSTP students strongly demonstrate personal growth through various meaningful practices. Students demonstrate personal growth by seeking opportunities for self-improvement, indicating motivation to develop themselves continuously. They also reflect on experiences for personal growth showing self-awareness and learning from experience.

Table 12. Level of Youth Development in Relations to Personal Growth

Statements	Mean	SD	Remarks
In attending the NSTP, I develop the ability to...			
...seek opportunities for self-improvement.	4.60	0.55	Strongly Agree
...reflect on experiences for personal growth.	4.64	0.56	Strongly Agree
...set goals aligned with service and responsibility.	4.57	0.59	Strongly Agree
...view challenges as opportunities to learn.	4.58	0.63	Strongly Agree
...develop my emotional, social, and intellectual skills.	4.65	0.58	Strongly Agree
Weighted Mean	4.61		
SD	0.58		
Verbal Interpretation	Very High		

Furthermore, students set goals aligned with service and responsibility, highlighting purpose-driven personal development. They also view challenges as opportunities to learn, suggesting resilience and a positive mindset. Students further develop their emotional, social and intellectual skills, emphasizing holistic growth and maturity.

The weighted mean of 4.61 indicates that NSTP students exhibit a very high level of personal growth indicating that self-development values are strongly integrated into their participation in program activities.

The results confirm that NSTP supports students' personal growth, enhancing resilience, motivation, and self-improvement

Table 13 presents the significant relationship between cultural beliefs and youth development based on the National Service Training Program (NSTP) core values.

All dimensions spirituality, family orientation, tradition, and collectivism are moderately to strongly correlated with proactiveness, leadership quality, civic involvement, and personal growth ($r = .524$ to $.724$, $p < 0.001$). Among these, collectivism demonstrates the strongest association, particularly with civic involvement ($r = .724$), indicating that valuing cooperation and community responsibility strongly supports youth engagement and leadership development.

Tradition and spirituality also show consistent positive relationships across all youth development indicators, suggesting that cultural values help shape responsible behavior and personal growth. Similarly, family orientation contributes

to leadership and character development, highlighting the role of family support in shaping youth values.

Table 13. Significant Relationship between Cultural Beliefs and Youth Development based on National Service Training Program Core Values

Cultural Beliefs		Youth Development			
		P	L Q	C I	P G
Spirituality	Pearson Correlation	.590**	.633**	.590**	.603**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	180	180	180	180
Family Orientation	Pearson Correlation	.524**	.554**	.543**	.625**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	180	180	180	180
Tradition	Pearson Correlation	.656**	.649**	.662**	.590**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	180	180	180	180
Collectivism	Pearson Correlation	.690**	.689**	.724**	.620**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	180	180	180	180

Note: *p<.05, **p<.01, ***p<.001

The findings indicate that cultural beliefs play a vital role in shaping NSTP youth development, highlighting the importance of integrating cultural values into youth formation programs to promote holistic development and active citizenship.

Table 14. Significant Relationship between Social Behavior and Youth Development based on National Service Training Program Core Values

Social Behavior		Youth Development			
		P	L Q	C I	P G
Communication Skills	Pearson Correlation	.706**	.718**	.695**	.698**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	180	180	180	180
Respect	Pearson Correlation	.620**	.625**	.599**	.655**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	180	180	180	180
Empathy	Pearson Correlation	.726**	.696**	.712**	.620**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	180	180	180	180
Cooperation	Pearson Correlation	.754**	.747**	.781**	.704**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	180	180	180	180

Note: *p<.05, **p<.01, ***p<.001

Table 14 presents the significant relationship between social behavior and youth development based on National Service Training Program core values. All dimensions of social behavior such as communication skills, respect, empathy, and cooperation demonstrate strong positive correlations with proactiveness, leadership quality, civic involvement, and personal growth, with all p-values less than 0.001. Among the indicators, cooperation shows the strongest relationships, particularly with civic involvement ($r = .781$) and proactiveness ($r = .754$), followed by empathy and communication skills, which also display strong associations across all youth development dimensions. Respect shows

moderately strong but still significant relationships with the youth development indicators.

The findings emphasize that positive social behaviors significantly contribute to students' leadership capacity, active civic participation, initiative, and personal development, highlighting the importance of integrating these values in NSTP implementation.

IV. CONCLUSION AND RECOMMENDATIONS

The findings revealed that there is a significant relationship between cultural beliefs and youth development; thus, the null hypothesis is rejected. This indicates that cultural beliefs such as spirituality, family orientation, tradition, and collectivism play a crucial role in enhancing the development of NSTP students. Strengthening these cultural values contributes to improved leadership, civic involvement, proactiveness, and personal growth, shaping students into responsible and value-oriented individuals.

Similarly, there is a significant relationship between social behavior and youth development; therefore, the null hypothesis is rejected. This implies that social behaviors such as communication skills, respect, empathy, and cooperation significantly influence students' development. Promoting positive social interactions helps enhance leadership abilities, community engagement, and overall youth development, enabling students to become active and socially responsible members of society.

Based on the findings and conclusions of the study, the following recommendations are proposed:

School Administrators may continue to support, strengthen, and sustain programs that promote cultural values such as spirituality, family orientation, tradition, and collectivism.

NSTP Instructors may continuously integrate sustainability concepts into their instruction and sustain the implementation of relevant programs and activities.

Future researchers may continue to explore related variables to further deepen the understanding of how cultural beliefs and social behavior influence students' awareness, attitudes, and practices related to youth development.

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