



PERSONAL INTEGRITY, FAMILY SOLIDARITY, AND CIVIC ENGAGEMENT IN RELATION TO A CULTURE OF QUALITY AMONG COLLEGE STUDENTS AND FACULTY

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ABSTRACT

This study examined the extent of beliefs in personal integrity, family solidarity, and civic engagement and their relationship with the development of a culture of quality among students and faculty of Saint Theresa College of Tandag, Inc. (STCTI) during the School Year 2025-2026. An explanatory sequential mixed-methods research design was employed, involving 320 respondents composed of 287 students and 33 faculty members. Quantitative data were gathered using a researcher-made questionnaire, while qualitative data were obtained through interviews and focus group discussions. Descriptive statistics, weighted means, and Pearson product-moment correlation were used to analyze the quantitative data, while thematic analysis was applied to the qualitative data. Results showed that respondents demonstrated a high extent of beliefs in the three core values, with family solidarity obtaining the highest average weighted mean (4.34), followed by personal integrity (4.28) and civic engagement (4.20), with an overall mean of 4.27. The culture of quality was very evident across academic performance, discipline and responsibility, community participation, ethical behavior, and continuous improvement, with an overall mean of 4.29. A significant and high positive relationship was found between beliefs and culture of quality ($r = 0.78$, $p < .001$). Conversely, challenges encountered were significantly and negatively related to culture of quality ($r = -0.73$, $p < .001$). Qualitative findings corroborated the quantitative results, emphasizing academic pressure, time constraints, family support, internal struggles in maintaining values, peer influence, limited civic engagement, institutional resource gaps, and spirituality and personal effort. The findings underscore the importance of strengthening values formation and providing sustained institutional, family, and community support to promote a culture of quality in higher education.

Keywords: *personal integrity, family solidarity, civic engagement, culture of quality, values formation, higher education, institutional development*

INTRODUCTION

Values play an important role in shaping how students and educators make decisions, interact with others, and respond to academic and social responsibilities. In higher education, personal integrity is particularly important because it involves the consistent practice of honesty, responsibility, fairness, and other moral qualities in everyday situations. Krettenauer et al. (2022) found that moral identity is positively associated with feelings of integrity and compassion, suggesting that moral values are not merely abstract beliefs but can be reflected in individuals' attitudes and behavior.

Family relationships also contribute to students' development and engagement in educational settings. Family solidarity provides emotional, social, and practical support that can help students cope with academic demands and sustain their participation in learning. Gil et al. (2021) reported that family support plays an important role in students' behavioral engagement, while Bueno et al. (2022) emphasized that familial support can strengthen students' self-efficacy and help them manage challenges in higher education. These findings suggest that the development and practice of positive values among college students cannot be considered independently of the family environment that supports their academic and personal development.

Beyond the family and classroom, higher education also has an important role in developing students as socially responsible members of society. Civic engagement allows students to participate in activities and issues that affect their communities and encourages them to develop a sense of responsibility toward others. Feng et al. (2021) demonstrated that social connections are associated with both online and offline civic engagement among college students, while Yazdani et al. (2022) showed that college students' civic engagement can be influenced by broader social and sociopolitical contexts. Thus, civic engagement represents an important dimension of holistic student development because it extends learning and values formation beyond academic achievement.

These values are closely connected to the development of a culture of quality in higher education. A culture of quality goes beyond compliance with institutional requirements; it involves shared values, participation, responsibility, collaboration, and continuous improvement. Legemaate et al. (2022) emphasized collective ownership and continuous improvement as important elements in developing a quality culture, particularly when students, faculty, staff, and institutional leaders participate in the process. More recent research likewise conceptualizes quality culture as involving both institutional structures and individual and interpersonal dynamics, highlighting the importance of leadership, communication, and participation in quality development (Verschuere et al., 2023).

Despite the importance of values formation in higher education, there remains a need to understand how personal values are translated into consistent practices that contribute to institutional quality. Awareness of integrity, family responsibility, and civic responsibility does not necessarily guarantee that these values are consistently practiced, particularly when students and faculty encounter academic, personal, family, and community-related challenges. The present study addresses this concern by examining the beliefs of students and faculty of Saint Theresa College of Tandag, Inc. (STCTI) regarding personal integrity, family solidarity, and civic engagement and determining their relationship with a culture of quality. The study specifically considers culture of quality through academic performance, discipline and responsibility, community participation, ethical behavior, and commitment to continuous improvement, consistent with the study's research framework.

STCTI provides a meaningful context for this inquiry because values formation is an integral part of the institution's educational mission. The study therefore seeks to provide empirical evidence on whether students' and faculty members' beliefs in personal integrity, family solidarity, and civic engagement are associated with the development of a culture of quality within the institution. It also examines the challenges that may affect the consistent practice of these values and uses qualitative accounts of lived experiences to provide deeper understanding of the quantitative findings. Ultimately, the study aims to provide a research-based foundation for strengthening values formation, institutional support, family involvement, and community engagement initiatives that can contribute to the sustained development of a culture of quality in higher education.

Research Questions

This study examined the role of personal integrity, family solidarity, and civic engagement in shaping a culture of quality among students and faculty members of Saint Theresa College of Tandag, Inc. (STCTI). Specifically, it sought to answer the following questions:

1. What is the extent of the respondents' beliefs in terms of personal integrity, family solidarity, and civic engagement?
2. What challenges do the respondents encounter that may influence the practice of these values and the development of a culture of quality?
3. To what extent is a culture of quality evident among the respondents in terms of academic quality, discipline and responsibility, community participation, ethical behavior, and continuous improvement?
4. Is there a significant relationship between the respondents' beliefs in personal integrity, family solidarity, and civic engagement and their culture of quality?
5. Is there a significant relationship between the challenges encountered by the respondents and their culture of quality?
6. How do the respondents' lived experiences explain or corroborate the quantitative findings regarding their values, challenges, and culture of quality?
7. What implications do the integrated quantitative and qualitative findings have for strengthening values formation and a culture of quality in higher education?

METHODOLOGY

This study employed an explanatory sequential mixed-methods research design to examine the beliefs of STCTI students and faculty members regarding personal integrity, family solidarity, and civic engagement and their relationship with a culture of quality. It was conducted at Saint Theresa College of Tandag, Inc. (STCTI), Tandag City, Surigao del Sur, with 320 respondents, comprising 287 students and 33 faculty members. Convenience sampling was used for the quantitative phase, while purposive sampling was employed for the qualitative phase. Quantitative data were collected using a validated and reliability-tested researcher-made questionnaire and analyzed through frequency, percentage, weighted mean, and Pearson product-moment correlation. Qualitative data were gathered through interviews and focus group discussions and analyzed using thematic analysis following Braun and Clarke's framework.

RESULTS

Table 1. Extent of Respondents' Beliefs in Personal Integrity, Family Solidarity, and Civic Engagement

Dimension	Average Weighted Mean	Verbal Description	Rank
Personal Integrity	4.28	High Extent	2
Family Solidarity	4.34	High Extent	1
Civic Engagement	4.20	High Extent*	3
Grand Mean	4.27	High Extent	—

Table 2. Challenges Encountered and Their Relationship with Culture of Quality

Challenges Encountered	AWM	r-value	Strength	p-value	Decision	Interpretation
Limited Family & Community Support	4.03	-0.71	High Negative	0.000	Reject H_0	Significant
Academic Guidance & Motivation	3.98	-0.69	Moderate Negative	0.000	Reject H_0	Significant
Civic Participation Constraints	4.05	-0.73	High Negative	0.000	Reject H_0	Significant
Lack of Personal Discipline	3.99	-0.70	High Negative	0.000	Reject H_0	Significant
Other Challenges (Workload, Stress)	4.07	-0.75	High Negative	0.000	Reject H_0	Significant

Table 3. Extent of Culture of Quality among Respondents

Culture of Quality Dimension	Average Weighted Mean	Verbal Description	Rank
Academic Performance/Quality	4.24	Very Evident	5
Discipline and Responsibility	4.28	Very Evident	4
Community Participation	4.31	Very Evident	2
Ethical Behavior	4.34	Very Evident	1
Commitment to Continuous Improvement	4.29	Very Evident	3
Grand Mean	4.29	Very Evident	—

Table 4. Significant Relationship between Respondents' Beliefs and Culture of Quality

Variables	AWM	r-value	Strength	p-value	Decision	Interpretation
Personal Integrity	4.28	0.76	High Positive	0.000	Reject H ₀	Significant
Family Solidarity	4.34	0.80	Very High Positive	0.000	Reject H ₀	Significant
Civic Engagement	4.20	0.74	High Positive	0.000	Reject H ₀	Significant
Beliefs vs. Culture of Quality	4.27 / 4.29	0.78	High Positive	0.000	Reject H₀	Significant

Table 5. Significant Relationship between Challenges Encountered and Culture of Quality

Variables	AWM	r-value	Strength	p-value	Decision	Interpretation
Academic Quality	4.24	-0.70	High Negative	0.000	Reject H ₀	Significant
Discipline & Responsibility	4.28	-0.72	High Negative	0.000	Reject H ₀	Significant
Community Participation	4.31	-0.74	High Negative	0.000	Reject H ₀	Significant
Ethical Behavior	4.34	-0.76	High Negative	0.000	Reject H ₀	Significant
Continuous Improvement	4.29	-0.73	High Negative	0.000	Reject H ₀	Significant
Challenges vs. Culture of Quality	4.02 / 4.29	-0.73	High Negative	0.000	Reject H₀	Significant

Table 6. Integration of Quantitative and Qualitative Findings

Quantitative Finding	Qualitative Theme/Lived Experience	Integration
Other challenges, particularly workload and stress, were prominent (AWM = 4.07).	Academic Pressure and Exhaustion; Time Constraints and Work-Life Imbalance	Merging–Converging: Qualitative accounts of exhaustion and limited time explain the quantitative finding regarding workload and stress.
Civic engagement was generally high (AWM = 4.20), but participation in civic activities was relatively lower (AWM = 4.16).	Peer Pressure and External Influence	Merging–Converging/Diverging: High awareness of civic responsibility does not always translate into consistent participation because peer influence and external pressures affect behavior.
Personal integrity was high (AWM = 4.28).	Values Formation through Spirituality and Personal Effort	Merging–Converging: Personal beliefs, spirituality, and individual effort reinforce the respondents' practice of integrity.
Family solidarity obtained the highest belief rating (AWM = 4.34).	Family as Motivation and Support	Merging–Converging: Both quantitative and qualitative findings emphasize the strong influence of family support on perseverance and values formation.

Table 7. Integrated Implications for Strengthening Values Formation and Culture of Quality

Integrated Finding	Implication for Higher Education	Recommended Institutional Response
Personal integrity was highly evident and positively associated with culture of quality.	Integrity should be consistently reinforced through academic and institutional practices.	Strengthen values formation, ethical decision-making, and academic integrity initiatives.
Family solidarity obtained the highest belief rating and showed the strongest positive relationship with culture of quality.	Family support is an important resource for students' persistence and values development.	Strengthen parent/family involvement and communication programs.
Civic engagement was valued, but participation in civic activities was comparatively lower.	Awareness of civic responsibility does not always result in active participation.	Expand meaningful community engagement, service-learning, and student leadership opportunities.
Workload and stress were among the prominent	Academic and personal demands can interfere	Provide academic guidance, mentoring, workload support,

Integrated Finding	Implication for Higher Education	Recommended Institutional Response
challenges and were negatively related to culture of quality.	with the consistent practice of positive values.	and student well-being initiatives.
Qualitative findings corroborated the quantitative results.	Values formation should address both individual beliefs and environmental conditions.	Develop integrated programs involving administrators, faculty, students, families, and community partners.

DISCUSSION

The findings showed that the respondents demonstrated a high extent of beliefs in personal integrity, family solidarity, and civic engagement, with family solidarity receiving the highest rating (AWM = 4.34), followed by personal integrity (AWM = 4.28) and civic engagement (AWM = 4.20). The overall mean of 4.27 suggests that these values are strongly recognized among the students and faculty. The prominence of family solidarity indicates that respondents may view family relationships as an important source of motivation, responsibility, and perseverance. At the same time, the relatively lower rating for civic engagement suggests that possessing civic values does not necessarily translate into equally strong participation in civic activities. This interpretation is consistent with the qualitative findings, which showed that respondents valued family support and personal values but also experienced peer influence and other external factors affecting their actions. The findings therefore suggest that values formation involves not only awareness of desirable values but also opportunities and conditions that enable individuals to consistently practice them.

The significant positive relationship between beliefs and culture of quality ($r = 0.78$, $p < .001$) further indicates that stronger beliefs in personal integrity, family solidarity, and civic engagement are associated with stronger manifestations of a culture of quality. Family solidarity demonstrated the strongest relationship among the three belief dimensions ($r = 0.80$), followed by personal integrity ($r = 0.76$) and civic engagement ($r = 0.74$). This finding reinforces the view that quality culture is not solely an institutional or procedural concern but is also shaped by the values and behaviors of people within the institution. Savickienė and Pilkienė (2026) conceptualized quality culture in higher education through cultural components, structural elements, binding factors, continuous improvement, and stakeholder participation. Their framework supports the present finding that quality becomes more meaningful when it is embedded in the behaviors and shared practices of institutional stakeholders.

The respondents also reported a very evident culture of quality, with a grand mean of 4.29. Ethical behavior obtained the highest rating (AWM = 4.34), followed by community participation (4.31), continuous improvement (4.29), discipline and responsibility (4.28), and academic performance (4.24). This pattern suggests that respondents perceive quality not simply as high academic performance but as a broader

combination of ethical conduct, responsibility, participation, and commitment to improvement. This interpretation is particularly relevant to higher education institutions because a quality culture requires shared understanding of what quality means and how it should be enacted. Legemaate et al. (2026) found that fostering quality culture requires alignment between accountability and improvement, intrinsic motivation, quality literacy, and a shared understanding of quality among institutional stakeholders.

The findings concerning challenges provide an important counterpoint to the positive results. Respondents reported challenges involving workload and stress, civic participation constraints, limited family and community support, lack of personal discipline, and inadequate academic guidance and motivation. Other challenges, particularly workload and stress, obtained the highest AWM (4.07). More importantly, challenges encountered were significantly and negatively related to culture of quality ($r = -0.73$, $p < .001$). This means that although respondents generally demonstrated strong values and a very evident culture of quality, challenges may constrain their ability to consistently translate these values into practice. The qualitative themes of academic pressure and exhaustion and time constraints and work-life imbalance provide additional explanation for this finding. Wang et al. (2026) identified academic load stress as an important factor in the higher education experience and emphasized the interaction of academic, social, and cultural stressors.

The negative association between challenges and culture of quality also indicates the importance of institutional conditions in supporting students and faculty. Values formation alone may not be sufficient when individuals face excessive academic demands, competing responsibilities, or limited opportunities for participation. The findings therefore point toward the need for interventions that address both individual values and the institutional environment. Recent evidence by Farooq et al. (2026) similarly indicates that academic workload and lifestyle factors are associated with university students' emotional well-being, highlighting the importance of considering workload and broader student circumstances when designing institutional support mechanisms.

The qualitative findings further corroborated the quantitative results. The themes of academic pressure and exhaustion, time constraints and work-life imbalance, peer pressure and external influence, family as motivation and support, and values formation through spirituality and personal effort help explain why respondents could report strong values while simultaneously experiencing challenges in consistently practicing them. The qualitative evidence thus provides a more nuanced interpretation of the quantitative results: respondents appear to recognize and value integrity, family solidarity, and civic responsibility, but their actual expression of these values is influenced by workload, available time, peer relationships, family circumstances, and personal motivation. The qualitative-quantitative convergence strengthens the interpretation that a culture of quality is both a personal and institutional phenomenon.

The finding on community participation is also noteworthy. Although community participation received a very evident rating (AWM = 4.31), civic engagement as a belief dimension received the lowest of the three overall belief ratings (AWM = 4.20). This

apparent difference suggests that respondents may participate in institutional or community activities even when their broader civic orientation is comparatively less strongly expressed. Contemporary research on higher education engagement emphasizes that student engagement involves observable participation in learning and institutional activities as well as the quality of students' involvement. Veiga et al. (2026) highlighted the importance of clearly distinguishing dimensions of student engagement in higher education, reinforcing the need to examine not only whether students participate but also how and why they engage.

Overall, the results suggest that personal values, institutional conditions, and lived experiences interact in shaping a culture of quality. The significant positive relationship between beliefs and culture of quality indicates that strengthening integrity, family solidarity, and civic responsibility can support quality-oriented behaviors. Conversely, the significant negative relationship between challenges and culture of quality demonstrates that values can be difficult to sustain when students and faculty experience excessive workload, stress, limited support, and participation constraints. Consequently, strengthening a culture of quality at STCTI should involve more than values education alone. It should include supportive academic structures, manageable workloads, opportunities for meaningful civic and community participation, family engagement, mentoring, and mechanisms for continuous feedback and improvement.

These findings have important implications for higher education practice. A sustainable culture of quality should integrate values formation with institutional support systems so that students and faculty are not merely encouraged to value integrity, responsibility, and civic engagement but are also provided with conditions that make these values easier to practice. The findings therefore support the development of an integrated institutional approach involving administrators, faculty members, students, families, and community partners. Such an approach can strengthen ethical behavior, academic responsibility, community participation, and continuous improvement while addressing the practical challenges that may hinder the consistent practice of these values.

Conclusions

The study concludes that the respondents of Saint Theresa College of Tandag, Inc. demonstrated a high extent of beliefs in personal integrity, family solidarity, and civic engagement, with family solidarity emerging as the strongest value. A very evident culture of quality was likewise observed in academic quality, discipline and responsibility, community participation, ethical behavior, and continuous improvement. The findings established a significant positive relationship between the respondents' beliefs and culture of quality, while challenges encountered were significantly and negatively associated with culture of quality. The qualitative findings corroborated these results by highlighting the influence of family support, personal effort, spirituality, academic pressure, time constraints, and peer influence. Overall, strengthening values formation alongside sustained institutional, family, and community support is essential to developing and maintaining a culture of quality in higher education.

Recommendations

Based on the findings of the study, Saint Theresa College of Tandag, Inc. should strengthen its values formation programs by integrating personal integrity, family solidarity, and civic engagement into academic, co-curricular, and community-based activities. Faculty members should provide consistent guidance and mentoring that reinforce ethical behavior, academic responsibility, discipline, and commitment to continuous improvement, particularly among students experiencing academic pressure and workload-related challenges. Students should be encouraged to participate actively in civic, social, and community activities while developing strategies for managing academic demands, time constraints, and other challenges that may affect the consistent practice of positive values. Parents and families should also strengthen communication and provide emotional, motivational, and practical support to students, especially during periods of academic and personal difficulty. Furthermore, the institution should enhance programs addressing workload, stress, inadequate guidance, limited family and community support, and participation constraints through collaborative initiatives involving administrators, faculty members, student leaders, parents, and community partners. Finally, future researchers may conduct similar studies in other higher education institutions using larger and more diverse populations, additional variables, and broader research contexts to further validate the relationship between personal values and the development of a culture of quality.

Compliance with Ethical Standards

The study adhered to the ethical standards governing educational research. Prior to data collection, formal permission was obtained from the administration of Saint Theresa College of Tandag, Inc. (STCTI) and the respective college deans. Informed consent was secured from all participants, ensuring that their participation was voluntary and that they were adequately informed about the purpose, procedures, benefits, and scope of the study. The confidentiality and anonymity of the respondents were strictly maintained, and all information gathered was used solely for academic and research purposes. No personal identifiers were disclosed in reporting the findings, and appropriate measures were undertaken to protect the privacy, dignity, and welfare of the participants. The researchers also ensured that the study posed no physical, psychological, or social harm to the participants and declared that there were no conflicts of interest that could influence the conduct, analysis, or outcomes of the research.

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