

Core Values of Generation Alpha Learners in Relation to their Academic Performance

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Abstract — The study delved into the level of core values of Generation Alpha learners in the City Schools Division in Pangasinan. The study determined the profile of the respondents, their levels of core values, the significant relationship between their levels of core values and academic performance, and the significant differences in their levels of core values across their profile variables. A descriptive research method was used in this study. Findings revealed that the majority of Generation Alpha learners are in the early adolescent stage, are female, are Grade 7 students, are middle children, and have very satisfactory school performance. In addition, Alpha Generation learners consistently demonstrate integrity, accountability, kindness, collaboration, conscientiousness, and perseverance.

Meanwhile, academic performance is correlated with learners' integrity and perseverance. Moreover, male and female learners differ in the level of conscientiousness. The study recommended that public secondary school heads and teachers adopt the program crafted by the researcher to enhance the core values of Generation Alpha learners. Furthermore, a similar study should be conducted that accounts for other factors that may affect the core values of Generation Alpha learners.

Keywords: Core Values, Generation Alpha, Academic Performance

I. INTRODUCTION

Education is more than the acquisition of knowledge; it is a holistic process that shapes an individual's intellectual, moral, and social dimensions. In recent years, educators have recognized the crucial role of values education in enhancing learners' character and academic outcomes. Among these, work values—such as responsibility, diligence, punctuality, teamwork, respect, and sty—play a vital role in developing desirable behaviors and attitudes that contribute to learning success (Lickona, 2022).

Core values are internalized beliefs that guide an individual's behavior in the workplace and in learning. These values determine how students approach their studies, handle responsibilities, and interact with peers and teachers. According to Super (2020), core values serve as motivators that influence performance and satisfaction. In the educational context, students with strong work values—such as diligence and honesty—are more likely to exhibit positive learning behaviors, complete assignments on time, and achieve better academic results (Bandura, 2020).

On the other hand, academic performance reflects a learner's mastery of the curriculum and is often measured through grades or averages. Research suggests that learners who demonstrate positive values and work ethics tend to perform better academically (De Vera, 2022). Conversely, students who lack discipline, punctuality, and motivation often struggle to meet academic expectations.

According to Brenner (2022), students' core values are crucial to their academic success. They provide a foundation for ethical behavior, promote positive social interactions, enhance academic integrity, build resilience and accountability, and contribute to society. These values help students distinguish between right and wrong, develop decision-making skills, and engage in constructive dialogue. By fostering these values, students can achieve greater motivation, direction, and deeper meaning in their studies, leading to better academic performance and a more fulfilling educational experience.

Meanwhile, Gordon's (2021) study found that understanding students' core values enables teachers to advise them on improving their academic performance. Thus, career advising helps

students learn about themselves so they can develop satisfying and rewarding academic plans; therefore, teachers must address work values with students.

The study by Carlstrom (2020) highlighted the importance of understanding students' personal work-value system. Specifically, he presented a language and framework for reflection, exploration, and development of answers to significant questions about the academic journey and about work and life. Building on that framework, career advising can address work values to improve student learning outcomes (SLOs), with teachers facilitating students' exploration of core values and providing activities to address them.

In a study conducted by Boomer (2022), he found that, upon developing a sufficient understanding of students' core values, students can engage in activities to help them crystallize and prioritize their work values and academic journey. For example, teachers can ask students to identify examples of the core values and academic goals in their lives, reflect on how these values and goals influence their behavior, and rank the importance of work values and academic success.

Another study by Brown (2021) underscored that a student's core values strongly influence academic performance by shaping motivation, behavior, and approach to learning. Students with a positive attitude toward learning are more motivated to study, participate in class, and complete tasks diligently. They see challenges as opportunities to learn rather than obstacles.

According to Freeman (2023), academics are important because they promote success. Factors that influence academic achievement include parental, peer, and school factors, as well as optimal academic achievement. Students' academic or learning behaviors, such as time management, study habits, and attitudes, are equally important factors in assessing students' academic achievement.

Further, Valentin (2022) revealed that academic performance is influenced by personality traits such as conscientiousness and self-esteem; class attendance showed the strongest correlation with academic performance, and social network structure, such as Facebook activity, had a negative relationship to academic performance, but was limited to activities such as uploading a picture or posting a status update.

In today's context, Generation Alpha—those born from 2010 onwards—represents the youngest and most technologically immersed generation. They are digital natives who have grown up surrounded by smartphones, tablets, and the internet, shaping their behaviors, learning styles, and values (Fell, 2021). As these learners enter and progress through the basic education system, teachers and researchers have begun to observe distinct patterns in their core values and academic habits. While Generation Alpha is known for being highly adaptive, creative, and curious, concerns have also been raised about declining persistence, shortened attention spans, and dependence on technology (Berk, 2020).

In the Philippine educational system, values education has long been integrated into the K–12 curriculum. The Department of Education (DepEd, 2020) emphasizes the development of Maka-Diyos, Maka-tao, Makakalikasan, and Makabansa core values among Filipino learners. However, despite the formal inclusion of values instruction, schools still report behavioral challenges such as dishonesty, tardiness, and lack of cooperation. Such observations prompt the need to examine how these work values manifest among Generation Alpha learners and how they influence academic achievement.

Given this context, this study aims to investigate the relationship between core values and academic performance among Generation Alpha learners in the City Schools Division of Pangasinan. Understanding this relationship will help educators design programs that nurture both character and competence, ensuring holistic learner development aligned with DepEd's vision of producing values-oriented, globally competitive citizens.

Literature Review

There are several theories explaining the link between students' core values and academic performance, including operant conditioning (reinforcement and punishment), social cognitive theory (modeling), expectancy-value theory (expectations and values), and moral development theory. These theories suggest that student values are influenced by environmental factors,

personal beliefs, and social interactions, which, in turn, affect motivation, effort, and ultimately academic outcomes.

Operant Conditioning Theory states that student learning is a change in observable behavior or values resulting from environmental interactions. Positive or negative consequences increase the likelihood of behavior. For example, giving a reward for good performance is a form of positive reinforcement. On the other hand, behaviors followed by positive outcomes are more likely to be repeated, whereas those followed by negative outcomes are less likely to be repeated. Teachers can use rewards, praise, and consequences to shape student behavior and encourage academic engagement.

In addition, Expectancy-Value Theory (EVT) highlights that students' academic performance and effort are driven by their expectations of success and the value they place on the task—a student's belief in their ability to succeed in an activity. To improve performance, teachers can help students build confidence and work values to succeed.

Further, Social Cognitive Theory states that good academic performance occurs in a social context through observation, imitation, and modeling. Students learn by watching others, including peers and teachers. Teachers can model desired behaviors and values, and students can learn from observing their peers, which influences both behavior and academic engagement.

Lastly, Moral Development Theory states that individuals develop a sense of right and wrong, ethical reasoning, and moral behavior as they grow, which can contribute to academic success. Piaget (1932) studied how children understand rules and morality. He found that children see rules as fixed and unchangeable, obey them to avoid punishment, and focus on consequences rather than intentions. Further, children understand that people who create rules can be changed.

Statement of the Problem

This study determined the level of core values among Generation Alpha learners and their relationship to academic performance. It sought to examine how the core values influenced the academic performance.

Specifically, this study aimed to answer the following questions:

1. What is the profile of the respondents along:
 - a. age;
 - b. sex;
 - c. grade level;
 - d. birth order; and
 - e. general average for the 2nd quarter?
2. What is the level of core values of Generation Alpha learners in terms of:
 - a. integrity;
 - b. accountability;
 - c. kindness;
 - d. collaboration;
 - e. conscientiousness; and
 - f. perseverance?
3. Is there a significant relationship between the core values of Generation Alpha learners and their academic performance?

4. Are there significant differences in the core values of Generation Alpha learners when grouped according to their profile?
5. What program can be proposed to enhance the core values of the Generation Alpha learners?

II. METHODOLOGY

Research Design and Strategy

The researcher used a quantitative method, specifically a descriptive research design, to determine the levels of learners' core values and their academic performance. The researcher opted for this research design given the objectives, research problems, and first-hand data collected from respondents via survey questionnaires. According to Aggarwal (2008), the descriptive method focuses on gathering knowledge of current conditions or occurrences to describe and interpret data. It entails more than merely collecting and tabulating data; it also involves accurate analysis, interpretation, comparison, and the discovery of trends and relationships.

This study also utilized a descriptive-correlational research method. The correlational part seeks to determine whether there is a significant relationship between learners' core values and their academic performance. This design is appropriate because it allows the researcher to describe current conditions and explore possible associations between variables without manipulating them.

Population and Locale of the Study

The study was conducted among **Generation Alpha learners** enrolled in selected public secondary schools in the **City Schools Division of Pangasinan** during the **School Year 2025–2026**.

Respondents included learners from **Grades 7-10** representing typical members of Generation Alpha (born 2010 onwards).

Slovin's formula was used to determine the sample size, yielding a sample of 393 respondents. Afterward, a **stratified random sampling technique** was employed to ensure fair representation across the City Schools Division of Pangasinan. Each division will be considered as a stratum.

Table 1 presents the population and sample of the study.

TABLE 1
POPULATION OF THE STUDY

City Schools	Population	Sample
Dagupan City NHS	5882	108
Speaker Eugenio Perez NAS	6703	123
Urdaneta City NHS	5023	92
Alaminos City NHS	3809	70
Total	21,417	393

Data Gathering Tool

The main data-gathering instrument was a questionnaire survey divided into two parts. The first part is a researcher-developed instrument used to collect data on respondents' profile variables, including age, sex, grade level, birth order, and the general average for the 2nd quarter. The second part is a checklist of core values, classified as integrity, accountability, kindness, collaboration, conscientiousness, and perseverance.

The questionnaire's validity was established by submitting it to six experts for their comments and suggestions. The researcher then incorporated all the experts' comments and suggestions. The experts rated the content validity instrument as "Highly Valid" across all indicators (see Appendix C), with an overall rating of 4.73, which is also described as "Highly Valid".

Data Gathering Procedure

To gather data, the researcher asked permission from the Division Superintendents in the Schools Division Offices of Urdaneta City, San Carlos City, Alaminos City, and Dagupan City. Permission to administer the survey questionnaires was given to the different principals of the public secondary schools. The researcher personally administered the survey questionnaires.

Treatment of Data

The gathered data were analyzed and interpreted using various statistical tools.

To determine the respondents' profile, frequency counts and percentage distributions were used.

To determine respondents' core values, a weighted mean was used.

It will be guided by the five-point Likert Scale below:

No	Scale	Descriptive Equivalent	Interpretation
5	4.50-5.00	Very High	The trait is consistently shown by the learner.
4	3.50-4.49	High	The trait is often shown by the learner.
3	2.50-3.49	Moderately High	The trait is occasionally shown by the learner.
2	1.50-2.49	Low	The trait is rarely shown by the learner.
1	1.00-1.49	Very Low	The trait is not shown by the learner.

To determine whether there is a significant relationship between learners' core values and academic performance, Pearson's r and the chi-square test were used.

To determine whether there is a significant difference in the core values of Generation Alpha learners across profiles, Analysis of Variance (ANOVA) was used as a statistical tool.

Lastly, the results of problems no. 1, 2, 3, and 4 served as a basis for crafting the proposed program to enhance the core values of Generation Alpha learners.

III. RESULTS AND DISCUSSION

This chapter interprets, presents, and analyzes the study's data.

Profile of the Respondents

Table 1 presents the profile of the respondents along age, sex, grade level, birth order, and general average for the 2nd quarter.

TABLE 1
PROFILE OF THE RESPONDENTS

Variables		Frequency n=393	Percentage (%)
Age	13 years old and below	182	46.31
	14-16 years old	208	52.93
	17 years old and above	3	0.76
Sex	Male	188	47.84
	Female	205	52.16
Grade Level	Grade 7	168	42.75
	Grade 8	81	20.61
	Grade 9	90	22.90
	Grade 10	54	13.74
Birth Order	Eldest child	93	23.66
	Middle child	109	27.74
	Youngest child	103	26.21
	Only child	88	22.39
General Average for the 2 nd Quarter	Below 75	0	0.00
	76-80	95	24.17
	81-85	91	23.16
	86-90	107	27.23
	91-95	100	25.45
	96 and above	0	0.00

Age. The table shows that 208 learners, or 52.93 percent, are aged 14-16. Meanwhile, 182 learners, or 46.31 percent, are 13 years old and below, while 3 learners, or 0.76 percent, are 17 years old and above. This implies that the majority of the respondents are in the middle adolescence stage.

Sex. The table revealed that 205 respondents, or 52.16 percent, are female, while 188 respondents, or 47.84 percent, are male. This indicates that the respondents are female-dominated.

Grade Level. Table 2 shows that 168 respondents, or 42.75 percent, are Grade 7 learners; 90, or 22.90 percent, are Grade 9 learners; 81, or 20.61 percent, are Grade 8 learners; and 54, or 13.74 percent, are Grade 10 learners.

Birth Order. Table 2 shows that 109 respondents (27.74%) are middle children, 103 (26.21%) are youngest children, 93 (23.66%) are eldest children, and 88 (22.39%) are only children. This indicates that most respondents have siblings.

General Average for the 2nd quarter. The table shows that 107 respondents, or 27.23 percent, have a general average of 86-90 for the 2nd quarter. The table also shows that none of the respondents had an average below 75, and 96 or above. This implies that learners' academic performance is very satisfactory.

Level of Core Values of Generation Alpha Learners along Integrity

Table 2, on the next page, presents the level of integrity among Generation Alpha learners

Table 2 shows that the respondents had an overall weighted mean of 3.89, indicating a descriptive equivalent of "High" in integrity. This indicates that the respondents consistently demonstrate honesty, strong moral values, and responsible behavior, even when no one is watching.

TABLE 2
LEVEL OF CORE VALUES OF GENERATION ALPHA LEARNERS IN TERMS OF INTEGRITY

<i>As a student, I...</i>	Indicators	Weighted Mean	Descriptive Equivalent
1.	submit original work	4.03	High
2.	do not cheat during quizzes, exams, or activities	2.95	Moderately High
3.	properly cite sources and acknowledge others' ideas	3.99	High
4.	tell the truth even when mistakes are made	3.99	High
5.	admit errors and accept consequences without making excuses	4.02	High
6.	follow school rules even without supervision	4.01	High
7.	respect test protocols and classroom policies	3.92	High
8.	use school resources (books, equipment, technology) appropriately	3.98	High
9.	keep promises and meet academic commitments	4.05	High
10.	complete tasks as agreed and on time	4.00	High
Overall Weighted Mean		3.89	High

Legend: Scale and Descriptive Equivalent

4.50-5.00 Very High (VH)

3.50-4.49 High (H)

2.50-3.49 Moderately High (MH)

1.50-2.49 Low (L)

1.00-1.49 Very Low (VL)

Among the indicators, keeping promises and meeting academic commitments had the highest weighted mean of 4.05, indicating a descriptive equivalent of "High". This could mean that the respondents value their education and take their tasks seriously.

According to Carter (2022), learners keep their promises and meet academic commitments because being a learner entails duties, and fulfilling them is part of their role. His study found that learners who keep their promises and meet academic commitments practice responsibility, discipline, and integrity, which are essential for both academic and personal success.

On the other hand, not cheating during quizzes, exams, or activities obtained the lowest weighted mean of 2.95, denoting a descriptive equivalent of "Moderately High". This implies that many learners avoid cheating, though a few may still do it occasionally. This aligns with Danilova's (2023) study, which found that cheating often occurs when students feel desperate, unprepared, or unsupported, rather than because they are inherently dishonest. Students can learn to rely on their own abilities with guidance, skill-building, and a supportive environment.

Significant Relationship between the Core Values of Generation Alpha Learners and their Academic Performance

Table 3 presents the significant relationship between the core values of Generation Alpha learners and their academic performance.

TABLE 3
SIGNIFICANT RELATIONSHIP BETWEEN THE CORE VALUES OF GENERATION
ALPHA LEARNERS AND THEIR ACADEMIC PERFORMANCE

	r	p	Interpretation	Decision
Integrity*Acad	.819	.000*	Significant	Reject Ho
Accountability*Acad	.325	.221	Not Significant	Accept Ho
Kindness*Acad	.278	.331	Not Significant	Accept Ho
Collaboration*Acad	.660	.109	Not Significant	Accept Ho
Conscientiousness*Acad	.394	.198	Not Significant	Accept Ho
Perseverance*Acad	.881	.000*	Significant	Reject Ho

*Note: *significant at 5% alpha*

Table 10 revealed a significant relationship between integrity and academic performance, as indicated by the computed p-value of .000, which is less than the level of significance (.05). Hence, the null hypothesis that there is no significant relationship between integrity and academic performance is rejected. Kirova's (2021) study found that learners' integrity and academic performance are correlated. Integrity reinforces honest, responsible, and disciplined learning habits, which directly contribute to better academic performance. The high correlation exists because learners who are principled and ethically consistent are also more likely to apply themselves fully, handle challenges responsibly, and achieve genuine learning outcomes.

In addition, there is a significant relationship between perseverance and academic performance, as indicated by the computed p-value of .000, which is less than the level of significance (.05). Hence, the null hypothesis is rejected. This is supported by Olipas' (2023) study, which found that learners' perseverance and academic performance are interrelated. His findings

stated that perseverance contributes to academic performance by fostering consistent effort, resilience in the face of challenges, goal-oriented behavior, and deep engagement with learning tasks. Learners who persevere are more likely to complete assignments thoroughly, master difficult concepts, and achieve long-term academic goals.

IV. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings gathered in the study, Generation Alpha learners are mostly in the early adolescent stage, predominantly female, Grade 7 students, middle children, and have very satisfactory academic performance. They consistently demonstrate core values such as integrity, accountability, kindness, collaboration, conscientiousness, and perseverance. The study further reveals a significant relationship between academic performance and learners' integrity and perseverance. In addition, male and female learners differ in their level of conscientiousness. In light of these findings, it is concluded that strengthening the core values of Generation Alpha learners is essential for sustaining their positive academic performance and character development. Accordingly, a program was crafted to enhance these core values further and support their holistic development. Public secondary school heads and teachers should identify and address factors that may influence the core values of Generation Alpha learners to strengthen organizational culture, align practices with institutional goals, and minimize gaps between policies and actual implementation. They may also adopt the program developed in this study to enhance learners' core values, particularly by promoting ethical decision-making and character development. Given the significant relationships among academic performance, integrity, and perseverance, continuous reinforcement of these core values is recommended to ensure that foundational principles remain relevant, attainable, and responsive to the demands of education, thereby fostering sustainable academic performance and resilience among learners. Furthermore, future researchers are encouraged to use the findings of this study as a reference and to conduct similar studies that incorporate other variables that may influence the core values of Generation Alpha learners.

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