

Influence of José Rizal's Teachings on the Voter Preferences of Bachelor of Early Childhood Education Students at Quezon City University

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ABSTRACT

This study examines how the teachings of Dr. José Rizal influence the voter preferences of Bachelor of Early Childhood Education students at Quezon City University. As Rizal's ideals on integrity, education, nationalism, and civic responsibility continue to shape Filipino values, this research investigates the extent to which these principles are reflected in students' political considerations. Forty (40) respondents participated in the study, selected through purposive sampling. Only students who had completed courses on Rizal's life and works and were eligible voters were included, ensuring that participants could meaningfully reflect on the influence of Rizal's teachings. The researchers focused on Quezon City University due to its strong emphasis on civic and values-based education, and because conducting the study during a non-election period allowed the assessment of students' perspectives without external political pressures. Using a mixed-methods explanatory design, the study employed quantitative surveys to identify patterns in voter preferences, followed by qualitative interviews to better understand the reasoning behind these choices. Findings indicate that students commonly prioritize moral integrity, educational background, and nationalistic qualities when evaluating political candidates—traits that resonate with Rizal's advocacies presented in works such as *Noli Me Tangere* and *El Filibusterismo*. These results suggest that Rizal's teachings continue to shape the ethical and civic perspectives of youth, particularly among future educators. Based on the findings, the study recommends strengthening civic and citizenship education within teacher-education programs, expanding platforms for political literacy, and integrating Rizal's values into discussions on democratic participation. While the study highlights the relevance of Rizal's ideals to student perspectives, it does not attempt to predict overall voter behavior, recognizing that political choices are influenced by multiple factors.

Keywords: Rizal's Teachings, Voter Preferences, Civic Education, Political Values, Student Perspectives

Introduction

Dr. José Rizal is widely regarded as the national hero of the Philippines and a visionary who championed education, moral integrity, and civic responsibility. Through his works *Noli Me Tangere* and *El Filibusterismo*, he exposed social injustice and urged Filipinos to become critical of their leaders, emphasizing that national progress depends on an enlightened and responsible citizenry. His belief that true independence can only be achieved through education, self-discipline, and informed judgment remains relevant today, particularly in the context of voting [1].

In modern society, voter preferences shape the nation's political direction. However, these preferences are influenced by various factors such as historical awareness, values, and civic consciousness. Concerns over misinformation and declining

historical literacy among the youth, as noted by Pesco (2022), highlight the importance of examining whether Rizal's teachings still guide political decision-making. Similarly, Kulachai (2023) emphasizes that voting decisions are deeply rooted in social and ideological influences, reinforcing the need to explore the principles that shape electoral behavior [2].

Understanding this connection is especially important among students in higher education. As future educators, Bachelor of Early Childhood Education students at Quezon City University occupy a crucial role in shaping the civic values of the next generation. Their voter preferences reflect not only personal choices but also the potential influence they may have on future learners.

This study aims to determine the extent to which Rizal's ideals—education, nationalism, and moral integrity—inform and influence the voter preferences of QCU BECED students.

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By examining how Rizal's teachings shape their political perspectives, the research seeks to highlight the role of historical consciousness in fostering responsible, informed, and value-driven citizens [3,4].

Theoretical Framework

The ideas of Dr. José Rizal have long served as a foundation for nationalism, critical thinking, and civic responsibility in the Philippines. His novels *Noli Me Tangere* and *El Filibusterismo* encourage individuals to recognize injustice, think independently, and participate actively in nation-building. These teachings continue to influence how Filipinos understand leadership, morality, and political decision-making.

For Bachelor of Early Childhood Education (BECEd) students at Quezon City University—future educators who will guide the next generation—Rizal's ideals are expected to shape their perspectives on social and political issues, including their voter preferences. To understand how these values influence students' electoral decisions, this study draws on theories related to civic education, political socialization, and moral development.

One of the guiding theories is Kohlberg's (1981) Theory of Moral Development, which explains that individuals progress through stages of moral reasoning as they gain knowledge and experience. Exposure to Rizal's teachings may help students move toward more advanced levels of moral judgment, where decisions are based on principles such as justice, equality, and the common good. In this context, students who internalize Rizal's ideals may be more likely to evaluate political candidates based on moral integrity, social responsibility, and national progress rather than personal biases or external influences [5].

By integrating Rizal's principles with moral development theory, this framework highlights how historical values can shape modern voter behavior. It assumes that an educated and morally aware citizenry—consistent with Rizal's vision—will make more informed and principled electoral decisions.

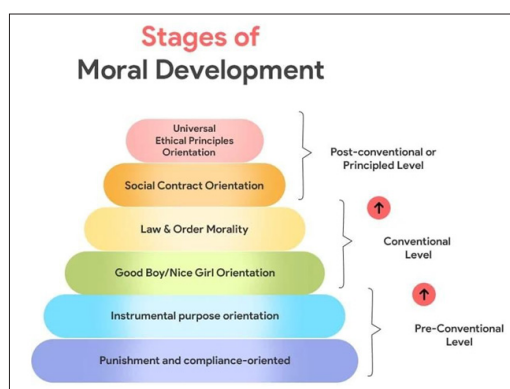


Figure 1: Stages of Moral Development

Conceptual Framework

The conceptual framework of this study illustrates the flow of the research process, outlining the key components that contribute to understanding the influence of Rizal's teachings on the preferences of QCU BECEd students. It is structured into three main parts: Input, Process, and Output [6].

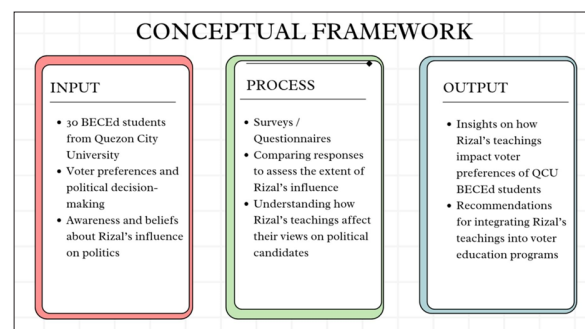


Figure 2: Input, Output, Process

Objectives of the Study

- To identify the specific teachings of Dr. José Rizal that influence the voter preferences of QCU BECEd students.
- To analyze the ways in which Rizal's teachings shape the political choices of QCU BECEd students.
- To determine the extent of Rizal's influence on the voting behavior of QCU BECEd students.

Statement of the Problem

- Which teachings of Dr. José Rizal influence the voter preferences of QCU BECEd students?
- How do Rizal's teachings shape the political choices of QCU BECEd students?
- To what extent do Rizal's teachings influence the voting behavior of QCU BECEd students?

Research Gap

While numerous studies have explored José Rizal's teachings and their role in promoting Filipino nationalism and civic consciousness, few have examined their direct influence on contemporary voter preferences, particularly among pre-service teachers. Most existing literature focuses on Rizal's impact on historical resistance, moral values, or general political awareness, but not on the actual electoral decision-making of young voters. Additionally, studies on voter behavior in the Philippines tend to emphasize socio-economic factors, political dynasties, and media influence, leaving limited insight into how educational exposure—such as the Rizal course—shapes the political choices of education students. This study addresses this gap by investigating how Rizal's teachings influence the voter preferences of QCU BECEd students, who are future educators and potential influencers of civic education for the next generation [7,8].

Methodology

Research Locale

This study was conducted at Quezon City University (QCU), focusing specifically on Bachelor of Early Childhood Education (BECEd) students. QCU is a local government-funded institution that provides accessible and quality education to students in Quezon City. The research targeted BECEd students enrolled in the Rizal course, as they have been exposed to Rizal's teachings on nationalism, governance, and civic responsibility. The university offers an ideal setting for this study because its student population comes from diverse socio-political backgrounds, allowing for a comprehensive exploration of how Rizal's teachings influence voter preferences among future educators.



Figure 3: Quezon City University

Participants of the Study

The participants of this study were second-year and third-year Bachelor of Early Childhood Education (BECEd) students at Quezon City University who met the following criteria:

- Had completed the Rizal course as part of their curriculum.
- Were registered voters or demonstrated political awareness.
- Were willing to participate in surveys and/or interviews regarding their voter preferences.
- This group was selected to ensure that the respondents had sufficient exposure to Rizal's teachings and were at an academic level that allowed them to critically analyze how these teachings influenced their political decisions.

Sampling Method

A purposive sampling design was employed in this study. This method involved selecting participants based on specific characteristics that were directly relevant to the research. In this case, the participants were BECEd students at Quezon City University who had completed the Rizal course and were registered voters or politically aware. The selection criteria ensured that the respondents had sufficient exposure to Rizal's teachings and could provide meaningful insights into how these teachings influenced their voter preferences [9-11].

By using purposive sampling, the study was able to explore the connection between education, historical awareness, and electoral decision-making. This approach ensured that the data collected were relevant, useful, and aligned with the research objectives.

Research Design

This study employs an explanatory sequential design mixed method approach. In the first phase, all participants completed a structured survey questionnaire designed to measure how Rizal's teachings influenced their voter preferences. The survey included multiple-choice questions and Likert-scale statements, allowing for statistical analysis of the data. This phase primarily addressed the first research problem:

- **Which teachings of Dr. José Rizal influence the voter preferences of QCU BECEd students?**

The results of the survey helped identify patterns and trends in the respondents' voter preferences based on Rizal's principles.

Qualitative Phase (Open-Ended Questions via Google Forms)

After completing the survey, all participants answered open-ended questions that allowed them to elaborate on their responses. This phase provided a deeper understanding of how

Rizal's teachings influenced students' perspectives on voting. It specifically addressed the second research problem:

- **How do Rizal's teachings influence the voter preferences of QCU BECEd students?**

The qualitative responses were analyzed to uncover the reasoning behind students' voter preferences, providing insights into their personal interpretations of Rizal's political philosophies. Since this study followed a fully integrated mixed-methods approach, all participants took part in both the quantitative and qualitative phases, ensuring a comprehensive understanding of Rizal's influence on student voters.

Research Instrument

To effectively gather data, this study used Google Forms as the primary research instrument. The questionnaire was divided into two sections:

Survey Questionnaire (Quantitative Data Collection)

The quantitative section consisted of multiple-choice questions and Likert-scale items designed to assess the level of influence that Rizal's teachings had on the respondents' voter preferences. The survey covered key political principles of Rizal and their potential impact on the decision-making processes of QCU BECEd students as voters. Responses from this section were statistically analyzed to identify overall trends and patterns in voter preferences.

Open-Ended Questionnaire (Qualitative Data Collection)

After completing the quantitative section, respondents answered open-ended questions that allowed them to elaborate on how Rizal's teachings influenced their voting behavior. This section was designed to capture personal insights and deeper reflections, which were analyzed using qualitative thematic analysis.

The use of Google Forms ensured accessibility, ease of data collection, and efficient analysis, allowing the researchers to gather both statistical and descriptive data relevant to the study.

Data Collection

The primary researcher first sought approval from the Dean and Program Chair of the College of Education at Quezon City University (QCU) to conduct the study. Since the research focused on Rizal's teachings, permission was also obtained from the Rizal course professors before proceeding with data collection. Once approval was granted, second-year and third-year BECEd students were selected as participants. Informed consent was obtained through Google Forms, ensuring that participants were fully aware of the study's objectives and voluntarily agreed to participate [12].

For quantitative data collection, participants completed a self-rating scale and a 30-item questionnaire designed to measure their awareness, understanding, and application of Rizal's ideals, particularly regarding nationalism, civic responsibility, and moral leadership, in their political choices. The survey was administered online via Google Forms to ensure accessibility, with a specified timeframe for completion [13].

For qualitative data collection, participants provided written responses to open-ended questions included in the Google Forms, allowing them to reflect on how Rizal's teachings influenced

their voter preferences. These questions explored how Rizal's principles shaped their political decisions, their interpretations of nationalism and civic duty in elections, and their personal perspectives on his political philosophy.

After data collection, the survey responses were analyzed statistically to identify trends in voter preferences, while the written responses were examined thematically to uncover recurring insights and patterns regarding Rizal's influence on students' political views. This structured approach ensured that both measurable data and personal reflections were considered in understanding how Rizal's teachings impacted the voter preferences of QCU BECED students [14].

Data Analysis

The quantitative data collected from the survey questionnaires were analyzed using descriptive statistics, including frequency counts, percentages, and weighted means, to determine the extent to which Rizal's teachings influenced the voter preferences of QCU BECED students. Patterns and trends in responses were identified to address the first research problem regarding which teachings of Rizal had the greatest impact on voter choices.

For the qualitative data, responses to the open-ended questions were examined through thematic analysis. Recurring themes, insights, and interpretations were identified to provide a deeper understanding of how Rizal's principles shaped students' political decisions and reasoning. This phase specifically addressed the second research problem concerning how Rizal's teachings influenced students' voter preferences.

By integrating the quantitative and qualitative results, the study provided a comprehensive analysis of both measurable trends and personal reflections, ensuring a holistic understanding of Rizal's influence on the electoral decisions of QCU BECED students[15-17].

Ethical Considerations

This study followed strict ethical guidelines to protect the rights and privacy of all participants. Informed consent was obtained through Google Forms after explaining the purpose, procedures, and voluntary nature of the study. Confidentiality was ensured by collecting no identifying information, and all data were stored in a password-protected file accessible only to the researchers. The study posed no physical or psychological risk, as all questions were designed to avoid discomfort. Approval to conduct the research was secured from the QCU College of Education, including the Dean, Program Chair, and the Rizal course professor. All data will be disposed of properly after the study.

Results

Demographic Profile

Table 1: Frequency and Percentage Distribution of Respondents According to Age

Age Group	Frequency	Percentage
18-20	27	67.5%
21-25	11	27.5%
Others/ No answers	2	5%
Total	40	100%

Table 2: Frequency and Percentage Distribution of Respondents According to Year Level

Year Level	Frequency	Percentage
2nd year	29	72.5%
3rd year	11	27.5%
Total	40	100%

Table 3: Frequency and Percentage Distribution of Respondents According to Voter Registration

Voter Registration Status	Frequency	Percentage
Yes (Registered voter)	33	82.5%
No	7	17.5%
Total:	40	100%

Table 4: Frequency and Percentage Distribution of Respondents Based on Voting Experience

Voting Experience	Frequency	Percentage
Yes (Has voted in local/ national election)	22	55%
No	18	45%
Total	40	100%

The Influence of Rizal's Teachings on Voter Preferences

Table 5: Respondents' Familiarity with Rizal's Advocacy for Nationalism

Statement	Frequency	Mean	SD	Verbal Interpretation
I am familiar with Dr. Jose Rizal's advocacy for nationalism	Strongly Agree: 18 Agree: 14 Neutral: 4 Disagree: 0 Strongly Disagree: 4	4.03	1.11	Agree

The data shows that respondents have a strong awareness of Dr. Jose Rizal's advocacy for nationalism, reflected in a mean score of 4.03 (Agree). A large majority (80%) agreed or strongly agreed, indicating that most students recognize and understand Rizal's nationalistic principles. Only a small portion (10%) strongly disagreed, suggesting minimal gaps in awareness. The standard deviation of 1.11 indicates moderate variation in responses.

Table 6: Respondents' Familiarity with Rizal's Emphasis on Education

Statement	Frequency	Mean	SD	Verbal Interpretation
I am familiar with Dr. Jose Rizal's emphasis on the importance of education	Strongly Agree: 21 Agree: 12 Neutral: 0 Disagree: 0 Strongly Disagree: 7	3.98	1.30	Agree

The results indicate that most students are familiar with Rizal's belief in education as a foundation for empowerment and national progress. With a mean of 3.98 (Agree) and 82.5% responding Agree or Strongly Agree, the data shows strong awareness of this teaching. However, the 12.5% who strongly disagreed and the 1.30 standard deviation suggest varying levels of understanding, indicating the need for strengthened discussions on Rizal's educational principles.

Table 7: Respondents' Familiarity with Rizal's Belief in Civic Responsibility

Statement	Frequency	Mean	SD	Verbal Interpretation
I am familiar with Dr. Jose Rizal's belief in civic responsibility	Strongly Agree: 14 Agree: 18 Neutral: 0 Disagree: 0 Strongly Disagree: 8	3.85	1.34	Agree

The data shows that most respondents are aware of Rizal's belief in civic responsibility, with 80% agreeing or strongly agreeing. The mean score of 3.85 (Agree) indicates general familiarity. However, the 10% who strongly disagreed and the 1.34 standard deviation suggest moderate variation in understanding, showing that some students remain less aware of Rizal's civic ideals.

Table 8: Respondents' Familiarity with Rizal's Stand Against Corruption and Abuse of Power

Statement	Frequency	Mean	SD	Verbal Interpretation
I am familiar with Rizal's stand against corruption and abuse of power	Strongly Agree: 19 Agree: 13 Neutral: 0 Disagree: 0 Strongly Disagree: 6	3.88	1.36	Agree

The results show that most respondents (80%) are aware of Rizal's stand against corruption, with a mean of 3.88 (Agree). This indicates strong familiarity with his advocacy for ethical governance. However, the 15% who strongly disagreed and the 1.36 standard deviation reflect moderate variation, showing that some students still lack full understanding of this principle.

Table 9: Influence of Rizal's Advocacy for Nationalism on Political Candidate Choices

Statement	Frequency	Mean	SD	Verbal Interpretation
Rizal's advocacy for nationalism influences my choice of political candidates	Strongly Agree: 8 Agree: 24 Neutral: 5 Disagree: 0 Strongly Disagree: 0	4.05	0.66	Agree

The findings show that 80% of the respondents are influenced by Rizal's advocacy for nationalism when choosing political

candidates, reflected in a mean score of 4.05 (Agree). The low standard deviation (0.66) indicates strong agreement among students. However, the 12.5% who responded neutrally suggest that some students are less certain or less influenced by this aspect of Rizal's teachings.

Table 10: Influence of Rizal's Emphasis on Education on Evaluation of Political Candidate Platform

Statement	Frequency	Mean	SD	Verbal Interpretation
Rizal's emphasis on education influences my evaluation of a candidate's platform	Strongly Agree: 16 Agree: 17 Neutral: 4 Disagree: 0 Strongly Disagree: 3	3.88	0.92	Agree

The findings show that 82.5% of the respondents consider Rizal's emphasis on education when evaluating a political candidate's platform. The mean score of 3.88 (Agree) indicates that education is an important factor for most students. The standard deviation of 0.92 shows moderate variation, with a small portion (17.5%) being neutral or disagreeing, suggesting that while the majority value education in political decisions, some students weigh it less.

Table 11: Influence of Rizal's Belief in Civic Responsibility on Election Participation

Statement	Frequency	Mean	SD	Verbal Interpretation
Rizal's belief in civic responsibility encourages me to participate in elections	Strongly Agree: 10 Agree: 23 Neutral: 4 Disagree: 0 Strongly Disagree: 3	3.83	0.95	Agree

The data shows that 82.5% of respondents are influenced by Rizal's belief in civic responsibility when choosing to participate in elections. With a mean of 3.83 ("Agree"), most respondents feel encouraged to vote because of this belief. The standard deviation of 0.95 indicates moderate differences in opinions, as a few respondents were neutral (10%) or strongly disagreed (7.5%). Overall, civic duty remains a strong motivator for voter participation.

Table 12: Relevance of Rizal's Advocacy for Social Reforms in Modern Elections

Statement	Frequency	Mean	SD	Verbal Interpretation
Rizal's advocacy for social reforms remains relevant in modern elections	Strongly Agree: 14 Agree: 19 Neutral: 0 Disagree: 0 Strongly Disagree: 4	4.10	0.76	Agree

The data indicates that 82.5% of respondents believe Rizal's advocacy for social reforms is still relevant in modern elections. With a mean of 4.10 ("Agree") and a low standard deviation of 0.76, there is strong consensus among respondents. However, 10% strongly disagree, showing that a small minority do not see his reformist ideas as applicable today.

Table 13: Prioritizing Candidates Who Embody Integrity Promoted by Rizal

Statement	Frequency	Mean	SD	Verbal Interpretation
I prioritize candidates who embody the values of integrity promoted by Rizal	Strongly Agree: 20 Agree: 12 Neutral: 4 Disagree: 0 Strongly Disagree: 4	4.05	0.84	Agree

The results show that 80% of respondents prioritize candidates who reflect Rizal's value of integrity. With a mean of 4.05 ("Agree") and a standard deviation of 0.84, most respondents emphasize integrity in choosing leaders. However, 10% are neutral and another 10% strongly disagree, indicating that a small minority consider other factors when selecting candidates.

Table 14: Prioritizing Candidates Who Embody Patriotism as Promoted by Rizal

Statement	Frequency	Mean	SD	Verbal Interpretation
I prioritize candidates who embody patriotism as promoted by Rizal	Strongly Agree: 15 Agree: 15 Neutral: 6 Disagree: 0 Strongly Disagree: 4	4.00	0.93	Agree

The findings show that 75% of respondents prioritize candidates who demonstrate patriotism, as advocated by Rizal. With a mean of 4.00 ("Agree") and a standard deviation of 0.93, most respondents consider patriotism important in political choices. However, 15% were neutral and 10% strongly disagreed, showing some variation in opinion.

Table 15: Influence of Rizal's Teachings on Political Beliefs and Voting Decisions

Statement	Frequency	Mean	SD	Verbal Interpretation
Rizal's teachings strongly influence my political beliefs and voting decisions	Strongly Agree: 11 Agree: 16 Neutral: 9 Disagree: 0 Strongly Disagree: 3	3.78	1.03	Agree

The results indicate that most respondents are influenced by Rizal's teachings in shaping their political beliefs and voting behavior, with a mean of 3.78 ("Agree"). While 67.5% agreed

or strongly agreed, 22.5% were neutral and 7.5% strongly disagreed, showing varied levels of influence. The standard deviation of 1.03 reflects moderate differences in perception among students.

Table 16: Impact of Awareness of Rizal's Principles on Political Engagement and Discussions

Statement	Frequency	Mean	SD	Verbal Interpretation
My awareness of Rizal's principles impacts my political engagement and participation in discussion	Strongly Agree: 14 Agree: 13 Neutral: 8 Disagree: 0 Strongly Disagree: 4	3.70	1.05	Agree

The results show that a majority of respondents recognize Rizal's principles as influencing their political engagement, with a mean of 3.70 ("Agree"). While 67.5% agreed or strongly agreed, 20% were neutral and 10% strongly disagreed, indicating some variability in impact. The standard deviation of 1.05 suggests differences in how strongly Rizal's values affect individual political behavior.

Table 17: Rizal's Values as a Guide in Identifying Responsible and Competent Leaders

Statement	Frequency	Mean	SD	Verbal Interpretation
Rizal's values guide me in identifying responsible and competent leaders.	Strongly Agree: 13 Agree: 18 Neutral: 4 Strongly Disagree: 5	3.60	1.10	Agree

The data shows that 77.5% of respondents agree or strongly agree that Rizal's values guide them in identifying responsible leaders, with a mean of 3.60 ("Agree"). However, 12.5% strongly disagreed and 10% were neutral, indicating moderate variability (SD = 1.10) and highlighting the need for further reinforcement of Rizal's principles in political literacy.

Table 18: Importance of Rizal's Advocacy for Change and Reforms in Modern-Day Society

Statement	Frequency	Mean	SD	Verbal Interpretation
I believe that Rizal's advocacy for change and reforms is important for modern-day society.	Strongly Agree: 19 Agree: 9 Neutral: 7 Strongly Disagree: 5	3.43	1.18	Agree

The data shows that 70% of respondents agree or strongly agree that Rizal's advocacy for change and reforms remains important today, with a mean of 3.43 ("Agree"). However, 17.5% were neutral and 12.5% strongly disagreed, indicating moderate variation ($SD = 1.18$) and some uncertainty about the modern relevance of his reformist ideals.

Table 19: Influence of Rizal's Writings and Principles on Political Views

Statement	Frequency	Mean	SD	Verbal Interpretation
Rizal's writings and principles play a significant role in shaping my overall political views.	Strongly Agree: 16 Agree: 14 Neutral: 6 Strongly Disagree: 4	3,3	1,13	Agree

The data shows that 75% of respondents agree that Rizal's writings influence their political views, reflected in a mean of 3.30 ("Agree"). However, 15% were neutral and 10% strongly disagreed, indicating some respondents are less politically engaged. The SD of 1.13 suggests moderate variation in how students perceive Rizal's political influence.

Perceived Effects of Rizal's Teachings on Political Decision-Making

"In what ways do Rizal's teachings influence your standards when choosing political

Theme	Description	Sample Phrases from Responses
1. Integrity and Moral Uprightness	Rizal's emphasis on honesty and moral values guides respondents to choose candidates who are honest, principled, and corruption-free.	"Honest," "free from corruption," "morally upright"
2. Education and Intellectual Leadership	Respondents look for candidates who are educated, wise, and value educational reform, reflecting Rizal's belief in education and critical thinking.	"Well-educated," "prioritize quality education," "value critical thinking"
3. Nationalism and Patriotism	Rizal's love for the country inspires support for candidates who show genuine concern for the Philippines and its people.	"Love for the country," "patriot-hearted," "genuine concern for the country"
4. Civic Duty and Public Service	Respondents value candidates with a strong sense of civic responsibility who serve the people over personal gain.	"Strong sense of civic duty," "ready to serve," "serve the people"
5. Stand Against Corruption and Injustice	Rizal's opposition to abuse of power leads respondents to favor candidates who fight corruption and uphold justice.	"Fight against corruption," "respect human rights," "stand up for what is right"
6. Reform and Social Justice Advocacy	Rizal's call for reform pushes respondents to choose leaders who advocate for progress, equality, and social justice.	"Promote reform," "champion equality," "advocate social reforms"
7. Beyond Popularity-Valuing Substance	Respondents state they now look beyond fame and campaign gimmicks, focusing instead on substance and qualifications.	"Look beyond popularity," "not just empty promises," "not just in it for themselves"

How has Rizal's emphasis on education, nationalism, and civic duty shaped your perspective on leadership?

Theme	Description	Sample Phrases from Responses
1. Integrity and Moral Uprightness	Rizal's emphasis on honesty and moral values guides respondents to choose candidates who are principled and free from corruption.	"I look for candidates who are honest," "free from any corruption," "morally upright"
2. Education and Intellectual Leadership	Respondents choose candidates who are educated, wise, and value educational reform, reflecting Rizal's belief in learning and critical thinking.	"Well-educated," "prioritize quality education," "value knowledge and critical thinking"

3. Nationalism and Patriotism	Rizal's love for the country influences respondents to support candidates who show genuine concern for the Philippines.	"Love for the country," "patriot-hearted," "genuine concern for the country"
4. Civic Duty and Public Service	Respondents value candidates with a strong sense of civic responsibility who serve the people over personal gain.	"Strong sense of civic duty," "ready to serve," "serve the people, not just lead"
5. Stand Against Corruption and Injustice	Rizal's opposition to abuse of power inspires respondents to support candidates who fight corruption and uphold justice.	"Fight against corruption," "respect human rights," "stand up for what is right"
6. Reform and Social Justice Advocacy	Respondents look for candidates who advocate for change and social justice, reflecting Rizal's reformist ideals.	"Promote reform," "champion equality and human rights," "advocate social reforms"
7. Beyond Popularity-Valuing Substance	Rizal's influence leads respondents to choose candidates based on qualifications rather than fame or campaign gimmicks.	"Look beyond popularity," "not just empty promises," "not just in it for themselves"

Can you describe a specific instance where Rizal's ideals guided your decision in supporting a particular candidate?

Thematic Category Specific Instances or Responses

Education and Empowerment	- Supported a candidate who promoted education reform and community development - Supported a candidate with a strong background in education and community service - Supported a candidate advocating for educational programs and scholarships. - Chose a candidate with a clear platform focused on educational improvement.
Nationalism and Civic Duty	- Voted for a candidate with integrity and a strong sense of civic responsibility - Supported a candidate who advocated for national unity and improving the country - Chose someone who demonstrated patriotism and love for the nation.
Character and Integrity	- Voted for a candidate with a clean track record and focus on transparency - Chose a candidate with clear values of honesty, integrity, and good governance.
Leadership Qualities and Social Change	- Supported a candidate who emphasized reforms and openness to societal changes - Voted for a candidate who advocated for improvements in government systems. - Chose someone passionate about social change, similar to Rizal's reformist advocacy.
Youth Engagement and Support	- Chose a candidate who promoted youth empowerment and prioritized education for young people - Supported a candidate who believed in investing in the youth for the country's future.
Community Focus and Service	- Supported a candidate who focused on serving the local community and helping students with school supplies. - Chose a candidate committed to community-based solutions and direct service to the people.

Discussion

The quantitative results reveal that a majority of respondents are familiar with José Rizal's advocacy for nationalism and recognize its significance in shaping Filipino identity. However, a portion of the students still demonstrated limited awareness of these core teachings. While many acknowledged Rizal's belief in education as key to national progress, the depth of their understanding varied.

Most respondents agreed on the importance of civic responsibility, although some remained less engaged with this principle. Rizal's stand against corruption was generally understood, yet a minority showed weaker recognition of this aspect of his philosophy.

In terms of political impact, many students stated that Rizal's nationalism influences their voting choices, particularly in evaluating candidates' commitment to national development. Education was also a major factor: respondents tended to choose leaders who prioritize educational platforms. Civic responsibility further shaped political participation, as many indicated that Rizal's teachings encouraged them to vote responsibly.

Rizal's call for social reforms remains relevant today, with respondents highlighting that these ideals guide their expectations of political candidates. Integrity and patriotism emerged as top criteria, reflecting Rizal's teachings on moral governance and national pride. Although some students expressed limited influence from Rizal's ideals, the overall findings show that his

values strongly impact contemporary youth perspectives on leadership and politics.

Finally, increased political engagement among some respondents suggests that awareness of Rizal's principles continues to motivate active participation, although the degree of involvement still varies.

Qualitative Findings

Qualitative responses show that Rizal's teachings continue to deeply shape how individuals choose political candidates. Integrity, honesty, and moral character are strongly emphasized—mirroring Rizal's advocacy for ethical leadership. Education and intellectual leadership are also highly valued, with respondents favoring candidates who promote educational reforms, community empowerment, and youth development.

Nationalism and patriotism emerged as key themes, as respondents preferred leaders who show genuine love for the country. Civic duty was likewise important; many looked for leaders who prioritize public service over personal gain. Rizal's opposition to corruption and injustice surfaced in respondents' preference for candidates who champion human rights and social justice.

Many respondents also expressed a shift away from popularity-based voting, choosing candidates based on substance, platforms, and qualifications. Specific examples—such as supporting leaders who prioritize education reform or community service—show that Rizal's teachings are actively used as a guide for political decision-making.

Interpretation of Results

The combined findings indicate that Dr. José Rizal's principles continue to strongly influence how modern Filipino youth interpret leadership and evaluate political candidates. His emphasis on integrity, education, nationalism, civic duty, and social justice resonates deeply with respondents, highlighting the enduring relevance of his ideals.

Rizal's value of integrity aligns with the widespread desire for leaders who are honest, transparent, and morally upright—reflecting today's public demand for accountable governance. His belief in education also shapes contemporary political preferences, as respondents look for leaders who champion educational reforms and empower the youth.

Nationalism remains a powerful criterion, with many voters choosing candidates who demonstrate genuine commitment to the country's welfare. Respondents also emphasized civic duty, showing preference for candidates who serve the people over personal ambition.

Similarly, Rizal's advocacy for social justice influences voters to support leaders who fight corruption and work toward meaningful reform. These findings highlight that Rizal's teachings serve not only as historical lessons but also as active moral guides in political and civic life.

Comparison With Previous Studies

The findings of this study are consistent with earlier works by Ocampo (2011), Guerrero (2010), and other scholars who

emphasized Rizal's influence on nationalism, education, civic responsibility, and moral governance. Similar to these studies, the current research confirms that Rizal's principles remain relevant in shaping the civic and political values of Filipino youth.

However, this study extends previous findings by focusing on real-life application—specifically how Rizal's values influence actual political decision-making. Respondents provided concrete examples of voting behaviors aligned with Rizal's teachings, such as supporting candidates who prioritize education, youth empowerment, and anti-corruption reforms.

Unlike earlier studies centered on historical or academic contexts, this research highlights how Rizal's teachings act as a counterbalance to celebrity-driven politics, emphasizing the preference for substance over popularity.

Overall, this study reinforces past scholarship while offering new insights into how young voters actively interpret and apply Rizal's ideals in evaluating modern political candidates.

Limitations of the Study

This study encountered several limitations:

Limited Sample Size

The sample may not fully represent the broader Filipino student population, possibly affecting the generalizability of the findings.

Sampling Bias

Participants may share similar academic or social backgrounds, which could influence their perspectives and responses.

Social Desirability Bias

Some respondents may have provided answers that reflect socially expected behavior rather than their true beliefs.

Lack of Behavioral Measurement

The study assessed attitudes but did not measure actual political behavior (e.g., real voting patterns).

Single-Time Data Collection

The data reflects perceptions at one point in time and does not assess whether these attitudes persist.

Uncontrolled Individual Differences

Factors such as political exposure, regional background, and educational experience were not fully examined.

Future research may address these limitations by using larger, more diverse samples, adding behavioral indicators, and conducting longitudinal studies.

Recommendations

Based on the findings, the following recommendations are proposed:

- Strengthen Values Education in Schools

Integrate Rizal's values—integrity, patriotism, critical thinking,

and social responsibility—into the curriculum.

- Promote Political Literacy Among Youth

Conduct voter education and leadership training grounded in Rizalian principles.

- Encourage Critical Political Engagement

Create opportunities for students to participate in debates, forums, and discussions using Rizal's values as a framework.

- Expand Future Research

Use larger and more diverse samples across regions and institutions to deepen understanding of Rizal's influence.

- Incorporate Behavior-Based Indicators

Include measures of actual political involvement to assess whether attitudes translate into action.

- Highlight Rizal's Relevance in Modern Issues

Update educational materials and campaigns to show how Rizal's ideals apply to contemporary social and political challenges.

Conclusion

This study demonstrates that Dr. José Rizal's teachings continue to shape how today's students evaluate political candidates and conceptualize leadership. Quantitative results show that values such as integrity, education, nationalism, civic duty, and social reform strongly influence voting preferences. Qualitative responses highlight a preference for morally upright, educated, patriotic, and service-oriented leaders—mirroring Rizal's ideals. The themes found in respondents' attitudes directly align with the messages in Rizal's novels and poetry:

- Integrity and Anti-Corruption – echoing the moral battles in *Noli Me Tangere* and *El Filibusterismo*.
- Education and Intellectual Leadership – consistent with *A la juventud filipina*.
- Nationalism and Patriotism – reflected in his essays and reform movements.
- Civic Duty – demonstrated through his real-life activism.
- Social Reform – embodied in his critique of colonial injustices.

Overall, the findings affirm that Rizal's ideals remain deeply embedded in the political consciousness of Filipino youth. Although some respondents show weaker influence, the majority continue to use his teachings as a moral compass when assessing leadership and participating in political life. Rizal's legacy endures not only as historical memory but as an active guide for shaping responsible and principled citizens in modern Philippine democracy.

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Author Contributions:

Borja: Conceptualization, Methodology.

Borja: Data curation, Writing- Original draft preparation.

Homo: Visualization, Investigation.

Sillar: Supervision.

Perez: Writing- Reviewing and Editing.

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Conflict of Interest: The authors declare no conflict of interest.

The sponsors had no involvement in the study design, data collection, analysis, or interpretation, manuscript preparation, or the decision to publish the findings.

Ethical Statement: All subjects gave their informed consent for inclusion in the study before participating. The research protocol was approved by the QCU Research Ethics Board (Project identification code), and the study followed the Declaration of Helsinki.

Appendix

PART I: DEMOGRAPHIC PROFILE

Direction: Put a check mark (/) on the space provided that best fits your answer. Age:

PART II: THE INFLUENCE OF RIZAL'S TEACHINGS ON VOTER PREFERENCES

Direction: Please read each statement carefully and indicate the extent to which you agree or disagree with the statement.

Use the scale below:

| Scale | Verbal Interpretation | Abbreviation | Range |

| ----- | ----- | ----- | ----- |

5	Strongly Agree	SA	4.20 – 5.00
4	Agree	A	3.40 – 4.19
3	Neutral	N	2.60 – 3.39
2	Disagree	D	1.80 – 2.59
1	Strongly Disagree	SD	1.00 – 1.79

A. The Influence of Rizal's Teachings on Voter Preferences

NOTE: The following items refer to Rizal's key political and social teachings, such as:

- Nationalism and love for country
- Integrity and moral character
- Importance of education in nation-building
- Civic responsibility and active citizenship
- Advocacy for reforms and social justice

Statements

I am familiar with Rizal's political and social teachings, such as nationalism, integrity, civic duty, education, and social reforms.

- Rizal's advocacy for nationalism influences my choice of political candidates.
- I consider Rizal's emphasis on education when evaluating a candidate's platform.
- Rizal's belief in civic responsibility encourages me to participate in elections.
- I prioritize candidates who embody the values Rizal promoted, such as integrity and patriotism.
- Rizal's teachings strongly influence my political beliefs and voting decisions.
- My awareness of Rizal's principles affects my political engagement and participation in discussions.
- Rizal's values guide me in identifying responsible and competent leaders.
- I believe that Rizal's advocacy for reforms remains relevant in modern elections.
- Rizal's writings and principles play a significant role in shaping my overall political views.

Perceived Effects of Rizal's Teachings on Political Decision-Making

Open-Ended Questions:

1. In what ways do Rizal's teachings influence your standards when choosing political candidates?
2. How has Rizal's emphasis on education, nationalism, and civic duty shaped your perspective on leadership?
3. Can you describe a specific instance where Rizal's ideals guided your decision in supporting a particular candidate?

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