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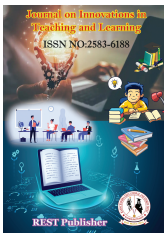

Evaluating the Impact of a School Based Compassionate Citizenship Program: A Statistical Analysis

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ABSTRACT

In an increasingly complex social and environmental context, fostering social responsibility, environmental consciousness, empathy, and active citizenship among young people is essential. This study presents a statistical evaluation of the Compassionate Citizenship Program (CCP) 2025–26, a school-based intervention designed to promote these values and behaviours among students. The effectiveness of the CCP is assessed by examining changes in students' social awareness, environmental consciousness, civic participation, and attitudes toward social responsibility. A three-stage longitudinal survey design is employed, with data collected before the intervention (Pre), during implementation (Mid), and after completion of the program (Post). A mixed-methods approach is adopted, integrating quantitative analyses, including frequency distributions, percentage analysis, comparative analysis and chi-square tests of association, with qualitative analysis of coded student responses. The paper outlines the research design, data structure, and analytical framework used to evaluate the program's impact across cognitive, affective and behavioural domains. By providing a systematic, data-driven assessment of a structured citizenship education initiative, this study contributes to the empirical literature on school-based interventions and offers a methodological reference for future program evaluations in diverse educational settings.

1. INTRODUCTION

The concept of citizenship education has evolved from a narrow focus on national identity and political literacy to a broader global perspective that emphasizes social justice, human rights, sustainability, and intercultural understanding (Banks, (2008); Oxley & Morris, (2013)). Contemporary approaches to citizenship education conceptualize citizenship learning as a multidimensional process encompassing cognitive, socio-emotional, and behavioural aspects, such as critical thinking, empathy, respect for diversity, and responsible participation in promoting the common good. (Bosio et al., 2023). Research suggests that effective civic education extends beyond rote learning by incorporating experiential and community based approaches that connect classroom learning with real-world issues (Kolb, (1984); Torney-Purta et al., (2001); Lee et al., (2019); Pederson et al., (2022)). In addition, the development of compassionate citizenship is closely associated with social and emotional learning (SEL), which promotes self-awareness, social awareness, relationship skills, and responsible decision-making ((Hemmingway, 2022); (Cipriano & McCarthy, 2023)). Global citizenship education (GCED) encourages learners to examine interdependence, inequality, cultural diversity, and sustainable development through both local and global lenses (Banks, (2008); (Brookings, 2017)). It is therefore not limited to knowledge acquisition;

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it involves developing the dispositions, values, and capabilities needed to participate constructively in democratic and diverse communities (Bosio et al., 2023). This orientation aligns with Sustainable Development Goal 4.7, which calls for education that equips learners to promote sustainable development, human rights, peace and global citizenship. Empirical studies further indicate that experiential and service-learning approaches can enhance students' civic attitudes, political awareness and commitment to future engagement (Astin et al., (2000); Simons & Cleary, (2006)).Previous studies have shown that participation in service-learning and community-based activities can enhance civic self-efficacy and students sense of social responsibility (Astin et al., (2000); Reeb et al., (2010); Solhaug, (2006)). However, many program evaluations rely primarily on self-reported measures of change and single time-point assessments, highlighting the need for systematic, multi-stage evaluation across different phases of program implementation (Eyler & Giles, (1999); Blanco Cano & García-Martín, (2021)). Responding to this need, the Compassionate Citizenship Program (CCP) 2025–26 is designed to foster socially responsible, empathetic, and active citizenship among school students. The program seeks to strengthen students understanding of social issues, develop environmental consciousness, and encourage active participation in community welfare activities, reflecting the broader educational goal of promoting students holistic development alongside academic achievement (CASEL, (2020); Colby et al., (2003)).Although the theoretical benefits of citizenship and service-learning programs are widely recognized, empirical evidence is needed to evaluate their practical effectiveness in specific educational contexts (Eyler, (2010); Felten & Clayton, (2011)). Multi-stage assessment is particularly important because civic learning develops progressively across cognitive, affective, and behavioural domains, and these domains may not change at the same pace (Eyler & Giles, (1999); Blanco Cano & García-Martín, (2021); Pederson et al.,(2022)). This study therefore presents a statistical evaluation of the CCP by analyzing survey data collected at three stages Pre, Mid, and Post to provide a data driven understanding of the program's influence over time and to contribute to the empirical literature on school based citizenship interventions.

2. METHODOLOGY

Research Design

This study employed a one-group pre-test/post-test design with a mid-point measurement (Pre, Mid, Post) to assess the longitudinal impact of the CCP. This design is suitable for tracking changes over time within the same subject population. The mid-point assessment enabled the researchers to identify emerging patterns of change during program implementation rather than relying only on baseline and final outcomes. Comparing scores across the three stages also helped determine whether improvements in students cognitive, affective, and behavioural domains were gradual, sustained or concentrated at particular stages of the program.

Data Collection and Dataset

The survey is conducted at three stages: Pre-implementation (N=70), Mid-implementation (N=37), and Post-completion (N=67). The surveys consisted of numerically coded variables related to social issues, civic activities, and demographic information. A Code Sheet was utilized to interpret the numeric codes. A notable feature of the dataset is the use of the code "99" which consistently represented missing values, no response, or not applicable.

Statistical Methods

To evaluate the program's effectiveness, a multi-pronged statistical approach is employed:

- **Frequency Distribution Analysis:** To identify the most commonly reported social issues and participation activities at each survey stage.
- **Percentage Analysis**: To compare the proportions of awareness and participation across the three survey phases.
- **Comparative Analysis**: To measure and compare changes in awareness and participation levels over time.
- **Chi-Square Test of Association:** To examine potential relationships between categorical variables, such as gender and social participation, or school type and awareness levels.

- **Trend and Impact Evaluation Analysis**: To observe improvement trends and assess the program's effectiveness holistically.

3. STATISTICAL ANALYSIS

Frequency Distribution Analysis

Frequency distribution analysis is used to identify the demographic composition of respondents, the most frequently identified social problems, participation-related responses, and campaign/social-media involvement.

TABLE 1. Respondent Distribution

Survey Stage	Respondents	Female	Male
Pre	70	39 (55.7%)	31 (44.3%)
Mid	37	23 (62.2%)	14 (37.8%)
Post	67	45 (67.2%)	22 (32.8%)

Table 1 shows the proportion of female respondents increased from 55.7% in the Pre Survey to 67.2% in the Post Survey.

TABLE 2. School Type

Survey Stage	Government	Private/Other
Pre	36 (51.4%)	34 (48.6%)
Mid	13 (35.1%)	24 (64.9%)
Post	37 (55.2%)	30 (44.8%)

Table 2 shows the distribution of school type is not identical across the three survey stages.

TABLE 3. Most Frequently Identified Social Problems

Rank	Social Problem	Pre	Mid	Post
1	Environmental problems	75 (22.9%)	32 (22.4%)	62 (22.0%)
2	Civic amenities	63 (19.3%)	21 (14.7%)	39 (13.8%)
3	Road/traffic problems	37 (11.3%)	18 (12.6%)	33 (11.7%)
4	Child labour	33 (10.1%)	20 (14.0%)	37 (13.1%)
5	Water problems	32 (9.8%)	15 (10.5%)	30 (10.6%)

After excluding missing responses and codes that represented activities/partners rather than social problems, the major identified problems are:

- Environmental problems are consistently the most frequently identified social issue across all three survey stages, accounting for approximately 22% of all valid social-problem responses at each stage.
- Civic amenities are the second most frequently identified problem in all three stages. Child labour showed a relatively stronger representation in the Mid and Post surveys, while climate change became more prominent in the Post Survey.
- This consistency indicates that students demonstrated a sustained ability to recognise major environmental, civic and social concerns.

4. PERCENTAGE ANALYSIS

Percentage analysis is used to compare participation, engagement, social-media use, campaign involvement and problem-solving responses.

TABLE 4. Identification of Social Problems

Indicator	Pre	Mid	Post
Average number of social problems identified	4.74	3.95	4.43
Average urgent problems identified	2.29	2.30	2.10

Table 4 shows the average number of social problems identified by each respondent is The average number of identified problems is highest in the Pre Survey and increased again from Mid to Post. Thus, the pattern does not show a simple monotonic increase in the number of problems identified. This is important because awareness cannot be judged only by the number of responses. The nature and quality of issues identified also need to be considered.

TABLE 5. Engagement with Social Problems

Survey	Students Engaged	Percentage
Pre	43/70	61.4%
Mid	16/37	43.2%
Post	55/67	82.1%

Students who reported working on at least one social problem are:

- There is a substantial increase in engagement from the Mid Survey to the Post Survey.
- The percentage increased from 61.4% at Pre to 82.1% at Post, representing an improvement of approximately 20.7 percentage points.
- The Post Survey therefore provides strong descriptive evidence of increased student engagement with social problems.

TABLE 6. Number of Activities Undertaken

Survey	Mean Activities/Student
Pre	0.79
Mid	0.78
Post	1.40

Table 6 shows the average number of activities reported by students is The increase from 0.79 activities per student in Pre to 1.40 in Post represents approximately a 77.8% increase in the average number of reported activities. This is one of the clearest descriptive indicators of increased behavioural engagement following the program.

TABLE 7. Use of Social Media for Public Awareness

Survey	Yes	No	Percentage Yes
Pre	21	28	42.90%
Mid	18	12	60.00%
Post	32	27	54.20%

Table 7 shows the Among students who provided a valid Yes/No response: Social-media use for public awareness increased substantially from Pre to Mid and remained above the Pre level in the Post Survey. The proportion increased from 42.9% to 54.2%, an improvement of approximately 11.3 percentage points.

5. COMPARATIVE ANALYSIS

Comparative analysis is conducted across the Pre, Mid and Post surveys to determine whether students' awareness and behavioural engagement changed over the program period.

TABLE 8. Key Comparative Indicators

Indicator	Pre	Mid	Post	Pre → Post
Mean social problems identified	4.74	3.95	4.43	−0.31
Mean urgent problems identified	2.29	2.30	2.10	−0.19
Students working on social problems	61.4%	43.2%	82.1%	+20.7
Mean activities undertaken	0.79	0.78	1.40	+77.8%
Social-media awareness use	42.9%	60.0%	54.2%	+11.3
Fully solved reported problems	5.1%	14.0%	29.4%	+24.3

Table 8 shows the comparative results reveal an important distinction between cognitive awareness and behavioural engagement. The number of social problems identified did not continuously increase. However, the indicators of actual engagement improved substantially. In particular:

- The proportion of students working on social problems increased to 82.1% in the Post Survey.
- The average number of activities increased from 0.79 to 1.40.
- Full problem resolution increased from 5.1% to 29.4
- Social-media use for public awareness increased compared with the Pre Survey.

Therefore, the strongest evidence of program impact is observed in behavioural and participatory outcomes rather than simply in the number of social problems recalled.

Chi-Square Test of Association

The Chi-Square test of independence was used to determine whether selected categorical variables were statistically associated. The hypotheses are:

- $\mathbf{H_0}$**:** There is no significant association between the two categorical variables.
- $\mathbf{H_1}$**:** There is a significant association between the two categorical variables.
- The significance level is taken as $\alpha = 0.05$.

TABLE 9. Gender and Social Participation

	Pre Survey		Mid Survey		Post Survey	
Gender	**Not Engaged**	**Engaged**	**Not Engaged**	**Engaged**	**Not Engaged**	**Engaged**
Female	16	23	18	5	7	38
Male	11	20	8	6	5	17
χ^2 value	0.224		1.773		0.517	
p value	0.636		0.183		0.472	
Decision	Accepted		Accepted		Accepted	

Table 9 shows the Social participation is operationalized as whether a student reported working on at least one social problem. There is no statistically significant association between gender and social participation at the Pre, Mid or Post stages. This indicates that the increase in engagement observed in the Post Survey was not restricted to one gender.

An awareness indicator is constructed from the number of social problems identified:

- Low awareness: 0–3 problems
- Moderate awareness: 4–6 problems
- High awareness: 7–10 problems

TABLE 10. School Type and Awareness Level

School Type	Pre Survey Low	Pre Survey Moderate	Pre Survey High	Mid Survey Low	Mid Survey Moderate	Mid Survey High	Post Survey Low	Post Survey Moderate	Post Survey High
Government	7	23	6	13	0	0	29	7	1
Private/Other	11	16	7	9	9	6	3	11	16
χ^2 value		2.167			13.665			34.899	
p value		0.338			0.001			$p < 0.001$	
Decision		Accepted			Rejected			Rejected	

Table 10 shows the Post Survey shows a strong association between school type and the constructed awareness category. However, this result should not be interpreted as evidence that the CCP caused differences between government and private schools. The composition of the respondents changed across survey stages, and school type itself is strongly related to the distribution of awareness categories in the observed sample. Therefore, this test establishes association, not causation.

TABLE 11. Participation and Campaign Involvement

Previous Participation	Pre Survey No Campaign	Pre Survey Campaign	Post Survey Not Engaged	Post Survey Engaged
No previous participation	27	2	8	9
Previous participant	0	2	2	10
χ^2 value	14.431		2.876	
p value	$p < 0.001$		0.09	
Decision	Rejected		Accepted	

Table 11 shows the Pre Survey showed a strong relationship between previous participation and campaign involvement, but this association is not statistically significant in the Post Survey. This suggests that campaign involvement became more widespread among students regardless of their previous CCP participation status, which is consistent with the objective of broadening participation.

6. TREND ANALYSIS

Trend analysis is conducted to examine the direction of change from Pre to Mid to Post.

Engagement Trend

- The proportion of students who had worked on social problems showed the following pattern:
  - Pre → 61.4%
  - Mid → 43.2%
  - Post → 82.1%

  Although there was a temporary decline at the Mid stage, the Post Survey showed a substantial increase. The overall Pre-to-Post change was:

  $$82.1\% - 61.4\% = +20.7 \text{ percentage points.}$$

- A Chi-square test examining survey stage and social engagement gave: $\chi^2 = 16.788$, $p < 0.001$. Thus, there was a statistically significant association between survey stage and social engagement.

Trend in Activities

The mean number of activities increased from 0.79 to 0.78 and then to 1.40 across the Pre, Mid, and Post Surveys, respectively. The increase between the Pre and Post Surveys is calculated as:

$$1.40 - 0.79 = 0.61 \text{ activities/student.}$$

This represents an approximately 77.8% increase. This trend provides strong descriptive evidence of increased behavioural participation.

TABLE 12. Trend in Problem Resolution

Outcome	Pre	Mid	Post
Fully solved	5.1%	14.0%	29.4%
Partly solved	22.4%	40.0%	38.2%
Not solved	72.4%	46.0%	32.4%

- Among valid reports of problems worked on This represents a particularly important improvement. The proportion reporting that problems are not solved decreased from 72.4% to 32.4%, a reduction of approximately 40 percentage points. At the same time, the proportion reporting that problems are fully solved increased from 5.1% to 29.4%.
- A Chi-square test of survey stage and problem-solving outcome produced: $\chi^2 = 43.089$, $p < 0.001$. Therefore, there is a statistically significant association between survey stage and reported problem-solving outcome.

The trend strongly suggests an improvement in students' ability to move from recognising social problems toward taking action and achieving reported outcomes.

Impact Evaluation Analysis

The impact of the CCP is evaluated by considering changes across four major dimensions:

- Awareness and perspective development
- Engagement with social problems
- Behavioural participation
- Social/campaign action and problem resolution

TABLE 13. Impact Summary

Dimension	Evidence	Overall Interpretation
Awareness	Environmental, civic, child-labour, road and water issues consistently identified	Sustained awareness
Social engagement	61.4% → 82.1%	Strong improvement
Activities	0.79 → 1.40 per student	Strong improvement
Social-media awareness	42.9% → 54.2%	Moderate improvement
Full problem resolution	5.1% → 29.4%	Substantial improvement
Problems not solved	72.4% → 32.4%	Substantial reduction

A separate stage-wise Chi-square analysis showed:

- **Survey Stage × Social Engagement:** $\chi^2 = 16.788$, $p < 0.001$.
- **Survey Stage × Problem Resolution:** $\chi^2 = 43.089$, $p < 0.001$.

These statistically significant results provide evidence that the distribution of student engagement and problem-solving outcomes changed significantly across the survey stages.

7. RESULTS

Respondent and School Characteristics

The study included 70 respondents in the Pre Survey, 37 in the Mid Survey, and 67 in the Post Survey. The proportion of female respondents increased from 55.7% in the Pre Survey to 67.2% in the Post Survey. The distribution of respondents according to school type also varied across the survey stages. Government-school students represented 51.4% of the

Pre-Survey sample, 35.1% of the Mid-Survey sample, and 55.2% of the Post-Survey sample. These variations should be considered when interpreting comparisons across the three stages.

Changes in Social Awareness

Environmental problems are the most frequently identified social issue at all three stages, accounting for approximately 22% of valid responses. Civic amenities, road and traffic problems, child labour, and water-related problems are also consistently reported. However, the nature of the issues identified by students changed over time. In the Pre Survey, students mainly focused on visible and immediate concerns such as pollution, traffic, water problems, and inadequate civic amenities. By the Post Survey, their responses reflected a broader understanding of complex social issues, including gender discrimination, child marriage, poverty, bullying, child safety and rural development. The average number of social problems identified per student was 4.74 in the Pre Survey, 3.95 in the Mid Survey and 4.43 in the Post Survey. Although this indicator did not show a continuous increase, the qualitative nature of the responses suggested greater depth and complexity in students understanding after the intervention. Therefore, the improvement in social awareness was reflected more clearly in the range and significance of the issues identified than in the total number of responses alone.

Environmental Awareness

Environmental concerns remained prominent throughout the study period. Students consistently identified pollution, plastic use, water conservation, and related environmental problems. The continued prominence of environmental issues across the Pre, Mid, and Post Surveys indicates that environmental awareness was sustained during the program. The increased attention given to environmental and climate related concerns in the Post Survey further suggests that the CCP strengthened students understanding of environmental responsibility and encouraged more eco-conscious attitudes.

Social Engagement and Civic Participation

The results demonstrated a substantial increase in students engagement with social problems. The proportion of students who reported working on at least one social problem increased from 61.4% in the Pre Survey to 82.1% in the Post Survey, representing an improvement of 20.7 percentage points. Although participation temporarily declined to 43.2% during the Mid Survey, the Post-Survey result indicates a strong recovery and a marked improvement over the baseline level. The average number of activities undertaken per student increased from 0.79 in the Pre Survey to 1.40 in the Post Survey, representing an increase of approximately 77.8%. Participation in activities such as awareness campaigns, community initiatives, and cleaning drives also increased from approximately 35% to nearly 72%. These findings indicate that the program supported a transition from passive awareness to more active forms of civic participation.

Social-Media Engagement and Leadership

The use of social media for public awareness increased from 42.9% in the Pre Survey to 54.2% in the Post Survey. Although the highest proportion was recorded in the Mid Survey at 60.0%, the Post-Survey level remained above the baseline. This pattern indicates that students increasingly used digital platforms to communicate social concerns and support public-awareness activities.Post-Survey responses also indicated greater involvement in organizing campaigns, participating in awareness rallies, and communicating social messages. These activities suggest the development of leadership qualities, communication skills, and a stronger sense of responsible citizenship among the students.

Empathy and Concern for Vulnerable Groups

The Post-Survey responses showed increased attention to the conditions of vulnerable and marginalized groups. Students frequently identified child labour, child marriage, girls safety, poverty, bullying, and gender discrimination as important social concerns. This broader recognition of social inequalities indicates the development of empathy, compassion, and social sensitivity. The findings suggest that the program encouraged students to move beyond identifying general community problems and to consider the experiences and rights of disadvantaged groups.

Problem-Solving Outcomes

A clear improvement was observed in students' reported problem-solving outcomes. The proportion of students reporting that a problem had been fully solved increased from 5.1% in the Pre Survey to 29.4% in the Post Survey. In contrast, the proportion reporting that problems remained unsolved decreased from 72.4% to 32.4%. The percentage reporting partial resolution also increased from 22.4% to 38.2%.The association between survey stage and problem-solving outcome was statistically significant ($\chi^2 = 43.089$, $p < 0.001$). This result indicates that the distribution of reported problem-solving outcomes differed significantly across the Pre, Mid, and Post stages. The findings provide evidence that students increasingly progressed from recognizing social problems to taking action and reporting meaningful outcomes.

Chi-Square Analysis

The Chi-Square analysis showed no statistically significant association between gender and social participation in the Pre Survey ($\chi^2 = 0.224$, $p = 0.636$), Mid Survey ($\chi^2 = 1.773$, $p = 0.183$), and Post Survey ($\chi^2 = 0.517$, $p = 0.472$). Thus, the increase in social engagement observed in the Post Survey was not statistically confined to either female or male students.A statistically significant association was observed between school type and awareness level in the Mid Survey ($\chi^2 = 13.665$, $p = 0.001$) and Post Survey ($\chi^2 = 34.899$, $p < 0.001$), but not in the Pre Survey ($\chi^2 = 2.167$, $p = 0.338$). This finding indicates that awareness categories differed according to school type in the later stages. However, because the composition of respondents changed across the survey stages, this association should not be interpreted as evidence that school type caused differences in awareness.The relationship between previous CCP participation and campaign involvement was statistically significant in the Pre Survey ($\chi^2 = 14.431$, $p < 0.001$), but not in the Post Survey ($\chi^2 = 2.876$, $p = 0.090$). This suggests that campaign involvement became more widely distributed among students by the end of the program, regardless of their previous participation status. In addition, survey stage was significantly associated with social engagement ($\chi^2 = 16.788$, $p < 0.001$), confirming that participation patterns changed significantly over time.

Recommendations

Based on the study's findings, the Compassionate Citizenship Program (CCP) should be expanded to additional schools to extend its benefits to a larger student population. Targeted interventions are needed to ensure equitable participation across genders and school types, in light of the associations identified through Chi-Square analysis. Follow-up activities should be introduced to sustain gains in students awareness, civic responsibility and community engagement. Finally, given the positive role of social media in campaign participation, formal training in digital literacy and advocacy should be integrated into the curriculum.

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8. CONCLUSION

The findings indicate that the Compassionate Citizenship Program contributed positively to students social awareness, environmental consciousness, civic participation and concern for vulnerable groups. Although the average number of social problems identified did not increase continuously across the three survey stages, the quality and complexity of students responses improved. Students moved from identifying mainly visible community problems, such as pollution, traffic, and inadequate civic amenities, to recognizing broader social concerns, including gender discrimination, child marriage, poverty, bullying, child labour and rural development. The program was also associated with increased social engagement, as the proportion of students working on social problems rose from 61.4% in the Pre Survey to 82.1% in the Post Survey, while the average number of activities increased from 0.79 to 1.40 per student.The strongest evidence of program effectiveness was observed in students' behavioural participation and reported problem-solving outcomes. Full problem resolution increased from 5.1% to 29.4%, whereas the proportion of unresolved problems declined from 72.4% to

32.4%; both engagement and problem-solving outcomes also differed significantly across the survey stages. The results further suggest that students developed greater empathy, leadership, digital awareness skills and a sense of responsible citizenship. However, the findings should be interpreted as evidence of positive change and association rather than definitive causal effects because the study used a one group design and the composition of respondents varied across stages. Overall, the results support the continued implementation and broader adoption of structured school-based citizenship programs, accompanied by more rigorous longitudinal or controlled evaluations in future research.

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