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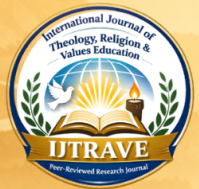
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Religion, and Values Education (IJTRAVE)*



A Quarterly Peer-Reviewed International Research Journal

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Copyright Page

International Journal of Theology, Religion, and Values Education (IJTRAVE)

Volume 1, Issue 1 (2026)

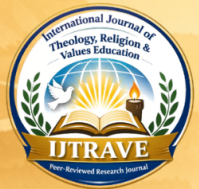
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About the Journal

The **International Journal of Theology, Religion, and Values Education (IJTRAVE)** is a peer-reviewed international scholarly journal dedicated to advancing research and critical discourse in theology, religious studies, spirituality, ethics, and values education. The journal provides a global platform for theologians, religious scholars, educators, philosophers, and interdisciplinary researchers to publish rigorous academic studies exploring faith traditions, moral formation, and the role of religion and values in contemporary societies.

IJTRAVE seeks to promote scholarly inquiry that deepens understanding of theological thought, religious traditions, ethical reflection, and values-based education across cultures and communities. The journal encourages both theoretical and applied research that examines how religion and values influence individual character formation, educational systems, social institutions, and global ethical dialogue.

The journal is committed to maintaining high standards of academic integrity through **double-blind peer review**, ethical research practices, and international scholarly collaboration. Each article is assigned a **Crossref DOI** and published in both **print and electronic formats** to ensure accessibility and global visibility.

Aims and Scope

Aims

The International Journal of Theology, Religion, and Values Education aims to:

1. Promote rigorous academic scholarship in theology, religious studies, and values education.
2. Advance interdisciplinary dialogue among theologians, philosophers, educators, and social scientists.
3. Explore the role of religion and spiritual traditions in shaping ethical values and moral formation.
4. Provide a scholarly venue for research on religious education and character development.
5. Encourage global and comparative studies of faith traditions and ethical systems.



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Scope

The journal welcomes original research articles, conceptual papers, systematic reviews, theological reflections, and interdisciplinary studies in, but not limited to, the following areas:

Theology and Religious Studies

- Systematic and philosophical theology
- Biblical and scriptural studies
- Historical theology and church history
- Comparative religion and interfaith dialogue
- Contextual and indigenous theology
- Religion and society

Ethics and Spirituality

- Moral theology and ethical philosophy
- Spiritual formation and faith development
- Religion and contemporary ethical issues
- Religion and human dignity
- Faith and social justice

Religious and Values Education

- Religious education and catechetics
- Character and values formation in education
- Moral education and ethical leadership
- Faith-based educational approaches
- Curriculum and pedagogy in religious education

Religion, Culture, and Society

- Religion and culture
- Religion and public life
- Religion, globalization, and identity
- Religion and peacebuilding
- Religion and community development

Publication Frequency and Format

- **Frequency:** Quarterly (4 issues per year)
- **Formats:** Print and Online
- **Peer Review:** Double-blind peer review
- **Identifiers:**
 - Print ISSN
 - Electronic ISSN
 - Crossref DOI assigned to all articles



Submission Guidelines

Author Guidelines / Instructions to Authors

Manuscripts are received with the understanding that they contain **original scholarly work** that has **not been previously published** nor is under consideration for publication elsewhere.

Authors must submit manuscripts through <https://tinyurl.com/IJTRAVE>

For manuscripts with **two or more authors**, the **corresponding author** must submit the manuscript on behalf of all co-authors.

For inquiries, authors may contact:

- **ETCOR Mobile:** 0939-202-9035
- **Email:** embracingthecultureofresearch@gmail.com

Funding Disclosure

All authors must disclose **all funding sources or financial support**, if any, related to the research.

With regard to research submitted for possible publication, authors must ensure that they follow **the journal format**, including the template, header, footer, font size and font style. Author/s must download and follow the sample manuscript found via Templates: <https://tinyurl.com/TemplatesIJTRAVE> Kindly reduce the manuscript to **10-12 pages only, including the References**. Kindly choose only the most salient parts of the paper.

Additionally, kindly comply with the following:

1. Academic Significance, Theological Contribution, and Relevance to Values Education

The manuscript must demonstrate clear **academic significance and scholarly contribution** to fields such as:

- Theology and religious studies
- Biblical and scriptural studies
- Comparative religion and interfaith dialogue
- Moral theology and ethical philosophy
- Spiritual formation and faith development
- Religious education and catechetics
- Character and values formation
- Religion and society
- Religion, culture, and social transformation

Specifically, the manuscript must:

- Contribute new insights into **theological discourse, religious scholarship, or values education**



• Demonstrate the **scholarly relevance of the research to faith traditions, moral formation, or ethical reflection**

- Clearly identify the **research gap** in existing theological or religious scholarship
- Explain how the study contributes to **religious understanding, ethical discourse, or educational practice**

Studies that merely describe religious beliefs or traditions **without critical analysis, theoretical grounding, or scholarly contribution** may not proceed to the next stage of review.

2. English Usage (or Filipino, if applicable)

The manuscript must adhere to international academic language standards.

Ensure the following:

- Use **past tense consistently**, particularly in the Method section
- Avoid first-person pronouns (“I,” “we”) and maintain a **formal third-person scholarly tone**
- Avoid contractions (e.g., use **do not** instead of **don’t**)
- Provide **English translations for religious or cultural terms not familiar to international readers**
- Clearly explain religious traditions, theological concepts, or cultural practices that may be unfamiliar to a global audience

3. Abstract

The abstract must concisely summarize the entire study.

It must clearly present the following components:

- **Aim** – The purpose of the study and its relevance to theology, religion, or values education
- **Methodology** – The research design or analytical approach
- **Results** – Major findings or key insights
- **Conclusion** – Implications for theology, ethics, values education, or religious scholarship

The abstract must clearly demonstrate the **scholarly and ethical contribution of the research**.

4. Introduction / Background of the Study

The introduction must establish the **importance of the research problem within theological, religious, or ethical scholarship**.

It must:

- Present the global, regional, national, or community context of the issue
- Discuss theological debates, ethical concerns, or religious developments relevant to the study
- Support arguments using **recent scholarly literature (preferably 2021–2026)**
- Clearly identify the **research gap**

The introduction must demonstrate how the study contributes to **theological reflection, religious scholarship, or values education research**.

5. Statement of the Problem, Research Objectives, and Research Questions

These sections must clearly define the **theological, religious, or ethical issue addressed by the research**.



Statement of the Problem

This section should explain the **religious, ethical, or moral issue examined in the study.**

Example:

“Despite the continuing importance of faith-based education in many societies, limited empirical research has examined how religious education programs contribute to the moral development and ethical decision-making of students.”

Research Objectives

Objectives must be written in **infinitive form.**

Example:

General Objective

To examine the role of religious education in shaping moral values among secondary school students.

Specific Objectives:

1. To assess the extent to which religious education contributes to character formation
2. To examine how faith-based teachings influence ethical decision-making among students
3. To propose strategies for strengthening values education within religious education programs

Research Questions

Research questions must be written in **interrogative form** and must correspond to the objectives.

6. Review of Related Literature and Studies

This section must include **recent and relevant scholarly literature related to theology, religion, ethics, or values education.**

Ensure that:

- Sources are recent (**preferably 2021–2026**)
- Literature reflects developments in **theological studies, religious scholarship, ethics, or moral education**
- Citations logically support the arguments presented
- The section concludes with a **clear synthesis identifying the research gap**

Avoid:

- Excessively outdated references
- Sources labeled **no date (n.d.)**

7. Theoretical and/or Conceptual Framework

The study must be anchored in an appropriate theoretical framework.

Possible frameworks include:

- Theological frameworks
- Moral theology
- Ethical philosophy
- Religious education theory
- Faith development theory



- Character education frameworks
- Interfaith dialogue frameworks
- Spiritual formation models

The conceptual framework must clearly illustrate the **relationships among key variables, concepts, or theological constructs** examined in the study.

8. Research Methodology

The methodology section must clearly explain **how the research was conducted**.

Include the following subsections:

Research Design

Explain the research design used and justify why it is appropriate for theological, religious, or values education research.

Possible approaches include:

- Qualitative theological analysis
- Historical theological research
- Empirical research in religious education
- Case studies of religious institutions
- Mixed-methods studies on values formation
- Comparative religious analysis

Population and Sampling / Sources of Data

Participants or sources may include:

- Religious educators
- Theology students
- Faith community members
- Religious leaders or clergy
- Educational institutions
- Sacred texts or religious documents
- Historical or theological archives

Clearly explain **how respondents or sources were selected**.

Instruments

Explain whether the instrument was **adopted, adapted, or researcher-developed**, including the validation process.

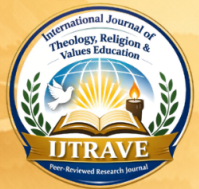
Data Collection

Explain **how, when, and where data were collected**.

Treatment of Data

Describe the **statistical or qualitative analysis methods used**.

For qualitative studies, explain **how interpretations, themes, or theological insights were derived**.



Ethical Considerations

Include:

- Ethical approval (if applicable)
- Informed consent from participants
- Respect for religious beliefs and cultural sensitivity
- Confidentiality of respondents

9. Results and Discussion

Results must be presented clearly according to the **research questions or analytical themes**.

The discussion must:

- Interpret findings using **theological frameworks, ethical theory, or religious scholarship**
- Compare results with recent scholarly studies
- Explain implications for **religious education, faith communities, ethical discourse, or theological reflection**

Results and discussion must be **integrated**.

10. Conclusions and Scholarly Recommendations

Conclusions must be derived directly from the findings.

They must highlight contributions to:

- Theology and religious scholarship
- Ethical philosophy
- Values education
- Faith-based education and character formation

Recommendations should be directed toward:

- Religious educators
- Faith-based institutions
- Educational institutions
- Religious communities
- Scholars of theology and ethics

Avoid vague or generic recommendations.

11. References (APA 7th Edition)

All references must strictly follow **APA 7th edition formatting**.

Ensure that:

- All in-text citations appear in the References list and vice versa
- Journal titles are **italicized**
- Volume numbers are **italicized**
- DOI numbers are written as **URLs**
- References are arranged **alphabetically**
- **Hanging indentation** is used

Failure to comply with APA formatting standards may delay the review process.

12. Acronyms and Abbreviations



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All acronyms must be spelled out upon first use.

Example:

World Council of Churches (WCC)

Do not assume international readers are familiar with local religious or institutional acronyms.

Authors are also required to submit a **duly signed Authorship and Contribution Declaration Form**, which can be accessed through Templates: <https://tinyurl.com/TemplatesIJTRAVE>



Review Process

Upon receipt, authors receive an **acknowledgment email**.

Manuscripts not following the journal template will be returned.
Compliant manuscripts undergo:

1. Initial screening by the **Associate Editor**
2. **Plagiarism check**
3. **Double-blind peer review** by two subject-expert reviewers

Review decisions may be:

- Publish unaltered
- Accept after minor revisions
- Accept after major revisions
- Reject

In cases of split reviewer decisions, a **third reviewer** will be assigned. Authors are given **two weeks** for revisions. Final decisions are made by the **Editor-in-Chief**.



Publication Policies and Ethics

Changes to Authorship

Authors retain copyright under a licensed agreement and may archive:

- Pre-print
- Post-print
- Publisher's PDF

Conflict of Interest

All authors must disclose any actual or potential conflicts of interest.

Article Retraction

Retractions may occur due to ethical violations such as plagiarism, duplicate submission, or data fabrication.

Retraction fee: PHP 6,000 (USD 120)

Article Withdrawal

Withdrawal after completion of review and editorial processing incurs a fee of:
PHP 6,000 (USD 120)

Article Removal

Articles may be removed only under **legal or safety circumstances**.

Additional Information

- **Call for Research Articles:** Rolling basis
- **Application for Peer Reviewers and Language Editors:** Open
- **Publication Charges and Discounts:** Available for ETCOR Research Consultants and External Reviewers
- **Indexing and Archiving:** International databases and institutional repositories
- **Editorial Board:** International and multidisciplinary



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Editor's Note (Maiden Issue)

International Journal of Theology, Religion, and Values Education (IJTRAVE)

It is with profound honor and great anticipation that we present the maiden issue of the **International Journal of Theology, Religion, and Values Education (IJTRAVE)**. This inaugural publication reflects ETCOR Educational Research Center's continued commitment to fostering rigorous scholarship that explores the enduring influence of faith traditions, ethical reflection, and values formation in shaping individuals, communities, and societies across the world.

Religion and theology have long served as foundational sources of meaning, moral guidance, and philosophical inquiry within human civilization. In contemporary times marked by rapid technological advancement, globalization, and complex social transformations, scholarly engagement with theology and religious traditions remains essential for deepening ethical reflection and fostering intercultural understanding.

IJTRAVE was established to provide an international scholarly platform for theologians, religious scholars, philosophers, educators, and interdisciplinary researchers who examine faith, spirituality, moral formation, and values-based education from diverse intellectual and cultural perspectives. The journal recognizes that religion and values education continue to play a significant role in shaping both personal identity and social responsibility.

As a peer-reviewed international journal, IJTRAVE upholds strict standards of academic excellence through a rigorous double-blind review process, adherence to ethical publication practices, and commitment to intellectual integrity. Each manuscript published in the journal is evaluated for its scholarly depth, theological insight, methodological rigor, and contribution to ongoing academic discourse.

The journal welcomes a wide range of scholarly approaches including theological analysis, philosophical reflection, empirical research in religious education, comparative studies of religious traditions, and interdisciplinary inquiry that bridges theology with education, sociology, history, and cultural studies.

This maiden issue represents the collaborative efforts of authors, reviewers, editors, and academic contributors who share a commitment to advancing thoughtful and responsible scholarship in theology and religious studies. Their dedication ensures that the journal meets international scholarly standards while remaining inclusive of diverse religious traditions and intellectual perspectives.

IJTRAVE is intentionally positioned as a global journal. By welcoming contributions from scholars across different regions, cultures, and faith traditions, the journal promotes dialogue that enriches theological reflection and supports mutual understanding among diverse communities.

XII



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The journal also seeks to support emerging scholars, educators, and independent researchers whose work contributes to the advancement of theology, religious scholarship, and values education. IJTRAVE aims to cultivate an academic environment where both established and emerging voices can engage in meaningful scholarly exchange.

As we launch this inaugural issue, we reaffirm our commitment to ethical publishing, transparency, and continuous scholarly development. The International Journal of Theology, Religion, and Values Education will continue to evolve in response to emerging theological debates, educational innovations, and global conversations on faith and moral responsibility.

On behalf of the Editorial Board, we extend our sincere appreciation to the scholars and reviewers who contributed to this first issue. We warmly invite theologians, religious scholars, educators, and interdisciplinary researchers worldwide to participate in future issues of IJTRAVE as we collectively advance scholarship that deepens understanding of faith, ethics, and values in the modern world.

Dr. Richard D. Sanchez — Editor-in-Chief

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Values Integration in the Self-Learning Module and Its Formation among Elementary School Learners in South President Quirino

Dianna T. Asuncion*¹, Mildred F. Accad, PhD²

¹ President Quirino Central School, ² Sultan Kudarat State University

Abstract

Aim: This study determined the impact of integrating values in the self-learning module in the values formation of the elementary learners of South President Quirino.

Methodology: This study used a descriptive, correlational design using surveys to determine the relationship between the variables. This study was conducted at Bayawa Elementary School and President Quirino Central School in the school year 2023-2024 with 166 respondents from the 284 total population using Slovin's Formula. Random sampling techniques, including Yamane's or Slovin's Formula, were widely utilized in educational research to ensure the fairness and validity of the sample selection process. In the analysis and interpretation of the collected data, mean was utilized to determine the extent of the integration of Values Education in the Self-Learning Module and the level of learners' values formation in the new normal setting while, Pearson r Correlation according to Bonett, D., & Wright, T. (2014) was used for the computation of the significant relationship between the extent of the integration of Values Education in the Self-Learning Module and the level of learners' values formation in the new normal setting.

Results: The findings on the extent of Values Education integration in the Self-Learning Module revealed that instructions, discussions, assessments, and deepening of core values were fully integrated, with mean ratings ranging from 4.38 to 4.52. This indicated a high level of integration across various components of the module, suggesting a comprehensive approach to values development in the learning process. Regarding learners' values formation, results showed a high level of values formation across different indicators, including appreciation of new normal education, courtesy towards teachers, honesty in learning activities, and resiliency amidst adversity. Mean ratings ranged from 4.57 to 4.67, signifying exemplary values formation among learners, particularly within the context of the new normal setting. Furthermore, a significant positive relationship ($r = 0.608$, $p < 0.001$) was found between the extent of Values Education integration in the Self-Learning Module and the level of learners' values formation. This suggested that as the integration of Values Education increased within the module, learners demonstrated higher levels of values formation, highlighting the importance of values integration in educational practices. Finally, the results revealed that among the integrated values, deepening of core values emerged as the most significant factor contributing to learners' values formation. The coefficient for deepening of core values had the highest magnitude ($B = 0.240$, $p < 0.001$), indicating its strong positive impact on learners' values formation. This underscored the importance of reinforcing and deepening core values within the Self-Learning Module to foster holistic values development among learners.

Conclusion: a significant positive relationship was found between values integration in the module and learners' values formation, emphasizing its importance. Finally, deepening core values significantly contributed to learners' values formation, highlighting the need to reinforce these values in the module.

Keywords: values integration, values formation, modular distance learning through self-learning module

INTRODUCTION

The implementation of Modular Distance Learning through Self-Learning Module has brought changes to the educational system of the Philippines, including values formation among learners. Values Education has not given emphasis during this mode of learning modality since learners learn at their own pace at home. Learners in this new normal are more focused on their Self-Learning Module and Social Media Platforms which make them forget good values which is observed the way they treat their parents, classmates, and even their teachers.

Although the California Department of Education has not yet released suspension and expulsion data for the 2019-2020 school year, teachers and advocates interviewed by EdSource say school discipline, such as suspensions and expulsions, continues to occur during distance learning, though at a lower rate than when students attended school in person. Among the more prevalent transgressions they've seen are cheating on online examinations, interrupting online classes, and drug and weapon offences. However, the way those kids have been punished has varied greatly (Jones, 2016).



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In Pakistan, many of the problems faced by Pakistani higher education students that can block success with distant education. Family and work duties, as well as poor time management, were the major issues that hampered effective outcomes in the part he termed "personal circumstances." In his section on "teacher-related difficulties," he discovered that students were particularly concerned about a lack of proper instructor involvement, timely advice to students, and poor course content and instruction. This circumstance affects the behaviour of the students which leads to the major enigma in their values formation, Ekeh, G. (2022).

In the context of the Philippines, the significance of Values Education, whether presented as an independent subject or incorporated into various academic disciplines, holds paramount importance in shaping an individual's holistic character. The Department of Education, through Directive Order 41 issued in May 2003, emphasized the integration of value development into each teacher's instructional approach across all subjects (DepEd, 2003). Additionally, DECS Order No. 6 s.1988 during that period outlined adaptive virtues for students to internalize and apply, without mandating or enforcing specific values. Despite these guidelines, a research gap exists in examining the practical implementation of value integration within diverse academic contexts and the effectiveness of this approach in fostering character development among students.

It is indeed undeniable that including values education into the curriculum has played an important role in molding learners' holistic development. In 1988, the Department of Education, Culture, and Sports created the Values Education Program. After the February 1986 rebellion, it was inspired by the idea of "Social Transformation via Education." Values education, according to Dr. Lourdes Quisumbing's research on the Philippine's values education program, is the process through which a learner's values, attitudes, and habits are created when he or she interacts with the environment under the leadership of a teacher.

Hence, this study aimed to determine the impact of values formation on learners and develop interventions to reinforce good values among pupils at Bayawa Elementary School and President Quirino Central School, South President Quirino District, during the school year 2023-2024.

OBJECTIVES

This study aimed to determine the impact of integrating values education in the Self-Learning Module to the values formation of the learners at Bayawa Elementary School and, President Quirino Central School, South President Quirino District, Division of Sultan Kudarat in the school year 2023-2024.

Specifically, this aimed to answer the following questions:

1. To what extent is the integration of Values Education in the Self-Learning Module in the area of:
 - 1.1. instructions;
 - 1.2. discussions;
 - 1.3. assessment; and
 - 1.4. deepening of core values?
2. What is the level of learners' values formation, in terms of:
 - 2.1. appreciation of new normal education;
 - 2.2. courtesy towards teachers;
 - 2.3. honesty in learning activities; and
 - 2.4. resiliency amidst adversity?
3. Is there a significant relationship between the extent of the integration of Values Education in the Self-Learning Module and the level of learners' values formation in the new normal setting?
4. Which of the values integrated in the self-learning module is significantly emerging?

Hypothesis

Given the stated research problem, the following hypotheses were tested on 0.05 level of significance:

1. There is no significant relationship between the extent of the integration of Values Education in the Self-Learning Module and the level of learners' values formation in the new normal setting.
2. None of the values education integration in the learning module is significantly emerging.



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METHODOLOGY

Research Design

The study utilized the descriptive-correlational design. This approach aimed to evaluate the relationship between Values Integration in the Self-Learning Module and the Values Formation of elementary learners in South President Quirino, particularly at Bayawa Elementary School and President Quirino Central School during the school year 2023-2024.

According to Sousa (2017), correlational designs involved the systematic exploration of the nature of links or associations between and among variables, rather than establishing straightforward cause-effect relationships. These designs followed a cross-sectional approach in correlational research, allowing researchers to examine whether changes in one or more variables were connected to changes in others. This relationship is known as co-variance.

Furthermore, correlations investigated the direction, size, and intensity of associations between Values Integration in the Self-Learning Module and the observed values formation of elementary learners. By analyzing these relationships, the study provided insights into how the integration of values within the learning module influenced the development of values among students.

Population and Sampling

The respondents of this study were the officially enrolled Grade Six pupils at Bayawa Elementary School, Bayawa, President Quirino, Sultan Kudarat, and President Quirino Central School, President Quirino, Sultan Kudarat, during the school year 2023-2024. From a total population of 284 pupils, 166 were selected to participate in the study and underwent a survey questionnaire. According to Rea (2014), determining the grade level of respondents was a vital aspect of research design, particularly in educational contexts, as it enhanced the relevance, accuracy, and applicability of the findings.

Meanwhile, random sampling technique using Slovin's Formula to randomly select all Grade 6 pupils at Bayawa Elementary School, Bayawa, President Quirino, Sultan Kudarat, and President Quirino Central School, President Quirino, Sultan Kudarat, during the school year 2023-2024. Random sampling techniques, including Yamane's or Slovin's Formula, were widely utilized in educational research to ensure the fairness and validity of the sample selection process. This approach aligned with the principles of sound research methodology in educational settings (Ahmed & Ali, 2023).

Data Gathering Instrument

In this research, the instrument used for data collection was an adapted survey questionnaire, originally developed in the study of Cruz (2020). To determine the extent of the integration of Values Education in the Self-Learning Module, specifically in the areas of instructional discussions, assessment, and deepening of core values, an adapted survey questionnaire was utilized. Additionally, a five-point Likert Scale questionnaire, adapted from the study of Losaria (2019), was administered. The details of the questionnaire are presented below:

Table 1. Five-point Likert Scale level of agreement adapted from Losaria (2019)

Scale	Means of Range	Level of Agreement	Interpretation
5	4.20-5.00	Agree	Completely Integrated
4	3.40-4.19	Fairly Agree	Significantly Integrated
3	2.60-3.39	Neutral	Integrated
2	1.80-2.59	Fairly Disagree	Modestly Integrated
1	1.00-1.79	Disagree	Minimally Integrated

Furthermore, to determine the level of learners' values formation at Bayawa Elementary School and President Quirino Central School, President Quirino, Sultan Kudarat, the DepEd Classroom Assessment Tools, adapted from the study of Cruz (2020), were utilized.

Table 2. Five-point Likert Scale level of agreement adapted from Cruz (2020)

Scale	Means of Range	Level of Agreement	Interpretation
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5	4.21-5.00	Agree	Exemplary Values Formation
4	3.41-4.20	Fairly Agree	Establish Values Formation
3	2.61-3.40	Neutral	Developing Values Formation
2	1.80-2.60	Fairly Disagree	Basic Values Formation
1	1.00-1.79	Disagree	Limited Values Formation

Data Gathering Procedure

Data collection is the systematic process of obtaining observations or measurements involving planning, methods and gathering, sorting, and processing data (Bhandari, 2021). Despite potential variations in methods and objectives, the general data collection process remained consistent in the study. In this study, the researcher followed the following phases of data gathering:

Preparatory Phase: A letter of request was sent to the Schools' Division Superintendent of Sultan Kudarat, the District Supervisor of South President Quirino, and the Principals of Bayawa Elementary School and President Quirino Central School, seeking permission to conduct the study.

Administration Phase: The researchers initiated the adaptation of the survey questionnaire, which was then distributed to the identified respondents, consisting of the learners and their class advisers.

Collection/Retrieval Phase: The completed survey questionnaires were collected, analyzed, and interpreted.

Statistical Treatment

The following statistical tools were employed to suffice the intent of this study:

In the analysis and interpretation of the collected data, Mean was utilized to determine the extent of the integration of Values Education in the Self-Learning Module and the level of learners' values formation in the new normal setting.

While, Pearson r Correlation according to Bonett, D., & Wright, T. (2014) was used for the computation of the significant relationship between the extent of the integration of Values Education in the Self-Learning Module and the level of learners' values formation in the new normal setting.

Adapted rating scales was also employed here to give interpretation to the responses of the selected respondents.

Ethical Considerations

The researchers ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study.

RESULTS and DISCUSSION

This section systematically presents, analyzes, and interprets the collected data. The results as summarized in tables, are critically examined to report the objectives of the study and provide meaningful insights into the research problem.

Table 3 presents the summary on the Extent of the Integration of Values Education in the Self-Learning Module.

Table 3. Summary Results on the Extent of the Integration of Values Education in the Self-Learning Module

Indicators	M	SD	Interpretation
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Deepening of Core Values	4.52	0.31	Completely Integrated
Assessment	4.44	0.34	Completely Integrated
Instructions	4.40	0.34	Completely Integrated
Discussions	4.38	0.39	Completely Integrated
Overall	4.43	0.24	Completely Integrated

The table presents a summary of the extent of the integration of Values Education in the Self-Learning Module, focusing on various indicators such as instructions, discussions, assessment, and deepening of core values. The mean scores for each indicator are consistently high, ranging from 4.38 to 4.52, with standard deviations indicating relatively low variability among responses. These high mean scores and low standard deviations suggest a strong consensus among respondents regarding the integration of Values Education in the Self-Learning Module.

The module effectively incorporates instructions, discussions, assessment methods, and deepening of core values, as indicated by the high mean scores. This suggests that the module provides clear instructions for pupils, encourages meaningful discussions, employs appropriate assessment strategies, and prioritizes the integration of core values throughout the learning process.

The high overall mean score of 4.43 further reinforces the notion that Values Education is completely integrated in the Self-Learning Module. This indicates that the module comprehensively addresses the objectives of Values Education, encompassing various aspects of instruction, discussion, assessment, and core values integration.

Overall, the results suggest that the Self-Learning Module successfully integrates Values Education into its design and implementation, ensuring that pupils are exposed to meaningful learning experiences that promote the development of ethical values, social responsibility, and moral character.

Sanrock (2019) discussed the importance of clear instructions, meaningful discussions, and appropriate assessment methods in promoting effective learning experiences. The integration of these elements in educational modules contributes to pupils' engagement and understanding.

Hansen and Hicks (2018) emphasized the significance of integrating core values into the curriculum to foster moral character and social responsibility among pupils. They argue that a comprehensive approach to Values Education, encompassing instructions, discussions, assessment, and core values integration, is essential for promoting ethical development in learners.

Table 4 presents the summary on the Level of Learners' Values Formation

Table 4. Summary Results on the Level of Learners' Values Formation

Indicators	M	SD	Interpretation
Resiliency amidst Adversity	4.67	0.26	Exemplary Values Formation
Courtesy Towards Teachers	4.59	0.31	Exemplary Values Formation
Appreciation of New Normal Education	4.57	0.30	Exemplary Values Formation
Honestly in Learning Activities	4.57	0.28	Exemplary Values Formation
Grand Mean	4.60	0.22	Exemplary Values Formation



The table presents the summary results on the level of learners' values formation, specifically focusing on resiliency amidst adversity, in the context of the new normal education environment. The indicators include appreciation of new normal education, courtesy towards teachers, honesty in learning activities, and resiliency amidst adversity, each measured on a scale. The mean scores for each indicator are all above 4.5, indicating an exemplary values formation of observance or adherence to these values among the learners.

Resiliency amidst adversity emerges as a particularly strong value among the learners, with a mean score of 4.67 and a standard deviation of 0.26. This indicates that learners demonstrate a high level of resilience in facing challenges and setbacks encountered in their educational journey. Resilience is a critical trait that enables individuals to adapt positively to adversity, bounce back from setbacks, and thrive in the face of challenges (Masten, 2014). Similarly, courtesy towards teachers, with a mean score of 4.59 and a standard deviation of 0.31, reflects the learners' respect and politeness in their interactions with teachers. This finding underscores the importance of fostering positive teacher-student relationships, which have been shown to contribute to students' academic success and overall well-being (Gorard et al., 2021).

Appreciation of the new normal education, with a mean score of 4.57 and a standard deviation of 0.30, suggests that learners highly value and acknowledge the changes and challenges brought about by the shift to a new mode of education. This finding aligns with previous research indicating that learners tend to adapt positively to changes in their educational environment, particularly when they perceive the changes as necessary for their growth and development (Smith & Smith, 2020).

Honesty in learning activities, indicated by a mean score of 4.57 and a standard deviation of 0.28, highlights the learners' commitment to integrity and ethical conduct in their academic pursuits. Honesty and academic integrity are fundamental values in education, essential for the development of responsible and ethical citizens (McCabe, 2016).

Conclusions

Based on the findings of the study, the researcher concluded:

First, instructions, discussions, assessment, and deepening of core values were completely integrated, indicating comprehensive values integration in the module.

Second, learners exhibited high values formation in appreciation of new normal education, courtesy towards teachers, honesty, and resiliency.

Third, a significant positive relationship was found between values integration in the module and learners' values formation, emphasizing its importance.

Finally, deepening core values significantly contributed to learners' values formation, highlighting the need to reinforce these values in the module.

Recommendations

Based on the conclusions of the study, the researcher recommends the following:

1. DepEd may ensure consistent support and monitoring of the integration of values education in all educational materials, including self-learning modules, to sustain the high level of values formation observed among learners.
2. Policy Makers may prioritize the honesty in learning activities within educational policies to strengthen learners' values formation. By prioritizing honesty in learning activities through well-defined and consistently enforced educational policies, institutions can cultivate a culture of integrity that supports students' values formation and prepares them to be ethical and responsible citizens. This approach is more than just preventing cheating; it's about actively shaping character and fostering a lifelong commitment to honesty.
3. Teachers may utilize innovative and engaging teaching strategies to further enhance learners' understanding and application of core values, particularly within the self-learning module context. This could involve incorporating, role-playing exercises, and reflective activities to encourage meaningful exploration and internalization of values among students.
4. Parents may collaborate closely with schools and educators to reinforce the values taught within the self-learning module at home. Parents play a critical role in modelling and reinforcing positive behaviours and attitudes, thus creating a supportive environment that complements values education initiatives in schools.
5. Future Researchers may conduct longitudinal studies to explore the long-term impact of values education



integration on learners' character development and overall well-being. Additionally, they may investigate the effectiveness of different pedagogical approaches and instructional strategies in promoting values formation, considering diverse learner demographics and educational contexts.

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Grade Range, Perfect Attendance Award, and the Personal Values in the Lens of the Child, Parents and Teachers

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Abstract

Aim: This study aimed to examine the perspectives of students, parents, and teachers regarding grade ranges, perfect attendance awards, and personal values within the educational context. It sought to understand how these forms of recognition influenced students' motivation, behavior, and overall development, particularly in the Kulaman II District. By exploring the impact of academic and attendance awards on students' self-esteem and learning drive, the study highlighted both the benefits and potential drawbacks of existing practices. It also considered the insights and concerns of key stakeholders to recommend improvements to recognition systems that supported not only academic performance but also leadership, behavior, and extracurricular involvement, thereby promoting more holistic student development.

Methodology: The study used a qualitative research design, conducting interviews with purposively selected students, parents, and teachers from the Kulaman II District. Data were analyzed thematically to understand how academic and attendance awards influence students' motivation, self-perception, and behavior, providing a well-rounded view of the recognition system's impact on student development.

Results: The study found that while academic and attendance awards can boost motivation and discipline, they may also cause stress. It highlights the need for a balanced approach that includes both extrinsic and intrinsic motivation.

Conclusion: A more inclusive recognition system and strong collaboration among educators, parents, and students are essential for promoting holistic student development.

Keywords: *Academic recognition, Perfect attendance, Student motivation, Holistic development, Primary education, Intrinsic motivation, Qualitative research*

INTRODUCTION

Teachers use awards to motivate students and recognize their achievements. Awards such as those for perfect attendance, high grades, and good behavior were given to encourage students to perform better and remain focused in class. These types of rewards helped build positive habits and showed students that their efforts were acknowledged and appreciated. Awards for perfect attendance, academic excellence, and good behavior encouraged students to improve and stay engaged in the classroom (Fuentes, et al., 2023).

Globally, education is increasingly recognized as a collaborative effort among students, parents, and educators, where each group plays a vital role in shaping learning experiences and academic outcomes (Durisic & Bunijevac, 2019). Across different countries and school systems, various tools such as grade ranges, attendance awards, and recognition programs are commonly used to assess and motivate student performance. These tools not only serve as measures of progress but also reflect the shared values, priorities, and expectations within educational communities. In turn, they influence how learners, families, and teachers define success, commitment, and personal growth in education.

In the Philippines, the Department of Education (DepEd) emphasizes the value of recognition to boost students' confidence and excitement about learning. DepEd policies, such as Order No. 36, s. 2016, and Memorandum No. 30, s. 2021, promote fair and inclusive ways of recognizing student achievements.

Locally, awards for academic performance, behavior, and attendance are given throughout the school year to recognize student efforts. Grade ranges show academic progress, while awards like perfect attendance encourage consistency and commitment (Hamilton et al., 2009; Owan et al., 2023). However, these awards mean different things in different cultural and educational contexts, shaping how students view effort and dedication (Saeed & Zygier, 2012).

This study responded to the urgent need to understand how these recognition practices are experienced at the ground level. It aimed to uncover how students, parents, and teachers viewed grade ranges and perfect attendance awards. Through their perspectives, the study examined the effects of these practices on students' motivation, development, and self-esteem. In doing so, it offered timely insights into the connection between academic systems and personal values contributing to a broader call for more thoughtful, inclusive, and meaningful measures of success in education.



The purpose of this study is to examine how students, parents, and teachers perceived grade ranges and perfect attendance awards within the educational setting. It specifically aimed to explore how these recognition practices had influenced students' motivation, personal development, and self-esteem. By collecting insights from key stakeholders, the study intended to provide a deeper understanding of the relationship between academic recognition and personal values, contributing to a more complete perspective on how educational success was defined and shaped.

Objectives

The purpose of the study is to investigate learner awards, specifically grade ranges, perfect attendance awards, and personal values through the perspectives of children, parents, and teachers.

It answered the following questions:

1. What is the personal opinion of the teacher, parents, and children toward grade range and perfect attendance?
2. How do they perceive individualized and other personal value for DepEd Order No. 36, s. 2016 Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program?
3. How do they project their award selection policy in the future?

METHODS

Research Design

This study employed a qualitative, phenomenological research design to explore the perceptions of students, parents, and teachers regarding the impact of grade ranges and perfect attendance awards on motivation, behavior, and personal values (Creswell, 2013; Moustakas, 1994). This research design is most appropriate for the study because it allows for an in-depth understanding of participants' lived experiences and subjective interpretations. Phenomenology focuses on how individuals make sense of their experiences, which aligns with the study's goal of uncovering the meanings and insights stakeholders attach to recognition systems in the educational context.

Population and Sampling

Participants of this study consist of 15 participants, including five pupils, five parents, and five teachers. Pupils will be selected from different grade level to capture diverse perspectives, ensuring that insights are gathered from students at various academic stages.

Sampling technique used in this study is purposive sampling, a non-probability sampling method. This technique is chosen because it allows for the selection of participants who are specifically knowledgeable or experienced in the subject matter of the study. In this case, the participants pupils, parents, and teachers are selected based on their relevance to the research questions. A range of pupils is chosen to capture diverse perspectives on grade ranges, perfect attendance awards, and personal values, ensuring insights from different academic stages. Parents of children in the selected grades are also chosen to provide comprehensive views on parental involvement and the challenges they face in supporting their children's education. Finally, teachers with experience teaching students from the same grade levels are selected for their expertise in understanding the impact of grade ranges and awards on student behavior and academic progress.

Instruments

This research utilized one-on-one interviews between a researcher and a participant, which enables a deep examination of a small group, offering meaningful insights into various experiences. The questionnaire was adapted and modified by Chin (2023).

Data Collection

The data collection for this study followed a structured approach to ensure depth and reliability of the findings. It was conducted from March to April 2025 in Kulaman District II. One-on-one interviews were conducted with selected pupils, parents, and teachers. These interviews were held either at the participants' schools or homes, depending on their convenience and availability. Efforts were made to maintain a quiet and comfortable environment to encourage open and honest responses. Each session lasted between 30 to 45 minutes and was audio-recorded to ensure accurate documentation of the data.



Data Analysis

According to Caulfield (2023), thematic analysis emphasizes identifying, analyzing, and reporting patterns and themes within the data. It organizes and describes all data in detail. There were six (6) steps covered in the thematic analysis:

Familiarizing the data. In this step, the researcher read and re-read the data to become familiar with what the data needs and paid attention to the patterns that occurred.

Generating initial codes and themes (Initial themes). The researcher generated the initial codes by documenting where and how patterns occur. This was done through data reduction, where the researcher collapsed data into labels to create categories for more efficient analysis.

Searching for themes (Clustered Themes). The researcher combined codes into overarching themes that accurately depicted the data. It is important to develop themes that describe exactly what the theme means, even if it does not fit.

The researcher also explained what was missing from the analysis and reviewed the themes. In this step, the researcher examined how the themes support the data and the overarching theoretical perspective. If the analysis seems incomplete, the researcher must go back and find what needs to be added.

Defining and naming themes (Relevant Themes). The researcher represented each theme, which aspects of data were being captured, and what was interesting about the themes.

Producing the report: In the last step, the researcher writes the report. The researcher also decided which themes make meaningful contributions to understanding what is going on within the data.

Ethical Considerations

To respect participants' privacy, clear boundaries were established throughout the study. Irrelevant or off-topic conversations were avoided to maintain focus. Before data collection began, full informed consent was obtained from all participants. The researcher ensured that no deceptive tactics were employed at any point.

Participants were informed about the study's purpose, their rights to withdraw at any time, and their control over which questions to answer. Consent was explicitly requested before disclosing or using any identifying information. To protect confidentiality, participants' real names were replaced with coded pseudonyms in all transcripts and reports.

The researcher spent time engaging in the participants' environment prior to interviews to build trust and rapport, enhancing the credibility of the data collected. This prolonged engagement helped minimize any distortions caused by the researcher's presence.

During data collection, audio recordings and photographs were taken with participants' permission. These served as accurate documentation and supported the reliability of the research findings.

RESULTS and DISCUSSION

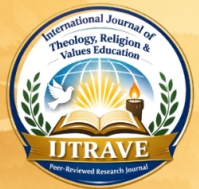
Personal Opinions of the Teacher, Parents, and Children Towards Grade Range and Perfect Attendance

The findings of the children, teacher, and parent interviews highlight key perspectives on academic performance, motivation, and attendance. Several themes emerged, providing valuable insights into how students, parents, and teachers perceive grade range standards, motivation factors, and the impact of attendance on learning.

Essential Theme 1. Academic Excellence and Recognition

The first emerging theme emphasizes that academic success is linked to high expectations and recognition. Children, teachers, and parents generally agree that an ideal grade range for honor students should be 90 and above, with some advocating for a higher threshold of 95 and above as a stronger motivation standard. This consensus underscores the emphasis on excellence and achievement within the academic system. The recognition and awards associated with high grades play a significant role in encouraging students to excel. Teachers and parents acknowledge that these extrinsic incentives drive students to perform better academically.

A comprehensive meta-analysis by Johnson and Choudhury (2023) found a strong positive correlation between academic awards and student performance and motivation. Their research indicated that award recipients demonstrated increased motivation and engagement, aligning with findings from Li and Wang's (2023) longitudinal study. Similarly, studies by Smith and Jones (2022) and Scherrer et al. (2020) reported a significant connection between academic awards and long-term student achievement.



Bliven and Jungbauer (2021) explored student recognition in competency-based education, providing further evidence that awards positively influence performance and engagement. Lee and Park's (2021) case study highlighted the beneficial impact of academic awards on student engagement and classroom behavior, particularly among high school students. In the context of community colleges, Fong et al. (2017) emphasized the crucial role of recognition in shaping academic outcomes, reinforcing the idea that awards drive student success.

Chen and Liu's (2022) meta-analytic review supported the view that academic awards serve as motivational drivers, significantly boosting student motivation and persistence. Additional studies by Kim and Park (2021), Garcia and Smith (2020), and Wang and Chen (2020) found a positive correlation between academic awards and student well-being, school climate perceptions, and motivation. Brown and Wilson's (2019) comparative analysis linked academic awards to higher graduation rates, highlighting their lasting impact on student success. Johnson and Brown's (2019) qualitative study on student engagement further emphasized the role of academic awards in fostering accomplishment and community involvement.

Essential Theme 2. Motivation, Pressure and Well-Being

The second emerging theme stems from multiple sources, including parental support, future aspirations, and awards. Teachers highlighted that parental guidance, financial assistance, and recognition contribute significantly to students' drive for academic success. Parents echoed these sentiments, pointing out that achieving high grades secures a better future for their children. Studies indicate successful students often benefit from strong academic support from actively involved parents (Sheldon, 2009).

Sanders and Sheldon (2009) state that schools thrive when students, parents, teachers, and the community build strong, positive relationships. Additionally, students are more likely to succeed academically with a supportive home environment (Henderson & Berla, 1994; Sanders & Sheldon, 2009).

However, a critical concern raised by some teachers is that while recognition for high grades and attendance is a positive reinforcement, it may also create pressure for students. The expectation to maintain high academic performance and perfect attendance could lead to stress and anxiety, potentially affecting students' well-being. In today's highly competitive academic landscape, various factors such as social media, academic quality, and family and social relationships significantly influence students' performance. Aafreen et al. noted that students face constant pressure from multiple sources throughout their academic journey, often leading to stress. This indicates a need for a balanced approach to motivation, ensuring that students feel encouraged rather than overwhelmed.

Essential Theme 3. Attendance and Academic Performance.

Both teachers and parents widely acknowledged the relationship between attendance and academic performance. Most agreed that perfect attendance contributes to better learning and higher grades, as consistent participation in class ensures that students do not miss out on crucial lessons, assessments, and activities. Teachers pointed out that absenteeism negatively impacts students' ability to keep up with lessons, leading to lower academic performance. Regular attendance in school and classes is crucial for achieving the intended outcomes of education and training. For educational policies and reforms to be effective, student attendance must be a priority (Akkuş & Çinkir, 2022).

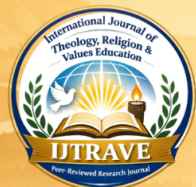
Themes for the Children, Parent and Teachers' Interviews Regarding their Perceptions of DepEd Order No. 36, s. 2016

Essential Theme 1. Understanding and Fairness in Recognition

Children, parents and teachers have a limited understanding of DepEd Order No. 36, s. 2016. Most associate it mainly with academic awards. While they recognize the fair and performance-based nature of the awards system, some children, parents and teachers believe that the criteria should be updated to reflect student achievements better. This suggests a need for increased awareness and clearer communication about the policy to ensure all stakeholders fully understand its scope beyond academic recognition.

Essential Theme 2. Holistic and Inclusive Recognition

Children, parents and teachers emphasized the importance of recognizing non-academic achievements, such as community service, creativity, and good behavior. They believe a well-rounded awards system contributes to students' development by fostering motivation, discipline, and essential life skills. The findings suggest that expanding recognition beyond academics would encourage students to excel in multiple areas, promoting holistic



growth. According to the School of Scholars (2023), Holistic development is essential in today's educational landscape. By prioritizing cognitive growth, emotional intelligence, and self-awareness, schools are shaping a well-rounded future for the next generation. A balanced education is crucial in developing individuals who can navigate and thrive in an increasingly complex world.

Essential Theme 3. Motivation, Pressure, and Ranking

While most respondents see the current awards system as motivational, some parents expressed a desire for the return of student ranking alongside the "With Honors" system. They believe rankings could push students to strive for excellence. However, this also raises concerns about potential pressure on students. Balancing motivation with student well-being remains a key consideration in refining the awards system. Motivation has long been identified as a key trait of effective student practice. In the academic setting, it significantly impacts achievement and learner behavior (Liu et al., 2012; Lynch, 2006).

Perspectives of Parents, Teachers, and Children on Improving Award Selection Policies

Essential Theme 1. Inclusivity and Expansion of Awards

Parents, teachers, and children emphasized the need for a more inclusive award system beyond academics. They believe the current policy overlooks skills, leadership, and behavior, with some parents also criticizing the lack of distinction between students scoring 90 and 94. Students desired a system that better reflected their unique strengths and efforts. Parents and teachers suggested adding scholarships, financial incentives, and special awards to recognize diverse achievements. According to Ryan and Deci (2000), a well-rounded recognition system enhances students' intrinsic motivation by rewarding various growth aspects. Similarly, Epstein (2018) highlights the importance of acknowledging multiple intelligences to ensure fair recognition of student potential.

Essential Theme 2. Recognition Beyond Academics

Many respondents emphasized recognizing non-academic achievements such as good behavior, community service, and extracurricular involvement. Teachers pointed out that awards should reflect students' holistic development, while parents stressed the need for values-based recognition to encourage moral and ethical growth. Gardner's Theory of Multiple Intelligences in his 1983 book *Frames of Mind* expands the concept of intelligence. It identifies various distinct intellectual competencies, and he argues that traditional academic awards fail to capture students' diverse strengths (Marenus, 2024). Further, Wentzel (2015) asserts that social and behavioral recognition enhances student motivation and fosters responsible citizenship.

Essential Theme 3. Role of Child, Parents, and Teachers in Recognition

Children, parents, and teachers play active roles in shaping award policies. Parents emphasized the need for transparency and collaboration, while teachers suggested that educators should guide students beyond grades by understanding the factors influencing students' successes and failures. Teachers can implement targeted interventions and support to enhance learning outcomes (Owan et al., 2023).

The results suggest that an open dialogue between parents and teachers can help refine the reward system. According to Organizing Engagement (2019), Epstein's Parental Involvement Framework underscores strong parent-school collaboration leads to better student outcomes. Similarly, Bronfenbrenner's Ecological Systems Theory highlights the influence of home-school interactions on a child's development (Guy-Evans, 2024).

Conclusion

The study concluded that academic recognition and attendance awards significantly influence student motivation and behavior. While these awards encourage discipline and excellence, they must be balanced to avoid undue pressure on students. The research also highlighted a gap in the awareness of DepEd Order No. 36, s. 2016, among students and parents, emphasizing the need for better communication. Additionally, the findings indicate that a more holistic approach to student recognition considering personal values, extracurricular achievements, and leadership qualities would be beneficial. The study underscores the importance of a collaborative effort between teachers, parents, and students to ensure that recognition systems remain inclusive, fair, and effective.



Recommendation

1. To support student success, schools should strengthen academic recognition with clear, inclusive criteria, promote student well-being through motivation and support programs, and emphasize the importance of attendance through early intervention and family engagement.
2. Promotes fair and inclusive student recognition by increasing awareness of DepEd Order No. 36, s. 2016, regularly updating award criteria, recognizing both academic and non-academic achievements, and encouraging motivation without excessive academic pressure.
3. Promotes a more inclusive and well-rounded approach to student recognition by updating award policies to acknowledge a broader range of achievements, including leadership, creativity, personal growth, and positive behavior, along with tiered academic honors and incentives. It highlights the value of recognizing holistic development through clear guidelines for awards in areas like values formation, community service, and extracurricular participation. Furthermore, it encourages active collaboration among students, parents, and teachers through open communication, consultations, and feedback to ensure fairness and ongoing improvement of recognition practices.
4. Future research aimed at enhancing the implementation of DepEd Order No. 36, s. 2016 and refining award selection policies should focus on evaluating stakeholders' comprehension of the policy, investigating how academic recognition affects student well-being, and exploring comprehensive models that acknowledge non-academic accomplishments. Additionally, it should examine the role of collaborative decision-making, assess the impact of flexible attendance policies on academic outcomes, and promote equity in recognition for students from diverse backgrounds.

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Southeastern College Core Values: An Impact Project on the Development of Community-Based Modules on Citizenship and Civic Responsibility

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Abstract

Aim: This impact project explored the development and implementation of a community-based learning module centered on enhancing citizenship and civic responsibility among Grade 10 students at Southeastern College. The impact project aligned with the school's core values of Service, Excellence, and Character, which aimed to address gaps in civic knowledge, participation, and responsibility linked through students' self-assessment.

Methodology: Utilizing the Design Thinking Process, the Department of Education's Araling Panlipunan Curriculum, and the ADDIE model, the project had developed a learning module.

Results: The findings indicated a 25% overall rise in students' participation in civic activities, with a notable increase of 43.5% in service-learning projects and community involvement. The learning module effectively deepened students' comprehension of civic responsibility, as shown by the significant improvement in their assessment scores before and after the module.

Conclusion: This impact project contributed to the broader goal of promoting informed, responsible, and active citizens shaped to contribute significantly to democratic society. The findings emphasized the necessity for the institution to integrate values-driven, service-learning projects, and context-specific civic education into their curricula to encourage engaged citizenship among students.

Keywords: citizenship, civic responsibility, community-based, core values, learning module

INTRODUCTION

Social Studies education in the Philippines contributed to the development of civic responsibility among its citizens. The National Curriculum Standards for Social Studies stated that Social Studies require the inclusion of civic ideals and practices as one of the ten themes of Social Studies. In the K-12 Basic Education Curriculum, the content and performance standards were anchored in seven themes and the fourth theme is rights, responsibilities, and citizenship (Dayo, 2020).

The Role of Civic Education in Social Studies

Berry (2020) discussed that the goal of citizenship education was to develop skills, attitudes, beliefs, and values in students that would enable them to engage in and remain active in their community's culture, politics, government, and other democratic activities. School played an important role in students' education, not only in terms of formal education but also in terms of life in general. One of the most important activities of schools in our society was to educate young people on how to become active citizens of our democratic society. Along with an emphasis on traditional academics and the workforce, never overlook the importance of education in preparing students to become educated and involved citizens.

Countries included citizenship education within their schools not only to improve their citizens' knowledge of their policies and guidelines but also to inculcate a nationalistic and progressive mindset in their constituents.

Reyes (2017) discussed that Araling Panlipunan 10 comprehensively developed students to become competent members of society by utilizing issues or problems as a basis for making solutions. Social awareness helped students connect themselves and eventually become a part that will resolve societal conflicts and problems. Based on the result of her study, students were offered a wide array of participation and engagement which were products of their assessment and evaluation of the issues and problems discussed in class. Since students were mature enough to understand contemporary society, they were given these opportunities to own their work while exhibiting civic responsibility.

Sulficio (2021) stated that citizenship education aimed to equip students with civic knowledge, skills, and values to be engaged and responsible democratic participants. However, research indicated citizenship education in the Philippines faces substantial challenges and gaps that require urgent attention. Jover et. al. (2019) exposed that



there is a declining civic participation and awareness among Filipino youth as well as decreasing civic values over time. The curriculum suffered from limited scope, passive learning approaches, and a lack of cultural relevance (Vilong, 2020).

Challenges in Civic Education in the Philippines

Citizenship education played a crucial role in empowering the students' civic understanding, skills, and attitudes as they approached the electoral age during their time in high school. However, deficiencies in citizenship competencies and participation among Grade 10 students have been raised. For instance, Seludo and Murillo (2023) revealed that the competency to identify the three branches of government was only achieved by 21% of Grade 10 students, which highlighted the evident deficiency in civic knowledge. The 2022 survey of the Philippine Institute of Development Studies (PIDS) showed that only 43% of Filipinos correctly respond to basic civic knowledge test, emphasizing the need for a more effective civic education. Civic participation among Filipinos was quite low as reflected by only 47% respondents who participated in at least one civic activity in the previous year. In response to this concern, the researchers emphasized the importance of enhancing citizenship education for 15-16-year-olds through curriculum enhancement, pedagogical trainings, and integrating analysis of issues together with civic engagement opportunities (Jover et al., 2019). Furthermore, there was a decline in Grade 10 students' participation in student governance, youth councils, and volunteering over the decade (Reyes & Cruz 2021). It was crucially important to implement targeted interventions that equipped Grade 10 students with understanding and commitment to citizenship (Vilong, 2020).

Objectives

This impact project aimed to craft a community-based module that will heighten students' civic responsibility and citizenship anchored on the Southeastern College Core Values.

Particularly, the researchers projected to achieve the following:

1. assess the Grade 10 students' level of civic responsibility and citizenship in relation to the School's Core Values:
 - a. Service
 - b. Excellence
 - c. Character
2. determine the impact of the school's core values on the alumni, faculty, and school administrators.
3. review existing materials, curriculum, and school activities in line with civic responsibility and citizenship; and
4. develop a community-based learning module that integrates civic responsibility and character-building activities tailored to students learning gaps, as identified through pre-assessments, interviews, and focus group discussions.

Hypothesis

This study was guided by the following hypothesis:

Null Hypothesis (H_0):

There is no significant difference among Grade 10 students before and after the implementation of community-based learning module.

Alternative Hypothesis (H_1):

There is a significant difference in the level of civic responsibility and citizenship among Grade 10 students before and after the implementation of the community-based learning module.

METHODS

Research Design

The project design integrates the Department of Education's Araling Panlipunan Curriculum, Southeastern College's Core Values, and two instructional models: the Design Thinking Process and the ADDIE Model. These frameworks collectively guided the structure, content and delivery of the learning module, ensuring it was responsive to learners' needs and rooted in both theoretical and practical applications.

The Design Thinking Process consisted of five stages: Empathize, Define, Ideate, Prototype, and Test. These stages enabled the researchers to gather learner feedback, identify learning gaps, co-create solutions with stakeholders, and develop initial module drafts, and refine content based on pilot testing results. Parallel to this, the ADDIE Model, Analyze, Design, Develop, Implement, and Evaluate – was used to ensure systematic instructional development. This dual-framework approach ensured that the module evolved from a clear understanding of student needs to a well-evaluated learning tool grounded in civic education principles.



Population and Sampling

A total of seventy-two (72) Grade 10 Students completed a self-assessment survey, answering a self-assessment checklist that measured their civic responsibility and citizenship behaviors aligned with the school's core values. Since the study aimed to evaluate the civic responsibility of all Grade 10 students, total population sampling was used to include every student in this grade level, ensuring complete representation of the target group. In addition, five (5) teachers provided feedback through structured assessments based on their observations of students' civic engagement in school and community activities. To gain deeper insights into the long-term impact of the school's core values on civic responsibility, the researchers also conducted interviews with five (5) alumni and five (5) teachers to understand how these values influenced their perspective and engagement in civic life in Southeastern College. Teachers were selected based on their direct involvement in shaping students' civic behavior, ensuring that their observations provide expert insights into students' engagement and responsibility. Former students were chosen to assess the long-term impact of the school's core values on civic responsibility. Seventy-two (72) Grade 10 students participated in the module implementation where the community-based module was piloted and applied. Six (6) Grade 10 students took part in focus group discussion to share their learning experiences, perceptions, and suggestions related to civic responsibility and citizenship.

Instrument

The impact project employed a combination of quantitative and qualitative instruments to gather comprehensive data on students' civic responsibility and citizenship. For the qualitative aspect, a self-assessment checklist was utilized among Grade 10 students. This tool measured students' behaviors and attitudes aligned with the core values of Southeastern College- Service, Excellence, and Character. It underwent expert validation, pilot testing, and reliability testing using Cronbach's Alpha, which confirmed its internal consistency. Additionally, structured evaluation tools were completed by five teachers to assess students' civic engagement based on their observations. Pre- and post-assessment tools were also used to compare students' knowledge and behaviors before and after the module implementation, alongside a post-implementation behavioral checklist to evaluate changes in students' civic responsibility and citizenship. For qualitative component, the researchers conducted interviews with selected teachers and alumni using a guided interview protocol. A focus group discussion was also held with selected Grade 10 students after the module implementation to gather feedback on their learning experiences, engagement in civic activities, and recommendations for improvement.

Data Collection

The data collection process in this impact project followed a structured and multi-phased approach to ensure comprehensive and reliable findings. Initially, the researchers conducted a needs analysis through the administration of a self-assessment checklist to all 72 Grade 10 students at Southeastern College. Simultaneously, five teachers provided structured evaluations based on their observations of students' civic behaviors inside and outside the classroom. These initial assessments helped identify the gaps and the least prioritized civic behaviors, which informed the development of the first version of the community-based module.

To further enrich the data, the researchers conducted interviews with selected alumni and teachers. The alumni were asked about the long-term impact of the school's core values on their civic responsibility and citizenship, while teachers shared their insights on teaching strategies, students' engagement, and the challenges of integrating civic education in the curriculum. A documentary analysis was also carried out to examine existing school programs, curriculum content, and co-curricular activities related to civic education.

After the development of and implementation of the learning module, the researchers conducted a focus group discussion (FGD) with selected Grade 10 students to gather qualitative feedback about their experiences with the module and their reflections on civic responsibility. Students also accomplished a post-implementation behavioral checklist to assess any growth in their civic awareness and participation. This was followed by a comparative analysis of the pre-and post-assessment results to evaluate the impact of learning module. Observations, interviews, and student feedback gathered during implementation contributed to the final refinement of the module and informed the conclusions and recommendations of the study.

Data Analysis



The data analysis in this impact project combined both quantitative and qualitative approaches. Qualitative data from pre- and post-assessment checklists were analyzed using descriptive statistics, including mean scores and pooled mean, to determine students' levels of civic responsibility and citizenship before and after the module implementation. Cronbach's Alpha was used to test the reliability of the self-assessment tool. For the qualitative data, responses from interviews and focus group discussions were thematically analyzed to identify common insights, experiences, and recommendations. These findings were used to refine and improve the community-based learning module.

Ethical Considerations

The research observed several ethical considerations to ensure the protection and respect of all participants involved. Informed consent was obtained from all participants, including parental consents for minor, to ensure that they were fully aware of study's purpose, procedures, and their right to withdraw at any time. Participants were assured to confidentiality and anonymity, with all responses kept private and used solely for academic purposes. The study also ensured voluntary participation, with no coercion or pressure applied. Furthermore, the researchers, including honesty in data reporting, and respect for the participants' dignity, privacy, and well-being.

RESULTS and DISCUSSION

Result of Students' Self-Assessment on Citizenship and Civic Responsibility (Pre-Assessment)

Statement	Mean	
	Pre-test	Interpretation
Sinisikap kong makatulong sa mga nangangailangan sa abot ng aking makakaya	2.78	Sumasang-ayon
Lumalahok ako sa mga organisasyong nagsusulong ng aking kagalingan at pag-unlad ng komunidad at bansa	1.78	Hindi sumasang-ayon
Nagbo-boluntaryo ako sa mga gawain sa aming komunidad na nakakatulong sa iba	1.75	Hindi sumasang-ayon
Pinapanatili ko ang kalinisan ng kapaligiran, sa loob o labas man ng aming paaralan	2.85	Sumasang-ayon
Ginagamit ko ang social media upang magbahagi ng makabuluhang mensahe ukol sa mga bagay na may kinalaman sa bansa	2.01	Hindi sumasang-ayon
POOLED MEAN	2.23	Hindi sumasang-ayon

Legend: 1.00 -1.74 (Lubos na hindi sumasang-ayon) 2.50 – 3.25 (Sumasang-ayon)
1.75 - 2.49 (Hindi sumasang-ayon) 3.26 – 4.00 (Lubos na sumasang-ayon)
Table 1. Service

Table 1 presented the respondents' pre-assessment of Citizenship and Civic Responsibility in terms of service. The students were asked before implementing the community-based module, and gathering the highest mean of 2.85 implies that the students agreed that they maintain cleanliness inside and outside school premises. Meanwhile, the lowest computed mean of 1.75 implies that they do not volunteer to help the community. Moreover, the lowest computed mean of 2.85 implies that they do not use social media for sharing messages and news about the country. The overall computed mean before the implementation of the community-based module was 2.23.



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Recent studies supported the findings in this pre-assessment. Lopez Wui (2023) emphasized that students who engaged in community service activities developed a sense of responsibility towards their community. This aligned with the students' agreement on helping those in need. However, the low mean (1.75) on volunteering suggested a lack of opportunities or motivation for active community service participation. Camua (2024) highlighted the importance of participating in civic organizations for developing civic identity. The low mean score (1.78) indicated reluctance, which could be addressed by creating more engaging opportunities. Similarly, Samonte et.al (2024) stressed the role of environmental education in promoting civic responsibility, consistent with the students' agreement (Mean =2.85) on maintaining cleanliness. Moreover, Boulianne (2023) examined the impact of social media on civic engagement, indicating underutilization despite its potential. This was reflected in low mean score (2.01) for students using social media to share meaningful messages about the country. According to these findings, encouraging effective social media use for civic purposes could have enhanced engagement.

Statement	Mean	
	Pre-test	Interpretation
Inaawit ko nang maayos at buong puso ang Lupang Hinirang	3.04	Sumasang-ayon
Pinagbubuti ko ang aking mga gawain sa abot ng aking makakaya	3.07	Sumasang-ayon
Nag-aaral ako nang mabuti upang makatulong sa ating bayan	2.40	Hindi sumasang-ayon
Ginagampanan nang maayos ang aking mga responsibilidad bilang isang mag-aaral, sa loob man o labas ng paaralan	3.11	Sumasang-ayon
Buong tapang kong hinaharap ang mga pagsubok bilang isang mag-aaral	3.04	Sumasang-ayon
POOLED MEAN	2.93	Sumasang-ayon

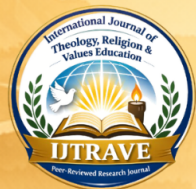
Legend: 1.00 -1.74 (Lubos na hindi sumasang-ayon) 2.50 – 3.25 (Sumasang-ayon)
1.75 - 2.49 (Hindi sumasang-ayon) 3.26 – 4.00 (Lubos na sumasang-ayon)

Table 2. Excellence

Table 2 presented the respondents' pre-assessment of Citizenship and Civic Responsibility in terms of Excellence. The students were asked before implementing the community-based module, and gathering the highest mean of 3.11 implies that they are carrying out their responsibilities as students well, both in and out of school. Meanwhile, the lowest computed mean of 2.40 implies that they were not studying hard to help the country. The overall computed mean before the implementation of the impact project was 2.93.

According to a recent study by Cruz and Santos (2021), students who actively engaged in school responsibilities and community service tended to show higher levels of civic responsibility and academic performance. This supported the highest mean of 3.11, which suggested that students who fulfilled their roles in both in and out of school demonstrated a strong sense of responsibility. On the other hand, the study by Reyes et.al (2020) indicated that a lack of motivation and external support could lead to lower academic engagement among students which aligned the lowest mean of 2.40, indicating a lack of dedication to studying to help the country. The overall computed mean of 2.93 before the implementation of the impact project fell within the "Sumasang-ayon" range. This suggested that, on average, students agreed to some extent with the statements regarding their excellence and responsibility as students (Del Rosario & Gonzales, 2019).

Statement	Mean	
	Pre-test	Interpretation
Sinusunod ko ang mga batas at alituntunin ng aking komunidad	3.11	Sumasang-ayon



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Nirerespeto ko ang ibang tao anuman ang kanilang estado sa buhay	3.57	Lubos na sumasang-ayon
Ginagawa ko ang mga gawaing pampaaralan nang buong katapatan at may integridad	2.94	Sumasang-ayon
Ipinagmamalaki ko ang aking pagiging isang Pilipino	3.11	Sumasang-ayon
POOLED MEAN	3.18	Sumasang-ayon

Legend: 1.00 -1.74 (Lubos na hindi sumasang-ayon) 2.50 – 3.25 (Sumasang-ayon)

1.75 - 2.49 (Hindi sumasang-ayon)

3.26 – 4.00 (Lubos na sumasang-ayon)

Table 3. Character

Table 3 presented the respondents' pre-assessment of Citizenship and Civic Responsibility in terms of character. The students were asked before and after implementing the community-based module and gathering the highest mean of 3.57 (before) indicated that students strongly respect other people regardless of their state in life even before the implementation of the impact project. The overall computed mean before and after the implementation of the impact project was 3.18.

According to a recent study by Goering (2023), students who adhered to community rules and respect others tend to exhibit higher levels of civic responsibility and character development. This supported the highest mean of 3.57, which suggested that students who respect others regardless of their status demonstrate strong character traits. On the other hand, the study of Camposano (2020) indicated that integrity and honesty in schoolwork were crucial for developing a sense of responsibility among students, which aligned with the mean of 2.94, indicating that students generally agreed with the importance of integrity in their academic tasks. The overall computed mean of 3.18 before and after the implementation of the community-based module falls within the "Sumasang-ayon" range. This suggested that, on average, students agreed to some extent with the statements regarding the character and responsibility as a student.

Based on the result of the assessment, the actions under the Core Values of Service were the least prioritized area together with studying hard to help the country under the Core Values of Excellence. The data analysis revealed that students scored in volunteering-related activities (Mean = 1.75, SD = 0.5), indicating low engagement in community service and civic initiatives.

The initial needs assessment identified Service as the least prioritized core value, with students demonstrating lower engagement in volunteering and community outreach activities. This highlighted the need for values-based experiential learning in the module. In contrast, students exhibited higher recognition of Excellence and Character but lacked practical applications in civic responsibility. These findings informed the module's focus on interactive service-learning projects to strengthen students' engagement in Service.

Conclusions

In conclusion, this impact project significantly advanced the broader goal of promoting informed, responsible, and active citizens who are well-equipped to contribute meaningfully to a democratic society. The finding underscored the necessity for the institution to integrate values-driven, service-learning projects, and context-specific civic education into their curricula to foster engaged citizenship among students. This impact project contributed to the broader goal of promoting informed, responsible, and active citizens shaped to contribute significantly to democratic society. The findings emphasized the necessity for the institution to integrate values-driven, service-learning projects, and context-specific civic education into their curricula to encourage engaged citizenship among students.

Recommendations

The findings of this impact project reveal the essential role of integrating Southeastern College's core values-Service, Excellence, and Character – into the development of community-based learning modules on citizenship and civic responsibility. By examining the level of civic responsibility and citizenship of Grade 10 students, as well as gathering relevant insights from former students and teachers, this impact project has identified key areas for improvement and enhancement. The recommendations provided aim to refer to these areas ensuring that the learning modules not only align with school's core values but also efficiently promote civic responsibility and citizenship among students. The recommendations below aimed to provide suggestions for students, teachers of Araling Panlipunan, school administrators, stakeholders, and future researchers in pursuing a more engaged and responsible citizen.



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1. For students, active and responsible citizenship will allow them to develop into more engaged citizens which can be done through insightful activities and rich classroom discussions. It is also important to be actively involved in youth-led initiatives, student government, and other volunteering activities that will transform them into socially responsible citizens.
2. For the teachers of Araling Panlipunan, crafting and implementing interactive learning materials and the incorporation of values education with emphasis on civic responsibility and social justice will make the objective of teaching civic education more attainable. These materials must be comprehensive and critically reviewed to ensure an impactful civic education that aligns with the core values of Southeastern College.
3. For school administrators, a comprehensive approach civic education can be achieved through the active participation of all stakeholders. Strengthening the collaborative relationship between teachers, students and the community members, along with the utilization of ceremonies, events and hands-on projects, will further benefit the goal of developing civic engagement. To sustain long-term impact, the school should establish a monitoring system, integrate community partnerships, and institutionalize mandatory service-learning hours to ensure continuous student engagement in civic activities.
4. For stakeholders, civic education opportunities can be enhanced through promoting partnerships between school and local organizations which may result in effective civic education projects. Additionally, increased stakeholder involvement can provide valuable resources and other support for civic education projects. Stakeholders can also collaborate in crafting and evaluating learning materials that meet the needs of the community.
5. For future researchers, discovering innovative approaches to civic education that utilizes digital tools and other technology can provide new insights and enhance learning experiences. It is, therefore, important to engage into a deeper study on the effectiveness of community-based learning modules in promoting civic responsibility and citizenship.

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Ethno-Leadership and Values Development: Examining Cultural Identity and Student Governance Among Supreme Pupils' Government Officers in Glan, Sarangani Province

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Abstract

Aim: This study explored the extent to which ethno-leadership influences the values development of Supreme Pupils' Government (SPG) officers in Glan, Sarangani Province, focusing on how cultural background—defined by ethnic affiliation and language—shapes student leadership behaviors and ethical foundations. Specifically, it examined whether culturally rooted leadership styles, practices, and communication strategies are associated with the core values of honesty, empathy, fairness, responsibility, and respect.

Methodology: Employing a descriptive-correlational research design, the researchers administered validated survey questionnaires to 88 SPG officers, 12 SPG advisers, and 12 school heads. The instruments measured three domains of ethno-leadership—leadership style, leadership practices, and communication style—and five dimensions of values development. Spearman's Rho correlation and ANOVA were used to analyze the relationships among the variables and to assess the moderating effect of cultural background.

Results: The SPG officers consistently achieved very high mean scores across all dimensions of leadership and values development. Participants came from various ethnolinguistic backgrounds, with Cebuano and indigenous groups such as B'laan and Maguindanaon well represented—highlighting the multilingual and multicultural composition of student leaders in Glan. Leadership style showed statistically significant positive correlations with integrity, empathy, and overall values development. In contrast, leadership practices and communication styles, although also rated very high, did not yield statistically significant correlations—suggesting that while these aspects are present, their direct influence on values development may be less pronounced than that of leadership style. Additionally, no significant differences were found across ethnic or linguistic groups, indicating that cultural background did not moderate the ethno-leadership influence.

Conclusion: The findings affirm that well-structured student leadership programs, particularly those emphasizing leadership style, can effectively foster ethical development among young leaders regardless of cultural identity. This research contributes empirical evidence supporting culturally responsive, values-based student governance as a model for youth leadership in diverse educational settings.

Keywords: cultural identity, ethno-leadership, student governance, supreme pupils' government, values development

INTRODUCTION

Globally, the demand for culturally responsive leadership continues to grow as schools become increasingly diverse and interconnected. In multicultural educational contexts such as those in Canada, India, and the United States, research underscores that effective leadership requires the ability to lead with cultural sensitivity, mutual respect, and collaboration (Macpherson, 2018; Littlejohn, 2019). Studies affirm that embracing—rather than minimizing—cultural diversity fosters equity, innovation, and community cohesion.

In the Philippines, student leadership is deeply shaped by collective values and indigenous traditions. Supreme Pupils' Government (SPG) leadership, especially at the elementary level, functions not merely as a preparatory activity for adult governance but as a vital space for nurturing empathy, accountability, and inclusive decision-making. David et al. (2019) emphasized that Filipino leadership embodies bayanihan and pakikisama—core socio-cultural values that reflect group harmony, cooperation, and shared responsibility. These ideals are especially evident in indigenous communities such as the B'laan and Maguindanaon, where leadership is transmitted through oral tradition, consensus-building, and collective dialogue (Javier & Reyes, 2021).

Despite the growing attention to student leadership in secondary and tertiary levels, a notable research gap persists: how do elementary school leaders, particularly those from multi-ethnic communities, develop their



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leadership behaviors and ethical values? More importantly, how does their cultural background—defined by ethnic affiliation and primary language—shape this development? This gap is particularly relevant in Glan, Sarangani Province, a culturally diverse area where leadership dynamics intersect with ethnicity and language.

Objectives

This study aimed to examine the influence of ethno-leadership and cultural diversity on the values development of Supreme Pupils' Government (SPG) officers in Glan District, Sarangani Province.

Specifically, it sought to answer the following questions:

1. What is the level of ethno-leadership influence among SPG officers in terms of:
 - 1.1. Leadership style;
 - 1.2. Leadership practices; and
 - 1.3. Communication style?
2. What is level of the cultural diversity of SPG officers based on:
 - 2.1. Ethnic affiliation; and
 - 2.2. Primary language spoken at home?
3. What is the level of values development among SPG officers in terms of:
 - 3.1. Integrity and honesty;
 - 3.2. Respect for authority and peers;
 - 3.3. Responsibility and dependability;
 - 3.4. Empathy and compassion; and
 - 3.5. Fairness and justice?
4. Is there is a significant relationship between ethno-leadership influence and the values development of SPG officers?
5. Is the cultural background—specifically ethnic affiliation and primary language spoken at home—significantly moderates the relationship between ethno-leadership influence and values development among SPG officers?

Hypothesis

Given the stated research problem, the following hypotheses were tested on 0.05 level of significance:

Ha₁: There is a significant relationship between the level of ethno-leadership influence and the values development of Supreme Pupils' Government (SPG) officers.

Ha₂: Cultural background, specifically ethnic affiliation, and primary language spoken significantly moderates the relationship between ethno-leadership influence and the values development of SPG officers.

METHODS

Research Design

This study utilized a descriptive-correlational research design to examine the relationship between ethno-leadership influence and values development among Supreme Pupils' Government (SPG) officers in culturally diverse public elementary schools. The descriptive part identified the leadership styles, practices, and communication styles of the SPG officers, as well as their cultural backgrounds. The correlational aspect explored the relationship between ethno-leadership and values development, and whether cultural background significantly moderated this relationship. This design was appropriate in identifying patterns and statistical associations among variables using standardized responses for objective analysis.

Population and Sampling

The study involved a total of 112 respondents, comprising 88 Supreme Pupils' Government (SPG) officers, 12 SPG advisers, and 12 school heads from the 12 public elementary schools in Glan 1 District, Sarangani Province. These individuals were selected based on their active participation in SPG operations and student leadership initiatives within their respective schools.

A complete enumeration technique was employed, wherein all eligible SPG officers, advisers, and school heads within the identified schools were included in the study. This approach was considered appropriate given the relatively manageable population size and the objective of capturing comprehensive and context-rich perspectives. By including all stakeholders directly engaged in SPG leadership, the study ensured full representation across the



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district's multi-ethnic and multilingual educational landscape. This method supported the aim of exploring ethno-leadership's influence on values development from both student and adult leadership viewpoints within a culturally diverse setting.

Instrument

This study utilized a structured, expert-validated survey questionnaire to assess ethno-leadership influence, cultural diversity, student behavior, and values development among Supreme Pupils' Government (SPG) officers, using a 5-point Likert scale and anchored on established leadership and values theories. The instrument underwent content validation through CVR and CVI, and reliability testing via Cronbach's Alpha, ensuring its clarity, consistency, and relevance to the research objectives.

Data Collection

Data were gathered using a validated survey questionnaire administered to SPG officers, SPG advisers, and school heads across all 12 public elementary schools in Glan 1 District, Sarangani Province. Prior to the conduct of the data collection, formal permission was secured from the Office of the Schools Division Superintendent of Sarangani and the respective school principals of the participating schools.

The questionnaires for SPG advisers and school heads were self-administered. For SPG officers, the questionnaires were administered in small groups during class hours, with the researchers and SPG advisers reading the items aloud to ensure understanding and data accuracy. This method was employed to accommodate varying reading proficiencies among the student respondents.

Survey responses were systematically collected, reviewed, and organized for analysis to address the core research questions concerning the relationship between ethno-leadership, cultural background, and values development among student leaders.

Treatment of Data

The study used both descriptive and inferential statistics to analyze the data. Mean and standard deviation were applied to assess the levels of ethno-leadership influence, cultural diversity, and values development, while frequency and percentage described the distribution of ethnic affiliations and home languages. For inferential analysis, Spearman's Rho correlation was used to examine the relationships between the three domains of ethno-leadership and the five domains of values development. To test whether cultural background—operationalized through ethnic affiliation and language—moderated the relationship between ethno-leadership and values development, a one-way Analysis of Variance (ANOVA) was conducted.

Ethical Considerations

All ethical standards were upheld to protect the rights, privacy, and well-being of respondents and institutions. The researcher ensured informed consent, voluntary participation, and confidentiality throughout the data collection process. Given that SPG officers are elementary pupils and classified as minors, the researchers ensured compliance with ethical standards by securing informed consent from their parents or legal guardians, as well as assent from the student participants themselves. All respondents were oriented about the purpose of the study, voluntary participation, anonymity, and confidentiality of their responses.

RESULTS and DISCUSSION

Table 1

Level of Ethno-Leadership Influence among Supreme Pupils Government (SPG) Officers in terms of Collaborative Leadership Style, Authoritative Leadership Style and Democratic Leadership Style

	A. Collaborative Leadership Style	Mean	SD	Interpretation
1	I encourage my team members to share their ideas during meetings.	4.38	.57	Very High
2	I often work together with my peers to solve problems.	4.59	.52	Very High
3	I consider everyone's opinion before making a decision.	4.67	.47	Very High
4	I share responsibilities fairly among group members.	4.67	.52	Very High
5	I help my team members when they are struggling with their tasks.	4.61	.49	Very High
	Section Mean	4.58	.51	Very High



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B. Authoritative Leadership Style		Mean	SD	Interpretation
1	I take full control when making important decisions for the group.	4.48	0.66	Very High
2	I often give clear instructions and expect them to be followed.	4.73	0.45	Very High
3	I make final decisions even if others disagree.	4.53	0.64	Very High
4	I set clear rules for my team to follow.	4.82	0.39	Very High
5	I expect my team members to complete tasks exactly as instructed.	4.60	0.54	Very High
Section Mean		4.63	0.54	Very High
C. Democratic Leadership Style		Mean	SD	Interpretation
1	I encourage group voting when making decisions.	4.94	0.23	Very High
2	I listen to all ideas before making a final decision.	4.78	0.41	Very High
3	I allow my team members to share their suggestions freely.	4.83	0.38	Very High
4	I support team discussions before setting goals.	4.95	0.21	Very High
5	I respect the majority opinion when deciding on group matters.	4.82	0.47	Very High
Section Mean		4.87	0.34	Very High

In the culturally rich context of Glan, Sarangani Province, leadership among elementary student officers is shaped by both indigenous values and contemporary frameworks of student governance. The results presented in Table 1 indicate that SPG officers exhibit a very high level of ethno-leadership across three dimensions: collaborative, authoritative, and democratic styles—all of which consistently achieved mean scores above 4.50 on a 5-point Likert scale. This finding reflects a well-rounded leadership profile, shaped not only by formal training and school structures but also by the students' lived cultural experiences.

Collaborative Leadership Style

With a section mean of 4.58 (SD = 0.51), SPG officers exhibited strong collaborative tendencies. High mean scores on items such as "I consider everyone's opinion before making a decision" (M = 4.67, SD = 0.47) underscore how inclusivity and mutual respect inform their team decision-making. These results align with the findings of Sunarso et al. (2024), who emphasized the importance of collaboration in student leadership, particularly within diverse educational settings. Similarly, Kouzes and Posner (2017) highlighted that empowered student leaders foster peer trust and a sense of shared responsibility. The results further reflect the cultural values of *pakikisama* and *bayanihan*, as articulated by David et al. (2019), affirming how Filipino cultural norms reinforce SPG officers' preference for cooperative engagement over individualistic approaches.

Authoritative Leadership Style

Interestingly, SPG officers also demonstrated a very high level of authoritative leadership, with a mean score of 4.63 (SD = 0.54). The highest-rated indicators—"I set clear rules for my team to follow" (M = 4.82, SD = 0.39) and "I often give clear instructions" (M = 4.73, SD = 0.45)—suggest that these young leaders recognize the importance of order and structure in effective governance. This finding is consistent with Goleman's (2000) assertion that authoritative leadership offers clarity and direction—qualities that are particularly essential in early-stage leadership development. In Glan's multicultural classrooms, such leadership helps uphold structure amid diversity, a point further supported by Hidayat et al. (2020). Moreover, as students continue to develop their leadership identities, structure-driven models may provide the stability and confidence they need, a notion reinforced by Komives et al. (2017) through their developmental leadership theory.

Democratic Leadership Style

Democratic leadership emerged as the strongest among the three dimensions, with a section mean of 4.87 (SD = 0.34). Statements like "I support team discussions before setting goals" (M = 4.95) and "I encourage group voting" (M = 4.94) highlight the SPG officers' commitment to participatory leadership. This affirms Anwar et al.'s (2021) assertion that democratic leadership fosters trust, fairness, and cultural sensitivity, and mirrors the Filipino value of *pakikipagkapwa*—harmonious relationships built on respect and empathy (David et al., 2019).

Overall, SPG officers demonstrated a well-rounded leadership profile, blending collaboration, decisiveness, and inclusivity. These adaptive practices are shaped not only by training and school policies, such as DepEd Order No. 47, s. 2014, but also by cultural norms and role models. Grounded in Bandura's Social Learning Theory (1977), the findings suggest that students internalize leadership behaviors observed from adults in their communities.



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Ultimately, SPG leadership programs have the potential to cultivate young leaders who are culturally rooted, values-driven, and effective.

Conclusion

This study affirmed the significant influence of ethno-leadership on the values development of Supreme Pupils' Government (SPG) officers in Glan, Sarangani Province, within the context of their diverse cultural identities. It revealed that student leaders—regardless of their ethnicity or language spoken at home—consistently demonstrated very high levels of leadership behaviors and core values such as honesty, empathy, fairness, responsibility, and respect.

Among the three dimensions of ethno-leadership, leadership style emerged as the most impactful in shaping values development. This finding underscores the importance of how students lead—particularly when their leadership approach is democratic, inclusive, and culturally grounded. While leadership practices and communication styles were also rated highly, their influence on values development was not statistically significant.

A particularly noteworthy finding was that cultural background—measured by ethnic affiliation and home language—did not significantly moderate the relationship between ethno-leadership and values development. This suggests that school structures and shared Filipino values such as *paggalang*, *pakikipagkapwa*, and *bayanihan* provide a strong common ground for leadership development. The implementation of DepEd Order No. 47, s. 2014, which institutionalizes student government organizations, has contributed to a uniform framework that supports inclusive and values-driven student leadership.

Ultimately, the study reinforces a powerful truth: ethical, compassionate leadership begins in childhood and flourishes when nurtured through culturally inclusive, structured, and values-based environments. The SPG officers of Glan are living testaments that young learners, when given proper guidance, can lead with integrity, empathy, and a strong sense of identity and purpose.

In sum, this study highlights the transformative potential of student leadership when grounded in values, supported by structure, and nurtured through mentorship. The SPG officers in Glan are a testament to the capacity of young learners to lead with purpose and principle, regardless of cultural background. By continuing to cultivate leadership that is culturally sensitive and values-driven, schools can help shape a new generation of Filipino leaders who are not only capable—but also compassionate, ethical, and inclusive.

Recommendations

Based on the findings, the study recommends sustaining and enhancing values-based leadership training in schools, with an emphasis on Filipino core values such as *paggalang*, *pakikipagkapwa*, and *bayanihan*. These trainings should go beyond administrative tasks and focus on character-building and ethical leadership. While cultural background was not a significant moderating factor, student governance programs should continue to incorporate culturally responsive activities that celebrate diversity and foster inclusivity. Strengthening mentoring systems is also vital—advisers and school heads should actively guide SPG officers through modeling, feedback, and reflection. Additionally, schools are encouraged to regularly review and contextualize SPG practices to ensure alignment with DepEd mandates while addressing the unique needs of each school. Finally, documenting leadership stories and promoting reflective activities such as journaling can further support the personal and ethical growth of student leaders.

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Students' Manifestations of Department of Education Core Values in Secondary Schools

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Abstract

Aim: This study determined students' manifestations of Department of Education Core Values in Secondary Schools.

Methodology: The study employed a mixed-method explanatory sequential research design. The quantitative part used descriptive correlation to examine the extent of students' manifestations of the DepEd Core Values along: a. makatao, b. makakalikasan c. makabansa, and d. maka-Diyos, rated by both students and teachers. The correlation method was used to determine the significant difference in the level of personal expression of DepEd core values as rated by students and teachers across locations for various elements. In the qualitative method, in-depth interviews were conducted to identify the elements that influence students' manifestation of the DepEd core values.

Results: The overall mean for the level of personal manifestation of the core values along *makatao* is 3.20, *makakalikasan* is 3.21, *makabansa* is 3.32, and *maka-Diyos* is 3.31. Further analysis shows the significant differences in the level of personal manifestation of the DepEd Core Values among students, as rated by their teachers, across different aspects and locations. It indicates that there are "no significant differences" found across the four aspects of the DepEd Core Values—makatao, makakalikasan, makabansa, and maka-Diyos ($F(3,84)=1.431$, $p=.233$, $\eta^2=.012$). A significant difference was observed between locations ($F(1,84)=4.627$, $p=.032$, $\eta^2=.013$). Teachers in the West rated students' manifestation of these values higher ($M=3.225$) than those in the East ($M=3.118$). The interaction between aspect and location was not statistically significant ($F(3,84)=0.176$, $p=.912$, $\eta^2=.001$), indicating that the pattern of ratings for the four aspects was consistent across both regions. Results of the in-depth interview revealed that five factors contributed to students' manifestations of the DepEd core values: family influence; the role of media and community; self-integration; peer influence; and teachers' role and school environment.

Conclusion: From the findings it can be inferred that the students' personal manifestation of the DepEd Core Values along with makabansa and maka-Diyos is higher than makatao and makakalikasan and there are factors which influence their values. It is therefore necessary for the DepEd to undertake and implement programs and policies that will intensify the promotion of the DepEd Core Values.

Keywords: mixed-method, sequential explanatory, core values, secondary schools

INTRODUCTION

The value systems of a society always determine human activity in social life, education and professional life. Values are seen as a key component of organizational culture and are repeatedly defined as the principles accountable for the successful management of the organization (Mashlah, 2015). The school as an educational institution plays a vital role in the formation of values of a person.

The Department of Education in the Philippines has established a set of core values that it seeks to instill in students across all levels of education (Monterola & Basilan, 2023). These values, which include Maka-Diyos, Makatao (humane), Makakalikasan (environmentally conscious), and Makabansa (patriotic), are intended to guide students in their personal development and to prepare them to be responsible and productive citizens (Monterola & Basilan, 2023). The challenge lies in how these values are internalized and demonstrated by students within the complex environment of secondary schools, where various factors can influence their behavior and ethical decision-making (Monterola & Basilan, 2023). The educational system in the Philippines is facing the task of addressing ignorance and illiteracy while also adapting to the demands of global education, aiming to cultivate individuals who are globally competitive and equipped to meet societal challenges.

Objectives:

The study determined the level of personal manifestation of the DepEd Core Values among Grade 8 students in public secondary schools.

Specifically, this answered the following questions:

1. What is the level of personal manifestation of the DepEd core values as rated by students and teachers along:
 - a. Makatao



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- b. Makalikasan
 - c. Makabansa
 - d. Maka - Diyos
2. Are there significant differences in the level of personal manifestation of the DepEd Core values as rated by students and teachers, among different aspects and locations?
 3. What factors contribute to students manifestations of DepEd core values?
 4. What development plan may be proposed based on the results of the study?

Hypothesis:

There are significant differences in the level of personal manifestation students and teachers among different aspect and locations .

METHODS

Research Design

The study employed a mixed-method sequential explanatory design of research. The said method is the best way to approach the study. It provides facts with adequate and accurate interpretation and appropriate procedure used which answered the given statement of the problem.

In the quantitative part, a descriptive correlation design was used to examine the extent of students' manifestations of the DepEd Core Values along a. Makatao, b. Makalikasan, c. Makabansa, and d. Maka-Diyos rated by both students and teachers. The correlation method was used to determine the significant difference in the level of personal expression of DepEd core values as rated by students and teachers across locations for various elements.

In the qualitative part, in-depth interviews were conducted to identify the elements that influence students' manifestation of the DepEd core values. These approaches provided a deeper understanding and added breadth to the discussion of the study results

Population and Sampling

The respondents of this study were identified through Co Grant Population Sampling, 10 Grade 8 students in each class and teachers teaching in the grade level from all Public Schools in Calabanga West and East District. Calabanga West District has a total population of 150 student respondents and 36 teacher respondents while Calabanga East District has a total population of 180 student respondents and 47 teacher respondents.

The in-depth Interview conducted was participated in by 10 selected students, teachers and parents through simple random sampling from the big school of Calabanga West District - Quipayo National High School and Calabanga East District - Jose De Villa National High School.

Instrument

In the quantitative part, adopted questionnaire from the Department of Education Core Values Indicators of DepEd by Llego, Mark Anthony (2015). The survey questionnaire contains four parts: Part I on makatao, part II on makalikasan, part III on makabansa and part IV on maka - Diyos. The reliability result of the survey tool using Cronbach's Alpha provide valuable insight to the consistency and dependability of the indicators being measured. For makatao the Cronbach Alpha value of .978 suggest a commendable consistency of the indicators. Makalikasan with Cronbach Alpha value of .917 falls slightly below preferred threshold but still remains within acceptable range including the need for verification. Makabansa Cronbach Alpha value of .921, Maka - Diyos Cronbach Alpha value of .968 indicating consistency of altruistic behavior.

In the qualitative part, in-depth- interview using an interview guide was conducted among students, teachers and parents to gather comprehensive insights on the factors which influence manifestations of this values. The instrument underwent validation from experts.

Data Collection

For the quantitative phase, the researcher distributed the adopted survey questionnaire to the respondents, with the assistance of teachers who facilitated the administration of the instrument. Respondents were given



sufficient time to complete the survey, ensuring thoughtful responses. Once completed, the teachers collected and returned the questionnaires to the researcher for analysis. The structured nature of the questionnaire ensured systematic data collection, allowing for statistical analysis of the core values indicators.

For the qualitative phase, an in-depth interview was conducted with selected participants to gather comprehensive insights into the factors influencing the manifestation of core values. The interview guide, validated by experts, ensured that relevant themes were explored systematically. To enhance credibility and richness of data, the interviews were recorded (with participants' consent) and transcribed verbatim.

Data Analysis

The data collected were tallied, tabulated, analyzed, and interpreted through statistical methods to test the formulated hypothesis. To carry out more advanced computations, the data was analyzed using a Computer Software Program for further analysis. The first problem used weighted mean frequency, count, and percentage to determine the level of students' manifestations of DepEd Core Values along makatao, makalikasan, makabansa and Maka - Diyos. The second problem used Two - Factor ANOVA to gauge the significant difference in the level of personal manifestation of the DepEd Core Values as rated by the students and teachers across locations and among aspects. The third problem used an in-depth interview to determine the factors that contribute to the manifestation of the DepEd Core values among the students, teachers, and parents, and so thematic analysis was utilized.

Ethical Consideration

Throughout the research process, the following ethical considerations were adhered to:

Informed Consent: Prior to data collection, informed consent was obtained from all participants, for students, parent consent and letter consent for teachers. They were fully informed about the purpose, procedures, risks, and benefits of the study. Participation was voluntary, and participants had the right to withdraw at any time without consequences.

RESULT AND DISCUSSION

Level of Personal Manifestation of the DepEd Core Values

The core values of the Department of Education are the thrusts of the department's desire to develop the students holistically, which will benefit them to become significant individuals in the country. As they attend school, it is expected that the students will manifest these core values.

Table 1 represents the level of personal manifestation of DepEd core values along makatao. The core value, which means love for fellow men and others, focuses on the students' attitude and behavior towards others in the school as its context, focusing on his dealings with his co-students, teachers, and the community.

Table 1.
Level of Personal Manifestation of DepEd Core Values along *Makatao* as rated by the students

Indicators	Eastern Students		Western Students		Overall	
	M	I	M	I	M	I
Waits for one's turn	3.53	A	3.35	A	3.35	A
Takes good care of borrowed things	3.45	A	3.45	A	3.45	A
Views mistakes as learning opportunities	3.28	A	3.25	S	3.27	S
Upholds equality of all including those with special needs	3.10	S	3.17	S	3.14	S
Volunteers to assist others in times of need	3.18	S	3.23	S	3.21	S
Recognize and respects people from different economic, social, and cultural backgrounds	3.55	A	3.42	A	3.49	A
Cooperates during activities	3.42	A	3.58	A	3.50	A
Considers diverse views	3.04	S	3.16	S	3.10	S
Communicates Respectfully	3.54	A	3.41	A	3.48	A
Accepts defeat and celebrates others success	3.26	A	3.23	S	3.25	S
Speaks out against and prevents bullying.	2.80	S	2.74	S	2.77	S



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Overall Mean	3.29	A	3.27	A	3.28	S
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Legend: M (Mean); I (Interpretation); 1.00 – 1.75 (NA – Not at All); 1.76 – 2.50 (R – Rarely); 2.51 – 3.25 (S – Sometimes); 3.26 – 4.00 (A – Always)

Based on the table, the highest manifested behavior of the students along Makatao in East District is “recognize and respect people from different economic, social, and cultural backgrounds” (3.55), interpreted as always. While the lowest observed behavior is “speaks out against and prevents bullying” (2.80), interpreted as sometimes.

This implies that students value respect for others, whatever their economic status, culture, or beliefs. It is shown as they interact with their peers, persons in authority, and the people in the community. However, students in East District must be educated on the significance of speaking out against bullying whenever they witness incidents of bullying or as a victim.

This affirms the study of Relleve (2023) which emphasized that characterization is the highest level in the affective domain of taxonomy; the process of developing the value system that guides learners’ conduct is the most important part of human behavior. Students sense of awareness and recognition of others dignity will lead to the attainment of the positive development of their character.

The students highest manifested behavior in West District is “cooperates during activities” (3.58), which is interpreted as always. The lowest observed behavior as rated by the students is “speaks out against and prevents bullying (2.74), interpreted as sometimes. This implies that students in Western District are actively participating in the school activities, extending their service in the programs and activities in the community. However, they lack the courage to speak out to fight bullying incidents in school. The school in West District must educate their learners to fight the cases of bullying among students through programs and activities that will intensify the value of being makatao.

This is supported by the study of Khan (2021), which emphasized that instilling values for learners’ holistic development is important because this will make them compassionate, loving, hardworking, honest, trustworthy, and excellent citizens. The positive response of the students during activities indicates their openness to grow as a person and be formed through the programs and activities in school.

Table 2 represents the level of personal manifestation of DepEd core values along *makatao* based on the general observation of the teachers.

Table 2
Level of Personal Manifestation of DepEd Core Values along *Makatao* rated by the teachers

Indicators	Eastern Teachers		Western Teachers		Overall	
	M	I	M	I	M	I
Waits for one’s turn	3.15	S	3.37	A	3.26	2
Takes good care of borrowed things	3.02	S	3.03	S	3.25	S
Views mistakes as learning opportunities	3.06	S	3.24	S	3.15	S
Upholds equality of all including those with special needs	3.17	S	3.13	S	3.15	S
Volunteers to assist others in times of need	3.00	S	3.08	S	3.04	S
Recognize and respects people from different economic, social, and cultural backgrounds	3.19	S	3.18	S	3.19	S
Cooperates during activities	3.15	S	3.13	S	3.14	S
Considers diverse views	3.04	S	3.11	S	3.08	S
Communicates Respectfully	3.33	S	3.29	A	3.31	A
Accepts defeat and celebrates others success	3.15	S	3.08	S	3.16	S
Speaks out against and prevents bullying.	2.78	S	3.11	S	2.92	S
Overall Mean	3.09	S	3.16	S	3.13	S

Legend: M (Mean); I (Interpretation); 1.00 – 1.75 (NA – Not at All); 1.76 – 2.50 (R – Rarely); 2.51 – 3.25 (S – Sometimes); 3.26 – 4.00 (A – Always)



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The teachers in the East District rated the students highest manifested behavior on "communicates respectfully" (3.33), interpreted as always, while the lowest is on "speaks out against bullying" (2.78), which is interpreted as sometimes. The teachers recognized that students value respect for the person in authority. On the other hand, teachers observe that students do not have the courage to fight bullying, which they experience from their peers. Hence, students must be educated/guided through the integration of positive values in their lessons and constantly call the attention of students bullying their peers.

This is supported by the study of Garcia (2022), which mentioned that it is critical to enhance awareness of key values among subjects, particularly students. School awareness of core values will guide learners to identify themselves regarding how to act under society's ideals and customs. The institution refines student values; hence, teachers are responsible for guiding students to recognize and live these core values.

The highest manifested behavior of students in West District from the perspective of the teachers is on "waits for one turn" (3.37), interpreted as always. While the lowest manifested is on "takes good care of borrowed things" (3.03), interpreted as sometimes.

The teachers in West District notice that students are following instructions and waiting for their turn whenever there are activities that require their participation in class. The schools should implement programs and activities that will help in the formation of their values. However, students are not cautious in taking care of borrowed things and sometimes fail to return them from their peers. Teachers should constantly remind their students whenever they offend their peer in the form of bullying.

The development of self-efficacy is important because it affects the kinds of environments and activities that a person wants to engage in and how life is shaped.

Table 3 shows the level of personal manifestation of DepEd core values along makakalikasan. The love for nature (makakalikasan) includes the care and regard of the students to their surroundings and the natural resources.

Table 3
Level of Personal Manifestation of DepEd Core Values along *Makakalikasan* rated by the students

Indicators	Eastern Students		Western Students		Overall	
	M	I	M	I	M	I
Practices waste management	3.43	A	3.35	A	3.39	A
Conserve energy and resources	3.28	A	3.25	A	3.27	A
Takes care of School materials, facilities, and equipment	3.53	A	3.41	A	3.47	A
Keeps work area in order during and after work	3.30	A	3.31	A	3.31	A
Keeps one's work neat and orderly	3.01	S	3.14	S	3.07	S
Overall Mean	3.31	A	3.29	A	3.30	A

Legend: M (Mean); I (Interpretation); 1.00 – 1.75 (NA – Not at All); 1.76 – 2.50 (R – Rarely); 2.51 – 3.25 (S – Sometimes); 3.26 – 4.00 (A – Always)

Based on the table, the highest manifested behavior in East District by the students is on "takes care of school materials, facilities, and equipment" (3.53), which is interpreted as always. The lowest was manifested on "keeps one's work neat and orderly" (3.01), interpreted as sometimes. This implies that students in the East District are taking care of the school materials, facilities, and equipment in their school. Yet, students are not conscious of keeping their work well in school as they work on their school projects and activities.

This supports the study of Intac Bong (2019) on multiculturalism and its impact in strengthening DepEd core values in Araing Panlipunan 6. The outcome of exposure to various cultures in the classroom and the integration of DepEd fundamental values, students were capable to acquire positive values towards diverse cultures. Hence classroom environment has a greater influence to the culture observe in the classroom.

The West District students highest manifested behavior is "takes care of school materials and facilities and equipment (3.41), interpreted as always. The lowest manifested behavior rated by the students was "keeps one's work neat and orderly" (3.14), interpreted as sometimes. Students in the West District value the school materials, facilities, and equipment. The school must further monitor the facilities and equipment in school to maintain its quality. However, they are not cautious in keeping their work or activities given by their teachers. Students should be given clear guidelines whenever given a task or activity.



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This affirms the study of De Guzman (2024) on integrating values into teacher education institutions. Students place a high priority on the four essential principles, and teachers do as well. A significant relationship was identified between gender and the level of core values, implying that it is related to them. On the other hand, there was a negative link between the educational background of parents and the values of makakalikahan and makabayan.

Conclusion

The overall mean for the level of personal manifestation of the core values along *makatao* is 3.20, *makakalikahan* is 3.21, *makabansa* is 3.32, and *maka-Diyos* is 3.31. Generally, the level of personal manifestation of the core values is 3.26 which means that students always manifest them. It is therefore necessary for the DepEd to undertake and implement programs and policies that will intensify the promotion of the DepEd Core Values along *makatao* and *makakalikahan*. In addition, the teachers and students should work hand-in-hand to manifest the behaviors that entail the delivery of the agency's core values. As students, they should be particular of their actions in schools, so that they will act in accordance with the values needed to be manifested by them. The teachers may also communicate to the students the behaviors that they rated to be not always exhibited by the students. The activities along *makatao* and *makakalikahan* may need to be intensified so that the students will learn to deliver their love for others and love for nature.

The differences on the level of personal manifestation of the students among aspects and locations are not significant. Thus, it tells that the manifestation is not being indicated nor affected by the type, size, or location of the schools.

Since, results show no significant difference, the main focus of the schools should be on teaching these core values. The teachers may fully integrate these values to their classroom teaching. As also indicated in this study, school administrators should see to it that school activities are aligned with the prospects of delivering and realizing the core values of the Department of Education.

The factors that contributed on students' manifestations of the DepEd Core Values are: family influence, social media and community, self- engagement, peer pressure and teacher's role and school environment.

Educational institutions should target these factors so that the students will learn from them.

The researcher proposed Values Restoration Program to enhance the conduct of the learners so that they become the catalysts of a peaceful and progressive Filipino society through the incorporation of correct values, good manners, and right conduct in their daily activities. This included the following project: for *maka - Diyos* Project **HUBOG** - Helping Learners to embrace their **U**nique **B**ehavior and **O**penness to **G**rowth or change to become a better person; for *makatao* QUIPAYANO IDOL and Our gift to Jesus; for *makabansa*, Project LINGON Learning Independently, acquiring **N**ew Knowledge and **G**earing on our **N**ative Roots and Project **TALK**: Sharing **T**houghts and **L**istening to gain **K**nowledge; and *makakalikahan* Project **SAGIP**. "Saving and protecting our Nature through **G**reen **I**n -Keepers **P**rogram and Project **SULYAP**. Sharing **U**nique **L**earners **W**ork through display of **A**rts and **P**rojects. This sample program will be shared by the researcher in seminar workshop participated by the teachers in econdary schools. Through this, the totality of the environment where the students exist will have the common goal of developing their core values. On the other hand, since these factors were already identified in this study, future researchers may conduct a study on how these factors may affect the students' personal manifestation of the core values.

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