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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 in 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.



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This study aims to promote the character development of a person on how these values manifest in real life, and students learn how to incorporate them into their daily actions, becoming more responsible and well-rounded individuals. It also serves as a guide in education towards the holistic growth of a person. Education is not just about academic knowledge but also about developing students emotionally, socially, and ethically. These ideals help to create a balanced approach that promotes both intellectual and ethical development, preparing students for the complexities of real-world relationships. Schools can be seen as a microcosm of society. By teaching and analyzing the manifestations of core values, schools can foster a healthy and inclusive culture that values respect, empathy, and concern for the environment and other citizens.

Students who embrace the DepEd core are empowered to make ethical decisions. When they are exposed to these ideals, they are better prepared to make ethical decisions in a variety of situations, including personal relationships, future employment, and civic responsibilities. The basic values serve as a moral compass, directing students to behave with integrity and respect. Finally, studying the manifestations of the DepEd Core Values fosters a deeper understanding of how students can embody these ideals and create a positive, constructive impact on society.

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
 - b. Makakalikasan
 - 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. 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 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



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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.

Confidentiality: The confidentiality of participants was strictly maintained. All collected data were treated with utmost confidentiality and were only accessible to the research team. Personal identifiers were removed to ensure anonymity, and data were reported in aggregate form to prevent the identification of individual participants.



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Data Protection: The research team implemented appropriate measures to protect the collected data from unauthorized access, loss, or misuse. Data were stored securely and were used only for the purposes of the study.

Privacy and Respect: Participants' privacy was respected throughout the research process. The research team ensured that participants were not subjected to any harm, discomfort, or embarrassment. The data collected were used solely for research purposes and were not used for any other undisclosed intent.

Voluntary Participation: Participation in the study was completely voluntary, and participants had the right to refuse or withdraw from the study at any stage without facing any negative consequences. Participants were assured that their decision to participate or not to participate would not affect their employment or any other aspect of their professional lives.

Reporting and Dissemination: The research findings were reported accurately and objectively. The results were presented in an aggregated and anonymous manner, without revealing the identities of individual participants. The research team ensured that the findings were disseminated to contribute to the body of knowledge in an ethical and responsible manner.

By adhering to these ethical considerations, the research team aimed to protect the rights and well-being of the participants, maintain the integrity of the research process, and contribute to ethical research practices in the field of education.

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
Overall Mean	3.29	A	3.27	A	3.28	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)

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.



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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)

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



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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.

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 makakalikasan and makabayan.



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Table 4 shows the level of personal manifestation of DepEd core values along makakalikasan as teachers observed students' behavior on how they care for our nature and conserve resources.

Table 4
Level of Personal Manifestation of DepEd Core Values along *Makakalikasan* rated by the teachers

Indicators	Eastern Teachers		Western Teachers		Overall	
	M	I	M	I	M	I
Practices waste management	3.19	S	3.16	S	3.18	S
Conserve energy and resources	3.04	S	3.26	A	3.15	S
Takes care of School materials, facilities, and equipment	3.04	S	3.29	A	3.17	S
Keeps work area in order during and after work	3.09	S	3.03	S	3.06	S
Keeps one's work neat and orderly	2.93	S	3.16	S	3.05	S
Overall Mean	3.06	S	3.18	S	3.12	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)

The teachers in East District rated "practices waste management" (3.19), interpreted as sometimes the students highest manifested behavior. While the lowest is on "keeps one's work neat and orderly" (2.93), interpreted as sometimes. The teachers observe that students practice waste management as part of the Wins Program in their school. The constant monitoring and giving of guidelines should be given by the teachers to students on waste segregation and proper waste disposal. However, teachers notice that some students, whenever given a project or task to do, do it just to comply but not well. Further instructions and a clear guide should be given to students on how they will accomplish their task.

This affirms the study of Van Ripper (2019), understanding the relationships between psychological constructs such as value motivations that influence pro-environmental behavior can help public land management agencies minimize stakeholder environmental impacts. The study indicates that shown values constitute a tripartite framework that underpins environmental care, including biospheric, egoistic, and altruistic values; however, recent research has revealed that hedonic values are also an instrumental basis for environmental concern. This proposition has only been tested in a few experiments. Hedonic values are important in describing the psychological processes that underpin human decisions, particularly in nature-based settings where stakeholder decisions are influenced by leisure pursuits. The findings show that place-based motives, particularly escape from pressures of everyday life, can help close the prominent value – action gap and explain why outdoor re-creationists engage in minimum impact activities

The teachers in the West District rated students as having the highest manifested behavior on "takes care of school materials, facilities, and equipment" (3.29), interpreted as always. While "keeps work area in order during and after work" (3.03) is interpreted as sometimes the lowest manifested behavior of the students. The teachers notice the positive response of the students in caring for the school materials, facilities, equipment, and school. The school must continue to intensify the implementation of clean-up drive programs and activities participated in by the students and stakeholders. The students must be educated on the importance of keeping one's area clean during and after work.

This supports the study of Marlia (2023) on the characteristics of school culture in inculcating religious values. It emphasized that the foundation of presumption, a system of values, beliefs, and habits, will encourage school personnel to collaborate on mutual trust. It is therefore essential for a school to have its own set of traits and policies to provide a positive environment.

Table 5 illustrates the level of personal manifestation of DepEd core values along makabansa, the department's ideal of producing students who will be significant in nation-building and will be productive citizens of the country.



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Table 5.
Level of Personal Manifestation of DepEd Core Values along *Makabansa* rated by students

Indicators	Eastern Students		Western Students		Overall	
	M	I	M	I	M	I
Identifies oneself as Filipino	3.59	A	3.67	A	3.63	A
Respects the flag and the national anthem.	3.69	A	3.66	A	3.68	A
Takes pride in diverse Filipino cultural expressions, practices, and traditions.	3.57	A	3.49	A	3.53	A
Promotes appreciation and enhancement of Filipino languages	3.44	A	3.37	A	3.41	A
Abides the rules of the school, community, and country	3.29	A	3.42	A	3.36	A
Enables others to develop interest and pride in being a Filipino.	3.13	S	3.31	A	3.22	A
Manages time and personal resources efficiently and effectively	3.27	A	3.22	S	3.26	A
Perseveres to achieve goals despite difficult circumstances	3.48	A	3.38	A	3.43	A
Conducts oneself appropriately in various situations.	3.21	S	3.17	S	3.19	S
Overall Mean	3.40	A	3.41	A	3.41	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)

It is shown in the table that the highest rated indicator of students in East District is “respect the flag and the national anthem” (3.69) interpreted as always, and the least manifested behavior is “enables others to develop interest and pride in being a Filipino” (3.13) interpreted as sometimes. This implies that learners show respect to our flag and sing the national anthem with pride and honor as Filipinos. Yet they fail to motivate others to develop interest and pride in being Filipino. The educational institutions must continue to educate, guide, and form our learners to develop a sense of patriotism and nationalism.

This affirms the study of Chisinau (2021) which analyzes scientific positions and personal values expressed through behavioral manifestations. The study focuses on personality and value orientations as key components that reveal human position. Values are expressed through behaviors, which are distinct activities that are externalized in diverse contexts and comprise the collection of reactions exposed as a result of the impact of internal and environmental causes. The experimental study demonstrates the existence of a significant bidirectional association between positive and negative valence between values and behavioral manifestations in adolescents and youth. As a result, the collected data might serve as the foundation for an individual approach to subjects in the instructive-educational process, in the identification of values through behavioral manifestations characteristic of certain values, and in the program’s development for solving problems in the education process.

In West District, students highest rated indicator is on “identifying oneself as Filipino” (3.67) as always, while the least manifested behavior is on “manages time and personal resources efficiently and effectively” (3.03), interpreted as sometimes.

Students recognized their identity as Filipinos and were aware of what makes them Filipinos. Being aware of their identity is also to consider what makes something “not” Filipino in the context of authenticity. Students should also enhance time management and personal resources efficiently to meet their needs.

This affirms the study of David and Dela Cruz (2021) which found that youth with a higher sense of national pride and identity were more likely to actively engage in civic duties, which supports the makabansa value of patriotism and commitment to the country. The study emphasizes the role of schools in reinforcing makabansa by integrating lessons on Philippine history, culture, and values in the curriculum, as these help students develop pride in their heritage and an understanding of their role in nation-building. The authors also recommended encouraging youth-led initiatives to foster this sense of national identity in a hands-on manner. This study underscores the importance of makabansa in education as it promotes civic responsibility and contributes to the development of engaged and patriotic citizens.



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Table 6
Level of Personal Manifestation of DepEd Core Values along *Makabansa* rated by Teachers

Indicators	Eastern Teachers		Western Teachers		Overall	
	M	I	M	I	M	I
Identifies oneself as Filipino	3.37	A	3.58	A	3.48	A
Respects the flag and the national anthem.	3.24	S	3.47	A	3.36	A
Takes pride in diverse Filipino cultural expressions, practices, and traditions.	3.15	S	3.39	A	3.27	A
Promotes appreciation and enhancement of Filipino languages	3.11	S	3.32	A	3.22	A
Abides the rules of the school, community, and country	3.11	S	3.26	A	3.19	S
Enables others to develop interest and pride in being a Filipino.	3.30	A	3.37	A	3.36	A
Manages time and personal resources efficiently and effectively	3.09	S	3.03	S	3.06	S
Perseveres to achieve goals despite difficult circumstances	3.09	S	3.24	S	3.17	S
Conducts oneself appropriately in various situations.	3.00	S	3.18	S	3.09	S
Overall Mean	3.16	S	3.32	A	3.24	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)

The highest rated manifested behavior of teachers in East District is on “identify oneself as Filipino” (3.37) interpreted as always while the lowest is on “conducts oneself appropriately in various situations” (3.00) interpreted as sometimes. The teachers recognized that students are aware of their real identify as Filipinos by birth and by blood. Teachers should integrate the core values in their lessons and model appropriate behavior in various situations.

This supports the studies of Oliver (2023) on personality traits and personal values. Personality traits are largely endogenous characteristic, while personal values are learned adaptations strongly influenced by the environment. Thus, it is a must to educate learners of this values and provide environment where they can enhance the practice of this values.

Table 7 shows the level of personal manifestation of DepEd Core Values along *Maka-Diyos*, the aspirations of the department to be God-fearing individuals embodying its values that would reflect and radiate to their personal and daily upbringing. This pertains not only to their practice of faith but also to their morals and values.

Table 7.
Level of Personal Manifestation of DepEd Core Values along *Maka-Diyos* rated by the students

Indicators	Eastern Students		Western Students		Overall	
	M	I	M	I	M	I
Engages oneself in a worthwhile spiritual activity	3.47	A	3.61	A	3.54	A
Respect sacred place	3.53	A	3.64	A	3.59	A
Respect religious beliefs of others	3.61	A	3.74	A	3.68	A
Demonstrates curiosity and willingness to learn about other ways to express spiritual life.	3.30	A	3.38	A	3.34	A
Tells the truth	3.36	A	3.26	A	3.31	A
Returns the borrowed things in good condition	3.32	A	3.46	A	3.39	A
Demonstrates intellectual honesty	3.43	A	3.34	A	3.39	A
Expects honesty from others	3.30	A	3.35	A	3.33	S
Aspires to be fair and kind to all	3.28	A	3.33	A	3.31	A
Identifies personal biases	3.18	S	3.27	A	3.23	S
Recognizes and respect one’s feelings and those of others.	3.42	A	3.36	A	3.39	A



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Overall Mean	3.38	A	3.43	A	3.35	A
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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)

It is shown in the table that students in East District's highest manifested behavior are on "respecting religious beliefs and others" (3.56), interpreted as always. While the lowest manifested behavior is to "aspire to be fair and kind to all" (3.28), interpreted as sometimes. Students respect other religions and beliefs since public schools are open to all students, whatever their religion. However, it is noted that students are not motivated to make a positive impact on society and the environment. It implies that schools should initiate programs that will give learners the opportunity to participate in different religious activities like mass and recollection. This will help practice their faith and develop positive values.

This affirms the insight of Mugambi (2022) that reveals that values are not fully implemented, hence value implementation had been discussed, including proper planning, on-going and specific training, administrative arrangement for integration, interpersonal form of communication for those contact with implementer conducive school environment and adoption of interdisciplinary approach.

In West District, students highest manifested behavior is also on "engages oneself in a worthwhile spiritual activity" (3.61), interpreted as always, while the lowest manifested behavior is on "identifies personal biases" (3.18), interpreted as sometimes.

Students are actively involved in the different spiritual activities in school and in their parishes. The campus ministry in school should be organized to provide opportunities for the learners to participate in the different religious activities in the school and parish. Students' personal biases, learned beliefs, opinions, or attitudes, which they personally express in various situations, should be guided by the teachers to make a sound judgment.

This affirms the Caperida-Obrador (2021) which emphasized the importance of values education in the basic education curriculum. It highlighted meaningful integration of values and student development in the subject taught by the teachers. The agency has a monitoring and evaluation instrument to track the progress and regression of the ideals taught to the students.

Table 8.
Level of Personal Manifestation of DepEd Core Values along *Maka-Diyos* rated by the teachers

Indicators	Eastern Teachers		Western Teachers		Overall	
	M	I	M	I	M	I
Engages oneself in a worthwhile spiritual activity	3.35	A	3.26	A	3.31	A
Respect sacred place	3.24	A	3.42	A	3.33	A
Respect religious beliefs of others	3.31	A	3.34	A	3.33	A
Demonstrates curiosity and willingness to learn about other ways to express spiritual life.	3.19	S	3.29	A	3.24	A
Tells the truth	3.09	S	3.18	S	3.14	S
Returns the borrowed things in good condition	3.00	S	3.11	S	3.06	S
Demonstrates intellectual honesty	3.13	S	3.26	A	3.20	A
Expects honesty from others	3.06	S	3.16	S	3.11	S
Aspires to be fair and kind to all	3.24	S	3.26	A	3.25	A
Identifies personal biases	3.07	S	3.16	S	3.16	S
Recognizes and respect one's feelings and those of others.	3.13	S	3.26	A	3.20	A
Overall Mean	3.16	S	3.25	S	3.21	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)

The teachers in the East district rated students highest manifested behavior on "engages oneself in a worthwhile spiritual activity" (3.47) interpreted as always. While the lowest manifested behavior is on "returned borrowed things in good condition (3.00), interpreted as sometimes. Teachers recognized the active involvement of their learners in the different worthwhile spiritual activities in school and in the church. The school should continue to provide their learner the opportunity to participate in the religious activities by sponsoring regular First Friday mass in



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school and values formation programs. They also notice that students are not cautious in caring for the borrowed things and returning them in good condition.

This supports the article of Viernes (2023) which emphasizes that values, despite appearing threatened by modernization, should be integrated in diverse ways by teachers. By making education more relevant and value-centered for excellence, graduates are prepared for employment, economic development, and social and political stability.

Teachers in the West rated "respect sacred place" (3.42) interpreted as always as the highest manifested value, while the lowest is on "returns borrowed things in good condition (3.11) interpreted as sometimes. Teachers observed that learners show respect and reverence when they are in sacred places. Hence, students should be guided in their manner of showing reverence to sacred symbols and places of prayer, like the chapels and church, through implementing activities and programs. Teachers also notice that learners do not return the borrowed things from their classmates. Learners should be taught to care for others belongings as they care for their own.

It affirms the study of De la Torres (2023) that shows that the program changed the classroom into a place where self-regulated students actively participate, follow rules, and respect regulations.

Table 9 summarizes the manifestation of the DepEd core values along the four aspects. The Department of Education's core values aim to create well-rounded individuals who are not only academically capable but also grounded in ethical, social, environmental, and national values, equipping them to contribute positively to their communities and the country. These summarize the purpose of the agency of quality education towards nation-building and well-rounded citizens.

Table 9
Summary of the manifestation of the DepEd Core Values

Indicators	Eastern				Western				Overall	
	Students		Teachers		Students		Teachers			
	M	I	M	I	M	I	M	I	M	I
Makatao	3.29	A	3.09	S	3.27	A	3.16	S	3.20	S
Makalikasan	3.31	A	3.06	S	3.29	A	3.18	S	3.21	S
Makabansa	3.40	A	3.16	S	3.41	A	3.32	A	3.32	A
Maka-Diyos	3.38	A	3.16	S	3.43	A	3.25	S	3.31	A
Overall Mean	3.35	A	3.12	S	3.35	A	3.23	S	3.26	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)

The table shows that the students always manifest the behaviors for the "love for country (*makabansa*)", 3.32; and "love for God (*maka-Diyos*)", 3.31. While the "love for nature (*makalikasan*)", 3.21; and "love for others (*makatao*)", 3.20 are sometimes done by the students. The summary mean of 3.26 indicates that the students always manifest the behaviors that deliver the agency's core values.

However, it has been noted that the teachers and students rated differently in terms of their manifestations. It is shown that teachers assessed that students sometimes (east: 3.12; west: 3.23) display these behavior while the students evaluated that they do them always (east and west: 3.35). Thus, the data may imply that the teachers may have noticed these behaviors but not all the time. However, it could be justified that the students know themselves fully than their teachers who may only observe them during class hours and may not be fully aware of what is happening after.

On the other hand, the summary data implies that the students usually conduct themselves with the department's core values. It is a positive indicator of on how the schools in Calabanga district delivers teaching these core values and may have been true to the mandate of the Department of Education. The data also infers that the schools may have been consistent to teaching values to the students especially on love for country and for God. The schools may also be furthering their conducts for teaching the love for others and love for nature which are the least in the assessment.



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In consonance with Edelberto (2024), the Department of Education adopted the following core values: "Maka-Diyos, Makatao, Makakalikasan, at Makabansa" as moral and ethical guidelines to provide clear directions in achieving balanced growth of the body and mind together with the spirit that may fortify human personality. Thus, these values must be presented, integrated, and displayed through the teaching-learning process to allow them to be embedded and lived.

Table 10

Two-Factor ANOVA Results on Differences in the Level of Personal Manifestations of the DepEd Core values as Rated by Students Among Different Aspects and Locations

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Aspect	3.755	3	1.252	9.194	.000	.019
Location	.160	1	.160	1.178	.278	.001
aspect * location	.148	3	.049	.362	.780	.001
Error	189.496	332	.136			
Total	15939.298	339				

Legend: $p \leq 0.001$ very highly significant, $p \leq 0.01$ highly significant, $p \leq 0.05$ significant, $p > 0.05$ not significant

Table 10: A two-way ANOVA was conducted to examine the effects of aspect (Makatao, Makakalikasan, Makabansa, Maka-Diyos) and location (East vs. West) on students' ratings of the manifestation of DepEd Core Values. There was a significant main effect of aspect, $F(3, 332) = 9.194$, $p < .001$, $\eta^2 = .019$, indicating differences in ratings across the four aspects. The main effect of location was not statistically significant, $F(1, 332) = 1.178$, $p = .278$, $\eta^2 = .001$, suggesting that the geographic location of the students did not influence their ratings. Additionally, the interaction effect between aspect and location was not significant, $F(3, 332) = 0.362$, $p = .780$, $\eta^2 = .001$.

The result shows that location was statistically significant between the rating of the students from the Eastern District and Western District of Calabanga in the aspects of Makatao, Makakalikasan, Makabansa, and Maka-Diyos. The results suggest that students have a common perception of the manifestation of DepEd core values due to their similar context and orientation. The interaction effect between aspect and location was not significant. The parents primarily aid in the formation of their children's values, and the teachers in school integrate these values into the teaching and learning process. The secondary schools of Calabanga West and East District conduct regular flag raising every Monday as mandated by the Department of Education. Most of the secondary schools also conduct regular First Friday Mass through the parish in their location and participate in the LGU programs for tree planting and clean-up drive activities participated in by the students and teachers.

In consonance with Betonio (2023), it appears that the personality of learners is of mixed varied traits since they originate from varied households; there is a need for preserving makatao and makabansa while enhancing makakalikasan and Maka-Diyos. The other external factors may influence the degree of practice of these values and values recovery program for the youth. Families are encouraged to conduct Bible studies, and the LGU authorities have a program inviting the youth for tree planting, cleanup activities, beautification, and sports drive programs.

Table 11

Tukey HSD Multiple Comparisons Table on Differences in the Level of Personal Manifestations of the DepEd Core Values as Rated by Students Among Different Aspects

(I) aspect	(J) aspect	Mean Difference (I-J)	Sig.	Interpretation
makatao	makakalikasan	.0223	.855	Not Significant
	makabansa	-.1149*	.000	Very Highly Significant
	maka - diyos	-.1117*	.000	Very Highly Significant
makakalikasan	makabansa	.0926*	.005	Highly Significant
	maka - diyos	-.0894*	.008	Highly Significant
makabansa	maka - diyos	.0032	.999	Not Significant

Legend: $p \leq 0.001$ very highly significant, $p \leq 0.01$ highly significant, $p \leq 0.05$ significant, $p > 0.05$ not significant



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Table 11 shows the significant main effect of aspect, $F(3,332)=9.194$, $p<.001$, $\eta^2=.019$, suggesting meaningful differences in the students' ratings across the four dimensions of the DepEd Core Values. The post hoc Tukey HSD test showed that Makabansa ($M=3.41$) and Maka-Diyos ($M=3.41$) received significantly higher ratings compared to Makatao ($M=3.29$) and Makakalikasan ($M=3.31$). No significant difference was observed between the top-rated aspects (Makabansa and Maka-Diyos) or between the lower-rated aspects (Makatao and Makakalikasan). The homogeneous subsets analysis confirmed these groupings, indicating that students perceive Makabansa and Maka-Diyos as distinct from the others in terms of their manifestation.

The multiple comparison table on the differences in the level of personal manifestations of the DepEd Core Values rated by the students among different aspects indicates that learners in Calabanga West and East District perceived makabansa and Maka-Diyos as more highly significant than makatao and makakalikasan. It implies that the teaching of the core values should not be dependent on the school classification or location. It may be of other underlying factors that will teach the students to manifest these behaviors. Schools are instrumental in teaching the DepEd's core values, which are foundational to shaping students' character and holistic development. As young minds spend much of their formative years in school, it is within this environment that they first encounter structured values education that extends beyond academics. It must also be considered that the teaching of these values relies not on the location and sizes of the school but on the values that these schools give importance to.

This affirms the study of Castillo-Hernandez (2024) which revealed that the most lived core values are maka - Diyos, makatao, makakalikasan makabansa and mahusay. To improve the core values, the teachers recommended spiritual formation, mental heal programs, on-going formation, community building, community extension, staffing, succession, coaching, mentoring, recognition programs, environmental and nationalism, with emphasis on proper planning, organizing and leading and controlling.

Table 12
Two-Factor ANOVA Results on Differences in the Level of Personal Manifestations of the DepEd Core values as Rated by Teachers Among Different Aspects and Locations

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Squared	Eta Squared
Aspect	.941	3	.314	1.431	.233	.012	
Location	1.014	1	1.014	4.627	.032	.013	
Aspect * location	.116	3	.039	.176	.912	.001	
Error	78.880	84	.219				
Total	3760.371	91					

The findings of this study show important insights into the manifestation of the DepEd Core Values among students, as rated by their teachers, across different aspects and locations. While no significant differences were 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.

It implies that the teaching of the core values should not be dependent on the school classification or location. It may be of other underlying factors that will teach the students to manifest these behaviors. Schools are instrumental in teaching the DepEd's core values, which are foundational to shaping students' character and holistic development. As young minds spend much of their formative years in school, it is within this environment that they first encounter structured values education that extends beyond academics. It must also be considered that the teaching of these values relies not on the location and sizes of the school but on the values that these schools give importance to.

The lack of significant differences across the four aspects of the DepEd Core Values suggests that teachers perceive their students' embodiment of these values as relatively uniform, irrespective of the dimension evaluated. This uniformity may reflect the effectiveness of DepEd's standardized curriculum and its consistent emphasis on character education nationwide. However, the observed regional differences—where teachers in the West provide



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higher ratings than their Eastern counterparts—highlight potential regional variations in the integration and actualization of these values in students' behaviors.

The significant main effect of location reveals the need to explore contextual factors that might contribute to these differences. Factors such as access to resources, socio-economic conditions, community engagement, or regional educational priorities may influence teachers' perceptions of their students' manifestation of core values. For example, teachers in the West might experience better support systems, stronger community reinforcement of these values, or access to programs that enhance character-building efforts. Conversely, lower ratings in the East might reflect challenges such as resource limitations, higher student-teacher ratios, or fewer extracurricular opportunities to practice these values in real-life contexts. The lower ratings in the East highlight the need for tailored support and interventions. DepEd could conduct region-specific assessments to identify barriers and implement strategies such as additional teacher training, infrastructure improvements, and localized programs to enhance the integration of these values.

The similarity in ratings across aspects indicates that teachers do not perceive a marked difference in how students embody compassion for others (*Makatao*), environmental stewardship (*Makakalikasan*), nationalism (*Makabansa*), or spirituality (*Maka-Diyos*). This suggests that the curriculum provides balanced exposure to all these values. However, it also raises the question of whether specific aspects might require additional emphasis to address emerging societal needs, such as environmental challenges or interpersonal empathy in an increasingly digital age.

This affirms the study of Imperial (2019) which indicates that students' desirable behavior, beliefs, and attitude are influenced by their institution's fundamental values. Students' appraisal of the perceived influence of core values on students' behavior indicated a significant difference when compared by gender, but no significant difference in school origin.

Conclusion

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. 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 *makakalikasan*. 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 *makakalikasan* 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 **I**ndependently, 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 *makakalikasan* Project **SAGIP**. "Saving and protecting our Nature through **G**reen **I**n -Keepers Program 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

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researchers may conduct a study on how these factors may affect the students' personal manifestation of the core values.

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