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Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BIÑAN CITY

PROJECT STRIVE (STRATEGIZING INNOVATIONS IN VALUES EDUCATION) IN SDO-BIÑAN: A COLLABORATIVE STUDY FOR PROGRAM CREATION



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ABSTRACT

This action research entitled STRIVE sought to determine the possible innovations that Values Education department of SDO-Binan City may carry out to address the learning gaps and the other aspects in the holistic development of the learners. Project STRIVE also pursued viable initiatives to address the concerns of Values Education Act or REPUBLIC ACT NO. 11476. For instance, the need for character education activities in schools under the supervision of Education Program Supervisor for Values Education elicits a sustainable program. Hence, the proponents of this study believed that consultation and collaboration with the teachers who are very much engaged in the educative process is still the best way to effectively address the intent or objective of this study. The targeted respondents or subjects of this research were the past and present ESP coordinators in SDO-Binan City. There were 37 ESP coordinators - 22 from elementary schools, 11 from high schools, and four former ESP coordinators from elementary schools who took part in this study. Instead of face-to-face interviews, they were asked to answer the survey questionnaires through the Google form.

This study utilized qualitative research design. The researchers employed thematic analysis method. They followed the steps in using thematic analysis that include familiarization of data, generation of codes, combining codes into themes, reviewing themes, determine significance of themes and reporting or presenting of findings. The proponents of this study solicited suggestions from the respondents regarding ways to improve the delivery system of Values Education in their school and in the Division. This study also collected their ideas about the possible innovations and perceived strategies to effectively implement these innovations. The ESP coordinators were also asked about their ideas on what components to consider when creating a division-wide program to improve the curriculum implementation of Values Education.

Results of the study provided the educational leaders the necessary and substantial data to help them discern and conceptualize suitable, relevant, and meaningful programs, projects, and activities for effective and efficient curriculum implementation of Values Education. The proponents in pursuing this study also proved that to effectively strategize any innovation, whole school approach is important and necessary. They also believed that collaborative efforts bring unmeasurable success to any endeavor.

Keywords: Values Education, innovations, curriculum implementation, ESP, strategy, project



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INTRODUCTION

The Department of Education's implementing rules and regulations for the effective implementation of the Republic Act No. 11476 includes the declaration of policies in Section 3, thus, "(the) State recognizes the vital role of the youth in nation-building and promotes and protects their physical, moral, spiritual, intellectual, and social well-being." (J.G. Chan 2023) Such recent mandate entitled "An Act Institutionalizing Good Manners and Right Conduct and Values Education in the K to 12 Curriculum Appropriating Funds Therefor, and for Other Purposes" all the more emphasizes the role of Values Education in the integral formation and holistic development of the learners.

Prior to the Act, the Department Order (DO) 41, series of 2003 reinforces the Values Education in the Basic Education Curriculum. There are several reasons in the issuance of this memorandum and such reasons are all valid and binding. One of the reasons that this study would highlight is "to properly evaluate the result of interventions conducted both inside and outside the classroom." (DepEd 2003) Thus, the Curriculum Implementation Division of Binan City, the Values Education Department in particular, is compelled to explore possible innovations to assist not only the teachers of Values Education but also the teachers of other learning areas to ensure effective implementation of Values Education which is one of the emphases of the restructured Basic Education Curriculum.

However, any pre-existing initiatives or innovations to enforce Values Education in the Department of Education has been challenged by the COVID-19 phenomena since it was declared as pandemic by the World Health Organization (WHO) on March 11, 2020. "During the first 12 months of the pandemic, lockdowns led to 1.5 billion students in 188 countries being unable to attend school in person, causing lasting effects on the education of an entire generation." (WEF 2022) This condition eventually led education experts to shift their concerns prioritizing strategies on how to address the global phenomena. Educational institutions in the Philippines must resort to distance learning as an alternative learning modality to face-to-face classes. "In all levels and sectors, 75.1% or 20,688,555 Kindergarten to 12 learners in all sectors are under Modular Distance Learning

(Print)." (DepEd 2021) MDL (Print) is the chosen modality in the public sector in all regions except in NCR, wherein learners opted for Blended Learning. Department Order no. 12, series of 2020 emphasizes the concern of the Department of Education for the safety and protection of learners and of teachers from COVID-19 and mandates every school to work on the Basic Education - Learning Continuity Plan (LCP). (DepEd 2021) Extra-curricular activities were, if not limited, not allowed in school. Extra-Curricular activities mold the students to social, academic, physical, and emotional growth of students. (Christison, 2013) The recent pandemic affected every aspect of a learner's well-being. "Social behavioral adaptations (e.g., social distancing, isolation, etc.) impact children's and adolescents' lifestyle activities and lead to increased incidence of psychosocial problems, worsening of preexisting mental illness, and fears of infection, uncertainty, isolation, and stress." (Annam et al, 2022).

Given such underlying condition, different sectors of society, especially the educational agency, call for recovery. According to the SPP results, public schools reported wide-ranging concerns from students and parents during the coronavirus pandemic and used a variety of strategies to address pandemic-related recovery. (NCES, 2023). One of the initiatives of the Department of Education has been to adopt the National Learning Recovery Plan (NLRP) to address learning losses in basic education. (DepEd 2023) Any office or agency within the scope of DepEd must devise or design a program that is aligned with the recovery plan. It is therefore necessary to conduct feasibility studies to determine possible components that can make up a program in whatever learning area. The Values Education Department under the Curriculum Implementation Division (CID) strives to come up with a program that best fits with the post-pandemic era and aligned with the DepEd's recovery program.

This action research entitled STRIVE sought to determine the possible innovations that Values Education department of SDO-Binan City may carry out to address the learning gaps and the other aspects in the holistic development of the learners. Project STRIVE also pursued viable initiatives to address the concern of Values Education Act or REPUBLIC ACT NO. 11476. For instance, the need for character education activities in schools under the supervision of Education Program Supervisor for Values Education elicits a sustainable program. Hence, the proponents of this study believed that consultation

and collaboration with the teachers who are very much engaged in the educative process is still the best way to effectively address the intent or objective of this study. The targeted respondents or subjects of this research were the past and present ESP coordinators in SDO-Binan City. There were 37 ESP coordinators - 22 from elementary schools, 11 from high schools, and four former ESP coordinators from elementary schools. Instead of face-to-face interviews, they were asked to answer the survey questionnaires in the Google form.

Hence, this study gained the perceptions of the respondents about Values Education, its significance in the curriculum, the impact of teaching VE in their lives as a teacher and as person, and the importance of teaching VE to the learners. These questions were included to level off their understanding about the learning area – whether it is *Edukasyon sa Pagpapakatao* for now or GMRC/VE in the coming years. “Actions have motivations. In ordinary cases, the mental states that motivate our actions are desires.”(McClelland & Jorba, 2023) The respondents were also asked about some ways to inculcate values in school aside from teaching inside the classroom. This was followed by a question as to how Values education can contribute to the holistic development of a learner. The proponents also inquired from the respondents if what are the concerns in their respective communities where the school they belong are situated. This question was intended to gain information about the stakeholders who can benefit from a conceptualized program for Values education within the scope of SDO-Binan City. Besides, an effective program always considers the culture and background of its target beneficiaries. “... (It) becomes clear that the well-intentioned professionals in charge had totally misunderstood or ignored some fundamental fact about the community or the target population. Since they assumed they knew what was needed, they planned the whole thing themselves...and failed miserably.” (Rabinowitz, 2023)

The proponents of this study solicited suggestions from the respondents regarding ways to improve the delivery system of Values Education in their school and in the Division. This study also collected their ideas about the possible innovations and perceived strategies to effectively implement these innovations. The ESP coordinators were also asked about their ideas on what components to consider when creating a division-wide program to

improve the curriculum implementation of Values Education. Furthermore, the survey ended with inquiries regarding any significant experiences of the ESP coordinators in assuming their role and their impression about this survey.

Results of the study provided the educational leaders the necessary and substantial data to help them discern and conceptualize suitable, relevant, and meaningful programs, projects, and activities for effective and efficient curriculum implementation of Values Education. The proponents in pursuing this study also proved that to effectively strategize any innovation, the whole school approach is important and necessary. They also believed that collaborative efforts bring unmeasurable success to any endeavor.

METHODOLOGY

The proponents designed a self-made questionnaire consisting of questions that may establish the demographic profile of the respondents and of 14 sub-questions that are anchored from the seven essential questions of this study. Personal information from the respondents includes their email address, name, position, school, years as ESP coordinator, years of teaching ESP, majoring in Values Education or not, major subject if not VE major, Gender, and Religion. The research tool was validated by the experts and was retyped in google form. The participants were requested to answer the survey questions using the google form. The link was provided and was posted at the group chat of the ESP coordinators. Their responses were automatically recorded in a sequential manner. The proponents just printed the consolidated responses.

This study utilized qualitative research design. The researchers employed thematic analysis method. They followed the steps in using thematic analysis that include familiarization of data, generation of codes, combining codes into themes, reviewing themes, determine significance of themes and reporting or presenting of findings.

RESULTS and DISCUSSIONS

The primary objective of this study was



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to gain some valuable insights, ideas, and suggestions from the ESP coordinators. This is very vital in addressing the need to have an educational program in Values Education to help improve or to enhance the curriculum implementation of the said learning area. The ESP coordinators who are immersed and coming from the grassroots can surely contribute their ideas and share their experiences that can be substantial materials in crafting program for a short- or long-term basis. Project STRIVE encompasses research; identifying innovations and the strategies that may help implement a program; and program creation, implementation, monitoring, and evaluation. Educational leaders may repeat the cycle.

Demographic Profile

Composition: Elementary ESP coordinators = 22, Junior High School ESP coordinators = 11, former elementary ESP coordinators = 4

Position: Teacher I = 18, Teacher 2 = 7, Teacher 3 = 7, Head Teacher = 2, Master Teacher = 3.

Years as ESP Coordinator: 0-3=22, 4-6= 10, 7-9=4, 10-above=1

Years of Teaching Values Education: 0-3=8, 4-6=8, 7-9=7, 10-12=6, 13-above=7, Not teaching VE=1

Major Courses of ESP Coordinator:
Values Education = 6, General Education = 12
Social Science = 5, BEED = 4, Mathematics = 3
Filipino = 2, Pre-School = 1, HELE = 1,
English = 1, Did not Mention = 2

Gender: Male = 3, Female = 33, Prefer Not to Mention = 1

Religion: Catholic Christian = 31, Other Christian denominations = 5, Did not Mention = 1

The demographic profile of the respondents is diverse. The finding shows that half of the number of respondents are from

Teacher 1. Many of the participants are newly designated as ESP coordinators while there is an equal distribution in bracketed years of teaching Values Education. It was also found out that most of the coordinators are not Values Education majors. Understandably, elementary ESP coordinators have general education or BEED as their major courses. In terms of gender, most respondents are females and there are only three males. Catholic Christianity is the religion of most of the participants. It is assumed that the type of demography that this study has can affect the result or finding of this research.

Research Questions

1. What are the perceptions of ESP coordinators regarding Values Education, its significance to the curriculum, to the learners, and to them as a teacher and as a person?
 - A subject that helps learners cultivate moral values and adhere to ethical principles
 - Part of curriculum that molds and shapes behaviors and attitudes
 - Educational practice that focuses on the holistic development of a learner
 - A character education that molds learners become good citizens
 - An instrument that helps learners possess virtues and become agents of transformation

Significance of Values education:

- The heart of the curriculum that makes learning meaningful and significant
- Serves as a moral compass that guide learners to be morally upright
- Essential element in developing well rounded and value-oriented individuals
- The conscience that Influences learners to make good decisions and the right choices
- The school's core business in the character development of a learner
- Immense significance in the holistic formation of learners

2. What are the ideas of the ESP coordinators regarding other ways to inculcate values to learners outside the classroom?
 - PPA (Programs, Projects, Activities)
 - Community Service
 - Integration Across All Subjects
 - Concrete and Practical Application
 - Role Modelling
 - Parental Involvement and Guidance
 - Whole School Approach
 - Technology and Social Platform
3. What are the concerns of the respective local communities to where the ESP coordinators are assigned based on their observations?
 - Limited or Short time allotted to teach Values Education (ESP)
 - Inadequate Values formation program
 - Lack of Values Education major teachers
 - Lack of Values integration in other subjects
 - Lack of social responsibility and community involvement
 - Behavior of learners/Lack of Discipline
 - Learners' lack of respect to teachers, parents, and elders
 - Bullying and discrimination of learners toward their fellow learners
 - Lack of Parents' Involvement
 - VE not responsive to the needs and circumstances of the community
 - Setback from pandemic like the lack of idea how to interact
 - Factionalism, gang fights
4. What are the suggestions of the ESP coordinators to help improve the delivery system of Values Education?
 - Mentorship and Teacher Training Program
 - Values Education should be taught one hour for five days in a week
 - Parents' orientation about Values Education Program
 - Integrate more activities to enhance students' engagement
 - More PPA (program, project, and activities)
5. What are the ideas of ESP coordinators regarding the possible innovations in Values Education that can provide meaningful experiences to learners and teachers?
 - Spiritual activities in school
 - Sustainable program
 - Community Involvement
 - Sharing of Notes and practices among teachers
6. What are the ideas of the ESP coordinators regarding strategies to implement perceived innovations in Values Education?
 - Provide ongoing training and support for teachers
 - Monthly Values programs and activities in school focused on core values
 - Practical activities method (Immersion to real life scenario, community service)
 - Enhanced teaching strategies (varied classroom activities, interactive multimedia)
 - Relevant, applicable, and simplified learning materials
 - Collaborative strategy/activities of VE teachers with other subject teachers
 - Provide venues for spiritual/religious activities
 - Regular feedback mechanisms
 - Science, Technology, ICT, Research, social media are integrated with VE
 - Whole school approach to values-oriented activities
 - Engage students to peer discussions and project-based learning

into meaningful activities

- Implement PPAs that are values-oriented
- Personalized learning and mentoring
- Employ strategic management to achieve objectives

7. What are the ideas of ESP coordinators regarding components that are essential in program creation based on their experiences?

- Character education
- Spiritual formation
- Moral and positive Filipino Values
- PPA that are Values-based
- Social Development
- VE program implemented in all schools in the Division
- Vision, Mission, Goals of DepEd, VE curriculum and content
- Contextualized Program
- Teachers Training, orientation of parents and learners about VE
- Teaching-learning process

The survey tool of this study went through content validation from the experts. It consisted of 14 questions that covered the seven questions of this research. Since this study utilized qualitative research design, the researchers employed thematic analysis method to group the answers. They followed the steps in using thematic analysis that include familiarization of data, generation of codes, combining codes into themes, reviewing themes, determine significance of themes and reporting or presenting of findings. There were 37 varying answers in each question. Each answer was assigned with generated code. The generated codes were combined to form themes. There were carefully examined and reviewed by the proponents and some experts.

The obtained results were perceptions of 37 ESP coordinators. "With the help of perception, the needs of various people can be determined, because people's perception is influenced by their needs." (Kashyap, 2023). The developed themes were implying holistic development and character formation as

important principles when conceptualizing a program in Values Education. These are familiar themes when talking about Values Education, *Edulasyon sa Pagpapakatao*, Good Manners and Right Conduct or any related subject.

In view of the findings, there were three main components that emerged from the suggestions of ESP coordinators. These were the Academics, Spiritual and Moral, and Social components. The results are vital in crafting an educational program for Values Education. In principle, this is not new as there have been a lot of literature that underline these important aspects for a holistic education or formation. However, the existing practices can be enhanced, improved, or can be made more relevant by strategizing innovations for the curriculum implementation of Values Education. This research provided substantial materials and profound information that can help educational leaders in the Values Education field to create a program that is relevant and responsive to the present context or condition of the stakeholders especially the learners.

The Proposed Program

Program Title: ABA! ESP

(Based on the Concept Paper of the Program)

Rationale:

The values education program is based on the philosophy of the Human Person!

ABA is being used here as an acronym that may pertain to three components of the project. A stand for Ahon, B is for Bangon, and A embodies Angat. ABA is a representation of the three components of this program. Each component addresses an aspect of a learner's life. AHON is a recovery term for the socio-economic aspect in the life of a learner. Bangon is the recovery term for the mental-psychological (academic) life of a learner. Angat is a recovery term and at the same time an invitation to elevate the spiritual-moral aspect of the learner's life.

Recovery term: AHON

Focus: The Socio-Economic aspect

Area of Improvement: Social dimension of education

Concerns: Lack of community involvement, Lack of ability to interact, Indifference, Lack of social

responsibility

Suggested Project:

SALBA-BIDA

(iSALBA ang BIyayang DAigdig)

Rationale: Provide venues for learners to involve with community affairs and social advocacy to inculcate Volunteerism

Strategy: Whole school approach, Integration, Partnership

Suggested Activities: Community Service, Outreach program like Relief operations, Gift-giving drive, Tree planting activities, Livelihood seminars

Long term goal: Community extension office

Recovery term: BANGON

Focus: The Mental-Psychological (Academic) aspect

Area of improvement: Intellectual dimension

Concerns: Learning gaps, improvement of teaching strategies, Insufficient teaching materials, lack of collaboration in values integration, need for capacity building, need for ICT integration

Suggested Project:

GISING

(Gawing Interesting ang Schooling, Itaguyod ang Napakagandang Gawi)

Rationale: Motivate learners to be responsible in their schooling and to find ways to improve the teaching-learning process or classroom teaching

Strategy: Collaboration, Integration, Upskilling

Suggested activities: Teaching training, Sharing best teaching strategies, Curriculum review, Action research

Long term goal: Character Education School

Recovery Term: ANGAT

Focus: The Spiritual-Moral aspect

Area of Improvement: Spiritual and moral dimension

Concerns: Behavior problems of learners, Learners' lack of respect and discipline, lack

of spiritual and values formation,

Suggested Project:

KAPIT

(Karakter at Asal Pagbutihin, Ispiritwalidad Tangkilikin)

Rationale: Organize venues or opportunities for learners to enhance their spiritual and moral life

Strategy: Whole School approach, Integration, Partnership

Suggested activities: Organize ecumenical prayer services, facilitate retreat and recollections, family day, monthly character activities like August Perseverance, September Honesty, Makataong Enero, Makakalikang Marso

Long term goal: Campus Ministry

Reflection

The task of a teacher is not only limited to classroom instruction. A teacher must be proactively involved with any initiative to improve or enhance the educative process. Doing research that demands time and effort can be excruciating and yet rewarding and fulfilling. One thing that struck us along the process is the wisdom of collaboration. Collaboration leads any endeavor to greater heights. Hence, if individuals look at the same direction immeasurable success follows. Project STRIVE, from the name itself strives to make a difference out of the possible innovations available and employing strategies to apply these innovations makes Values Education relevant all the time.

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