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“Assessing the Learners of Dela Paz National High School Based on the DepEd’s Core Values: An Assessment Study for Program Proposals”



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ABSTRACT

This study aimed to assess the learners of Dela Paz National High School based on the DepEd’s core values namely, *Maka-Diyos, Maka-Tao, Maka-Kalikasan, at Maka-Bansa*. The proponent adopted the conceptual framework of Mark Anthony Llego from Teacher.ph to come up with a survey tool that was translated into Tagalog. In Learners’ Core Values Survey Questionnaire (LCVSQ), each item from the core values – *Maka-Diyos, Maka-Tao, Maka-Kalikasan, and Maka-Bansa*, was answered by the respondents based on the extent of their practice of the said statement. The LCVSQ was validated by the experts of Values Education and went through a pilot test by 20 learners to determine its reliability. Based on the reliability test, *Maka-Diyos* was acceptable with 0.7 Cronbach’s alpha. *Maka-Tao* got 0.9 Cronbach’s alpha and labeled as excellent. Both *Maka-Kalikasan* and *Maka-Bansa* were also acceptable with 0.7 Cronbach’s alpha. It was administered to 712 randomly selected learners of DNHS from Grade 7 to Grade 10 of the school year 2023-2024. The researcher used quantitative research design. Frequency and weighted means were utilized to statistically treat the data gathered. Results showed that the core values *Maka-Tao* and *Maka-Bansa* were very highly practiced by the learners while *Maka-Diyos* and *Maka-Kalikasan* were highly practiced by them. Statements in each core values that had the lowest weighted means were determined and became the bases for program proposal.

Keywords: *Assessing the learners, DepEd’s Core Values, conceptual framework, Values Education, program proposal, Dela Paz National High School, Maka-Diyos, Maka-Tao, Maka-Kalikasan, Maka-Bansa*



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INTRODUCTION

Values are beliefs people have, especially about what is right and wrong and what is most important in life, that control their behavior. (Cambridge Dictionary) For many scholars, values are widely understood as the fundamental beliefs, behaviors and attitudes that have been approved and accepted as what is good by society for a long time. (Gamage et al, 2021). It is a no brainer that values are very important in the life of every person. Schools are very important in imparting values to young people or adolescents. (Harecker, 2023)

The Department of Education has been persistent in its desire to inculcate values and to develop the necessary competencies deemed necessary and desirable to ensure lifelong learning. Republic Act No. 8491 states that our national motto shall be “MAKA-DIYOS, MAKA-TAO, MAKAKALIKASAN AT MAKABANSA.” (Official Gazette, 1998) These values are expected to be visible from the learners of the Basic Education Department or BED. (DepEd, 2023) Both private and public educational institutions adhere to this mandate. The Values Education Program that was established by the then Department of Education, Culture, and Sports (DECS) by virtue of DO 6, S. 1988, has been regarded as a vigorous program designed to enhance human development and strengthen the moral fiber of the people through the educational experience. (DepEd, 1988). To achieve better results in the implementation of Values Education framework, the Department of education issued the DO 41, S. 2003 – Values Education in the Basic Education Curriculum. (DepEd, 2003). The Department order includes the principle that the revised Values Education Framework is still the basic material source for the core values that need to be developed. In fact, D) 41. S. 2003 emphasizes integration of values in other learning areas. In 2020, the Philippine government enacted Republic Act 11476 or the Good Manners and Right Conduct (GMRC) and Values Education Act. (DepEd, 2020) DepEd’s vision, mission, goals, and core values have been posted on the walls of every classroom. It is even recited during

the flag raising ceremony and on special institutional events. The subject *Edukasyon sa Pagpapakatao* (EsP) that is rooted from Values Education Program by virtue of Department Order (DO) No. 41 Series of 2003, has been assigned to impart these Agency’s core values to every Filipino learner. EsP curriculum is centered on human person and its focus is to hone or mold the individual’s capacity to make moral and ethical decisions and actions whereby Values Education is considered the character education in BED’s curriculum. (Miranda, 2016) However, there seems to be a discrepancy between these ideals and in reality. The pressing concern here is the availability of assessment of learners based on the core values that the school is upholding. The schools are formal venues to learn, to practice, and to possess the values that are necessary to become good and responsible citizens of the country according to RA no. 9155. (Official Gazette, 2001)

Since this study aimed at assessing the learners of Dela Paz National High School based on the DepEd’s core values, it was necessary to come up with an assessment tool and/or survey questionnaires. In this regard, the proponent searched for literature that contains helpful insights on how to breakdown the core values into behavioral statements. These statements could be translated into indicators and may be formulated into questions. Mark Anthony Llego presented on a website a conceptual framework that capsulized the DepEd core values. This research adopted his presentation but was translated into Tagalog so that it could be more understandable by the respondents. The respondents of this research were students from Dela Paz National High School, a large school that accommodates Junior High School learners from Grade 7 to 10. This study surveyed 712 students from all levels randomly selected with the help of the advisers. Republic Act No. 10173, otherwise known as the Data Privacy Act, was enforced. Parents were also informed and were asked for their consent. It was also voluntary. The results of the assessment provided valuable and substantial insights for program proposals

that are aligned with the MATATAG curriculum as part of the National Learning Recovery Program of the Department of Education. MATATAG was formulated with an end-view of producing *Bansang Makabata, Batang Makabansa*, to set the new direction of the agency and stakeholders in resolving basic education challenges. (DepEd 2023)

METHODOLOGY

The researcher utilized quantitative research design. Frequency and weighted mean were used to treat the data. Frequency was determined in every item or every question from each core value. The weighted mean of each item was also computed to find out the average value of the data gathered.

The participants of this study were 712 students from Grade 7 to 10 who are currently enrolled in Dela Paz National High School. They were randomly selected by the adviser of each class in every grade level. The selected participants were given the survey questionnaire and were asked to answer the survey. It was voluntarily answered by the respondents and their parents/guardians were informed about the said survey.

In Learners' Core Values Survey Questionnaire (LCVSQ), each item from the core values – *Maka-Diyos, Maka-Tao, Maka-Kalikasan, and Maka-Bansa*, was answered by the respondents based on the extent of their practice of the said item. They were asked to choose from *Palagi* (Always), *Madalas* (Often), *Minsan* (Sometimes), and *Hindi* (No). To compute the weighted mean, this study translated the choices into numerical values as follows; *Palagi* (Always) = 4, *Madalas* (Often) = 3, *Minsan* (Sometimes) = 2, and *Hindi* (No) = 1.

The Learners' Core Values Survey Questionnaire (LCVSQ) was validated by the experts on Values Education. This went through a pilot study with 20 learners from Grade 7 to 10 of Dela Paz

National High School that were randomly selected. Results were interpreted using Cronbach's Alpha reliability test to measure its internal consistency. Based on the reliability test, *Maka-Diyos* was acceptable with 0.7 Cronbach's alpha. *Maka-Tao* got 0.9 Cronbach's alpha and labeled as excellent. Both *Maka-Kalikasan* and *Maka-Bansa* were also acceptable with 0.7 Cronbach's alpha. LCVSQ was validated and reliability tested prior to the conduct of the study.

DISCUSSION AND RESULTS

Based on the findings, the four core values are either Very Highly Practiced or Highly Practiced by the learners. These are their perceptions about themselves in relation to the indicators of the behavioral statements of the DepEd's core values. Regardless of their disposition when taking the survey, there are indicators that need to be addressed although they were highly practiced or moderately practiced.

Findings are summarized as follows:

1. The core value *Maka-Diyos* has a weighted mean 3.15 that is good for Highly Practiced. The two statements that are deemed significant to address are "*Sumasali sa mga makabuluhang espiritwal na gawain (Halimbawa: Kung Katoliko, nagsisimba tuwing Linggo. Kung Born Again, dumadalo ng Fellowship o Bible studies. Kung Muslim, aktibong nakikisangkot sa mga Gawain sa mosque)*" and "*Hinihikayat ang kapanalig na ibang miyembro ng pamilya, kamag-anak, o kaibigan para lumahok sa espiritwal na mga gawain.*" The two indicators only garnered 2.52 and 2.67 weighted means for Moderately Practiced and Highly Practiced, respectively.
2. The core value *Maka-Tao* has a weighted mean 3.34 that is considered Very Highly Practiced. There is an indicator or statement that must be constantly addressed, and this is about, "*Nagsasalita tungkol sa paglaban at pagpigil sa bullying.*" (Speaks out against and prevents bullying). This indicator has the lowest weighted mean among the statements under this core value at 3.01. Another statement that has the lower mean score is the indicator - Volunteers to assist others in

times of need or *Nagboboluntaryong tumulong sa iba sa oras ng pangangailangan* with 3.07 mean score.

3. *Maka-Kalikasan* as a core value has a weighted mean at 3.30 for Highly Practiced. There are two indicators that are below 3.0 namely, *Nagpapakita ng pagiging maalaga sa kalikasan.* (*Halimbawa: Nakikilahok sa gawain katulad ng tree-planting.*) from the English statement, Shows a caring attitude toward the environment, with 2.91 mean score, and *Nagtitipid ng enerhiya at ng mga mapagkukunang-yaman* with 2.98. In English, Conserves energy and resources.

4. *Maka-Bansa* is a core value with the highest weighted mean at 3.59. It appears that the activities that are connected in promoting this core value were well-accepted or well-understood by the learners. *Iginagalang ang watawat at ang pambansang awit* and *Kinikilala ang sarili bilang isang Pilipino* have the mean score 3.95 and 3.82 respectively.

CONCLUSION/RECOMMENDATION

The research questions of this study were focused on to what extent the learners practice the DepEd core values of *Maka-Diyos, Maka-Tao, Maka-Kalikasan* and *Maka-Bansa*. Based on the findings of this study, the behavioral statements and indicators of the said core values, *Maka-Tao* and *Maka-Bansa* were Very Highly Practiced by the learners who took part in the survey. *Maka-Diyos* and *Maka-Kalikasan* were Highly Practiced by the 712 learner-respondents. The on-going innovations and initiatives being undertaken by the school since the resumption of face-to-face classes may have contributed to the positive outcomes of the survey. However, there are indicators that must be addressed especially under the core values *Maka-Diyos* and *Maka-Kalikasan* as they were below the 3.0 mean score. These would serve as bases for program proposal.

The researcher presumed the need to design a program that could promote DepEd's core values in schools. Aside from the DepEd's mandated celebrations, program, and activities like the Filipino Values Month for Edukasyon sa Pagpapakatao (ESP) during

November, innovations and initiatives that are relevant, sustainable, and aligned with the MATATAG curriculum that is part of the National Learning Recovery Program (NLRP) of the Agency, must be crafted and implemented. Based on the results of this research, the proponent would like to present the following recommendations:

- The Learners' Core Values Survey Questionnaire (LCVSQ) can be administered as a pre-test and post-test to determine the effectiveness of the program and of activities that aimed at contributing to the promotion or enhancement of the DepEd's core values.
- The Learners' Core Values Survey Questionnaire is still subject for further development and improvement that can ultimately be applicable as an assessment tool not only for junior high school but also in elementary and senior high school where the DepEd's core values are mandated to be inculcated among the learners.
- Interventions may vary since each school has its own history, background, community composition, and situation.
- Further study is still highly recommended to either affirm or determine any discrepancy of this study.
- Proposed program that may emanate from this study is subject for further consideration and scrutiny.
- Pre-test may be conducted at the very beginning of the school year and post-test towards the end of the school year with the innovations, interventions, and strategies implemented throughout the school year.

Suggested Program:

Project KARAKTER (*Kaakibat sa ARal-Asal sa Paglinang ng Kaaya-ayang KarakTER*)

Program Rationale: To intensify any existing program intended to enhance the learners' behavior and character, Project KARAKTER

emphasizes the need for whole-school approach and participatory approach to learning in school. This project recognizes the prevalent culture of the current generation and yet the good manners and right conduct being learned in the elementary school must be sustained and reinforced in high school where greater challenges and tempered expectations are given. Any character education encompasses whole-school approaches. This is the *raison d'être* of this project – to institutionalize any collective and collaborative efforts to inculcate the DepEd's core values among the learners as well as the other stakeholders in school. The School Improvement Plan team can consider this project and gradually work on this for three to five years and eventually develop a school identity or best practice out of this character education endeavor. This is also very well aligned with the current agenda of the Agency – the MATATAG curriculum included in the National Learning Recovery Program. The pandemic phenomena did not only affect the learning process of the learners but their values formation as well. Project KARAKTER endeavors to promote pro-active style in learning.

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