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EDIFYING THE VALUES FORMATION AMONG LEARNERS IN THE PRIMARY SCHOOL LEVEL

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Abstract

The study aimed to determine the progress of values formation and edify them among the learners at the primary level. The study found out that (1) the least developed values among learners is spiritual values, (2) moral values is the most developed, (3) the roles of teachers has the highest contribution in developing the values formation of learners, (4) the least manifested Sagradan Core Value is self-discipline, and (5) excellence is the most manifested Sagradan Core Value. Given the foregoing significant findings of the study, the researcher concluded that the integration of certain values; specifically, the school's core values to every subject area and school programs and activities greatly affects the edification of values formation of the primary level learners. The researcher proposed the Project LIVVES or Learning and Integrating Values and Virtues in Education Setting is as a program that will help teachers in strengthening the values of their learners.

Introduction

The education of a child in school does not end in knowledge acquisition alone, but it is strongly linked with the development of valuable skills and most importantly the formation of values of the learners in every part of the school. The teachers, who interact with pupils for the entire day, have been considered as “icons who are not only teaching their pupils academics but values and life's lesson as well” (Galang, 2018, p.8). They want every child to serve as a role model, to acquire idyllic values, and to imbibe good qualities. Today, the generation of adult Filipinos, including the teachers, seems to worry that the next generation of youth is in great trouble. The perception of kids today is no different, with theories abounding as to why the values of the newest generation are slipping. Furthermore, there is a foregone conclusion that our current crop of young people is destined to be insecure, inattentive, depressed and unable to show good morals and right conduct in their daily interactions. The Philippine government mandates private schools around the country to inculcate patriotism, nationalism, and other values as part of their school offerings. This was evident in Department of Education (DepEd) Order No. 88 Series 2010 also known as the Revised Manual of Regulations for Private School in

Basic Education. Article I, Section 4 (6) of the said order, states that private schools shall cultivate different values such as patriotism and nationalism among its learners. Furthermore, private schools' functions with regards to values formation of Filipino youth also includes love for humanity, respect for human rights, appreciation of the roles of national heroes in the historical development of the country, teaching the rights and duties of citizenship, and strengthening the moral, spiritual and ethical character of an individual. The goal of the K to 12 curriculum is to foster holistic development among the Filipino youth endowed with 21st century skills and knowledge with the integration and formation of values and attitudes. This must be congruent with the DepEd and school's vision, mission, and core values. According to Reñosa (2012) values formation includes the formation of the cognitive domain which refers to skills and knowledge; the affective domain is the feeling and behavioral aspect. The formation of values is the holistic development of every individual. The learners' behavior is based on the values they acquired in life experiences. Their values are based on their beliefs and principles. These are molded through the attitudes and behavior of people who raise them. Today, most of the schools across the nation or even around the globe are religiously passionate only in the academic record or report card of the students and tend to neglect the character and moral building of the students. Unfortunately, negative values are emergent everywhere in our society. Human beings have become insensible in every walk of life whether it is a working place, walking place, school or whatever else. The DepEd in general, as well as the school and teachers in particular, wants to solve this problem by edifying the foundation of values of every learner at an early age. The strong foundation of values will promote the love of God, love for country and love for others to decrease the number of crimes in the country and to produce responsible citizens. Teachers should awaken and instill in the mind of every learner what is right and wrong. Every teacher experiences difficulties in the formation of values of his/her pupils. The acquired values shape the behavior that decides to follow and produce satisfaction. At this early age, the foundation level of the children, they learn to appreciate things and people that fulfill their basic needs and begin to value these things. Behavior becomes the main reference of what is valuable in their environment with well-disciplined pupils, morally upright, and academically excellent learners. Just as youngsters should be tutored to tie their shoes, read and write stories, solve science and math problems, and perceive different concepts in varied learning areas, thus should they be guided to develop the qualities of character that are valued by their families and by the communities within which they live. Therefore, this study hopes to provide a basis for values formation program that is responsive to the lack of moral, social, and spiritual hunger of the pupils and students of the 21st century education today and in the future. Moreover, this anticipates in helping young learners, specifically those in the primary school level to cope with the challenges posed by social realities and the teachers in dealing with the values of the students.

Methods

This study used the mixed-methods sequential explanatory research approach to come up with a program that would edify the values formation of primary school level pupils. The collated quantitative and qualitative data were interpreted within the scope of the study's purpose which is to evaluate and edify the values formation of primary school level learners. The sample of the study consisted of fifteen (15) teachers, five (5) school administrators and forty-five (45) parents of primary level learners of the Montessori De Sagrada Familia (MDSF), Baliwag, Bulacan. The sample parents-respondents of this study were chosen using the simple random sampling method. The researcher only used 10% of each grade level population to come up with its sample parent-respondents. Moreover, convenience sampling was used in selecting all of the teachers and school administrators that served as the respondents of this study. To evaluate the learners' values formation as well as to come up with an effective values formation program, the study relied on survey-questionnaires as the major instrument in gathering quantitative data from the respondents. On the other hand, to find out the pertinent qualitative information, the researcher utilized a structured written interview sheet that was given to all respondents of this study. All research instruments were made by the researcher and have undergone a validation procedure from the expert. The first instrument was a survey-questionnaire checklist used to evaluate and describe how are the primary level pupils' social, moral, and spiritual values formation developed in terms of different school programs and activities such as curricular activities, extracurricular activities, guidance and counseling programs, and roles of teachers. The second checklist questionnaire was used in this study to gauge quantitative data pertaining to pupils' level of manifestation of the Sagradan Core Values of love and justice, servant leadership, self-discipline, sense of family, and excellence. Moreover, all respondents also served as the informants of the study and answered a structured written interview sheet in order to find out the problems they encounter in strengthening the values formation of pupils, and the extent of implementing the core values of the school to strengthen the learners' character formation. This study used a 4-point Likert scale model of survey-questionnaires because it is a widely used tool to assess attitude and affective traits. The quantitative data gathered in this study were analyzed, computed and interpreted through the use of the Microsoft Excel Software in preparation for statistical analysis. The researcher described and quantified the data gathered from the respondents based on the result of the survey-questionnaires. The descriptive statistical procedures of frequency count, mean, and weighted mean were employed to describe and analyze the objectives of this study. The data gathered were organized and presented in tabular form for descriptive and easy analysis of quantitative data.

Furthermore, the researcher analyzed the responses and answers of the respondents in the written interview sheets. The collected qualitative data were analyzed and interpreted using thematic analysis of the responses written in verbatim. Their reactions to the respondents in each question gave the researcher the necessary qualitative data that were used in responding to the objective of this study.

Results and Discussion

This study found out that: (1.1) It was found out that in terms of curricular activities, the three sets of respondents have a different perception of which type of values is most developed. The teacher-respondents chose moral values as the highest type of values with a mean score of 3.40. The school administrators and parents, on the other hand, selected social values as the most developed values in terms of curricular activities with mean scores of 3.33 and 3.6 respectively.

(1.2) Two out of the three sets of respondents chose moral values as the values that are most developed using extracurricular activities. It obtained the scores of 3.40 and 3.44 from the school administrators and parents respectively. It was verbally described as sometimes developed. On the other hand, the teacher-respondents rated social values as the values that were given much emphasis in terms of extracurricular activities with a mean score of 3.16.

(1.3) Fifteen teachers and forty-five parents rated the guidance and counseling programs as the lowest school factor contributing to the level of development of social, moral, and spiritual values formation among the primary level learners. It was supported by the mean score of 3.03 and 3.14 respectively

(1.4) It was found out that all of the three sets of respondents unanimously chose the roles of teachers as the most important school factor that contributes to the level of development of values among primary level learners. It obtained the highest mean scores of 3.36, 3.60, and 3.57 from the teachers, school administrators and parents respectively. It also obtained a verbal interpretation of sometimes developed from the teachers and always developed from the school administrators and parents based on their weighted means. It was found out that this specific factor contributes highly to the development of social values based on the 3.61 mean score from parent-respondents. Meanwhile, the teachers and school administrators thought that the roles of teachers greatly affect the development of moral values as evident from the obtained 3.42 and 3.80 mean scores respectively.

(2.1) Based on the computed average mean score of 3.25 from the three sets of respondents, the level of manifestation of the core value of love and justice was described as sometimes

manifested among the primary level learners. Furthermore, the present researcher found out that two of the indicators under love and justice were rated as always manifested by the three sets of respondents. Indicator 1 (*Praying to God before and after class.*) received the highest weighted mean score of 3.63 while indicator 2 (*Indulging in school activities and strongly rejecting those that will cause them harm and trouble.*) received weighted mean score of 3.51. On the other hand, indicator 3 (*Creating a quiet and peaceful school community.*) obtained the lowest mean score of 3.14.

(2.2) The level of manifestation among the primary level learners of the core value of sense of family was indicated with a verbal interpretation of sometimes manifested with an average mean score of 3.17. It was found out that all of the indicators under this core value received a verbal interpretation of sometimes manifested. Furthermore, indicator 3 (*Being grateful to people who are concerned about their welfare and well-being.*) of sense of family obtained the highest mean score of 3.26. However, indicator 4 (*Ensuring that their everyday actions are meant to build a solid relationship among their classmates and friends.*) received the lowest mean score of 3.03 from the respondents. Generally, the five school administrators gave the highest rating to the core value of sense of family as compared to the score given by the teachers and parents. It obtained a mean score of 3.20 from the school administrators.

(2.3) Based on the gathered data, the core value of self-discipline obtained the lowest mean score based on the combined average mean from the three sets of respondents. It generated a weighted mean of 2.42 which was interpreted as rarely manifested among the primary level learners. Furthermore, this was also the core value that was rated at the lowest most core value by the teachers, school administrators, and parents as evidenced by its average mean scores of 2.55, 2.20, and 2.51 respectively. However, indicator 5 (*Respecting the teachers and other school authorities and obeying the rules and regulations of the school.*) is the only indicator under self-discipline that was interpreted as sometimes manifested as supported by its mean score of 3.09. The rest of the indicators under self-discipline were rated as rarely manifested among the primary level learners.

(2.4) It was found out from the numerical values that the three sets of respondents gave a sometimes manifested mark to the core value of servant leadership. It can be gleaned that it obtained a mean score of 3.04. Specifically, it was rated with average mean scores of 3.24 from the teachers, 2.76 from the school administrators, and 3.13 from the parents of the primary level learners. The indicators under the core value of servant leadership obtained weighted mean scores ranging from 2.92 – 3.22. Moreover, its indicator 3 (*Showing willingness and initiative to be of service to others.*) and indicator 5 (*Finding ways on how to be of service to their classmates, teachers and other members of the school community who need help.*) were the ones that are clearly manifested among the learners. It was supported by their tied mean

score of 3.22. However, among the five indicators under this core value, the respondents gave the lowest mean score of 2.92 to indicator 1 (*Participating in any way they can in the school's outreach programs and leadership activities.*) which was also described as sometimes manifested.

(2.5) Based on the data gathered, the core value excellence obtained the highest mean score from all of the three sets of respondents. It generated an average mean score of 3.68 which was interpreted as always manifested. Furthermore, based on the gathered numbers, it was found out that this core value was also the one that received the highest mean from the teachers, school administrators, and parents. These respondents gave the mean scores of 3.68, 3.80, and 3.55 respectively. The indicators of the core value of excellence obtained mean scores ranging from 3.55 – 3.69. Further analysis of the data revealed that indicator 4 (*Reading a lot and engaging themselves in activities that will make them learn new things that are sound and helpful to them.*) received the highest weighted mean of 3.69. However, with a mean score of 3.55, indicators 1 (*Studying hard so that they can meet or even go beyond the standards of competence set for pupils like them.*) and 5 (*Doing their best to excel in everything they do and performing assigned tasks independently.*) obtained the lowest mean score from the respondents. All of the indicators under the core value of excellence were all described as always manifested by the respondents' answers as observed from the primary level learners.

(3) The integration of the Sagradan Core Values is predominantly positive in contributing to the character development of the primary level learners. The common contributions that emerged from the interview are the following: (a) it serves as a guiding principle on how learners should respond to different life situations; (b) it helps the learners to be developed holistically; (c) it equips the learners with the most important values in life; (d) the integration helps the learners to be aware of their own character development; (e) it helps the learners to have a life balanced with academic experiences and the major aspects of life; (f) it helps the learners be reasonable on making a certain decision; (g) It molds and helps the learners to be a good student and a very powerful role model to other students; (h) it solidifies the attitudes and behaviors that they must exhibit at school and also at home; (i) it makes the learners be sensitive to the feeling of others, and make them act with respect and kind heart; and (j) these integrations make the learners be knowledgeable about what to do and not to do, and how to do it according to the teachings of these core values.

(4) The commonly met problems by the teachers in edifying the values formation of the learners are the following: (a) not using polite Filipino expressions such as *po* and *opo*; (b) the learners' age and short attention span; (c) the consistency of the learners to follow certain rules; (d) the values modeled at home are quite different from the values integrated into the school system; (e) the differences in terms of abilities, skills, level of proficiency, and social-cultural

perception/belief in judging what is wrong and right; (f) the learners' social media and technology exposure; (g) their ability to question adults orders and rules; (h) a poor home-school partnership when it comes to values inculcation; (i) the pupils' perception that they are always right and sometimes ignore school rules and regulations; and (j) the immature, irritating, and playful behavior of the learners.

Conclusion and Recommendation

On the basis of the findings of this study, the integration of certain values; specifically, the school's core values that the society expects from our children to every subject area and school programs and activities significantly helps on edifying the values formation of the primary learners. In light of the significant findings and conclusions drawn from this study, the researcher hereby offered the following recommendations that will help edify the values formation of their primary level learners. (1) Continuous and strengthened integration of the necessary and fundamental values and virtues into every school subject, activities, and programs. (2) Teachers who serve as the parents of the learners in school have to be good role models to the children and have to demonstrate the essential values and other indispensable virtues to continuously edify the values formation of the learners under their utmost care. (3) The adoption and implementation of the proposed program drawn from this study are equally suggested to help schools particularly the primary level department to strengthen the values learning of their learners, likewise, a values formation program for all stakeholders must be adopted. (4) A strong guidance and counseling program should be in place to help learners become more values-oriented. (5) Alignment of teaching approaches to the needs of today's children such as creating modules centralizing on core values that will be implemented during homeroom and school activities and will be integrated into every school subject area. Likewise, teacher training is needed to help teachers equip with new strategies and techniques to promote the integration of values in every school area. (6) The monitoring of the learners' use of gadgets like Ipad, tablets, and cellphones most especially the ones with access to the internet must be carefully monitored. A screen time or any time monitoring mechanism must be formulated by every family.

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