

Learners' Perceptions, Beliefs, Practices, and Experiences in Deped Core Values Inculcation: Inputs for Improvement

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DOI: <https://dx.doi.org/10.47772/IJRISS.2025.90300108>

Received: 14 February 2025; Accepted: 28 February 2025; Published: 03 April 2025

INTRODUCTION

Background and Rationale

In a rapidly changing and diverse world, where morality seems to deteriorate across the globe, the need for value-based learning is undeniably getting attention from officials and policy makers in educational institutions. In fact, educational institutions around the world recognize the need to revitalize values education and integration through curricular and co-curricular activities in school. It is for this reason that Southeast Asian Ministers of Education Organization (SEAMEO) has already initiated various projects that promote positive values among learners, teachers, and communities since 2013.

In the Philippines, the government recognizes the important role of all educational institutions in the inculcation and development of positive values among learners, teachers and officials. In the year 2020, the Congress has formulated and enacted Republic Act No. 11476, which is known as the "GMRC and Values Education Act" to underscore the crucial role of the youth in nation-building, thus educational institutions are not only mandated to strengthen critical and creative thinking among learners, but also to inculcate and develop ethical and spiritual values. This act also mandates the Department of Education (DepEd) to teach values education from Grades 7-10 as a separate subject, while in Grades 11 and 12, values education shall be integrated in the teaching of all subjects. While cognitive competencies and skills are undoubtedly important, DepEd believed that it must be complemented by the formation of positive values and attitudes anchored on the Vision, Mission and Core Values of the department which aim for the holistic development of the learners with 21st century skills (D.O 8, s2015, sec. 6).

Aside from orders and memoranda that have been issued by DepEd to strengthen the implementation of various values education and integration programs which are designed to enhance the moral and spiritual values of all learners across all levels throughout their educational experiences, several values-based programs, projects, and activities have also been initiated to promote positive values. Furthermore, DepEd is in partnership with Junior Chamber International (JCI) Philippines in the implementation of project W.A.T.C.H., which stands for We Advocate Time Consciousness and Honesty. Despite all the efforts to instill the value of Maka-Diyos, Makatao, Makakalikasan and Makabansa to all learners, challenges like bullying, gang-conflict, vandalism, teen-age pregnancy, addiction and all other misbehaviors continue to grow significantly.

In Region VIII, Leyte National High School (LNHS) is one of the large secondary public schools, which is located at Tacloban City under the supervision of Tacloban City Schools Division. Several incidences of learners' behaviors have been reported like bullying, vandalism, including theft (faucets and pipes), teen-age pregnancies, smoking, absenteeism and the like. These incidents may lead people to wonder and ask: what has been done and what needs to be done to address these problems? These questions serve as guide in the formulation of the framework of this study. It is an undeniable fact that equipping learners with the positive values, with their strong beliefs on the importance of those values, will help them meet the challenges ahead. Hence, inculcating and promoting positive human values among learners, teachers and school administrators is of utmost priority.

Hence, this study is conceptualized to assess the initiatives of the school, including its policies, programs and

projects in relation to the inculcation and cultivation of DepEd's core values as perceived by the learners themselves. Since there is no such thing as a perfect program, it is always best to constantly assess policies/programs/projects for a continuous improvement and to be more efficient and effective in its implementation.

This study also aimed at determining learners' belief on the importance of DepEd core values such as Maka-Diyos, Maka-tao, Makakalikasan and Makabansa, and the extent to which these core values are practiced in the learners' life. This is an important area of the study because one's belief affects one's behavior, as the popular Oprah Winfrey puts it, "You become what you believe" for you do what you believe is desirable and you become because of what you do. So, this study also examined the degree of learners' belief of the four core values and its relation to the extent of practice. Moreover, this study further explored the lived experiences of the learners and their insights and in-depth reflections on school's values inculcation best practices and inputs for improvements of current practices.

Since this study aimed at promoting and sharing best practices and initiatives of the school in values inculcation and development, findings of this study may provide vital information regarding its current values inculcation strategies that may serve as inputs for improvement. It is also anticipated that, after this study, an institutional instrument may be developed and made available to schools to measure the extent to which the school inculcates the core values and learners' extent of practice and belief for continuous monitoring and improvement. Findings of this study may also prompt a practical development of a research-based policies and procedures at the school level concerning the inculcation and development of values in the classroom, as well as in school in general. This study is indeed of great importance since none of this type of study yet is conducted at Leyte National High School (LNHS). However, this study limits itself to the Department of Education four (4) core values, and does not include all universal, ethical, societal and personal values. Hence, it is possible that innovative interventions may be developed based on the findings of the study in promoting values to students, teachers, parents and communities.

Statement of the Problem

This research aimed mainly to assess the school's performance in the inculcation of the DepEd core values and learners' beliefs and practices of the core values among Grade 12 at Leyte National High School (LNHS) during the school year 2023-2024. Specifically, this study sought to answer the following questions:

1. To what extent does Leyte National High School inculcate DepEd's core values as perceived by the learners?
2. What is the learners' degree of belief and practice of the DepEd's core values?
3. What are the learners' personal experiences and insights on the values inculcation initiative (programs and practices) in Leyte National High School?
4. What programs and projects may be developed to enhance current programs and practices in relation to values' inculcation and development?

Scope and Limitations

This present study focused on the perceptions of the selected grade 12 learners on LNHS' initiatives (policies, programs and projects) that promote the DepEd core values and on the learners' degree of belief and extent of practice of those values in life during the school year 2023-2024. Though this study is using a triangulated approach, known as explanatory mixed method, whereby qualitative results are used to explain further the numeric findings obtained from the quantitative data collection, the information is derived solely from the learners, and did not include other sources of information like teachers, parents, school personnel and the entire school community. It did not include all universal and moral values but limits itself to the four DepEd core values namely, maka-Diyos, maka-tao, Makabansa, and Makakalikasan. It also limits its scope to one (1) school, that is, the Leyte National High School.

Significance of the Study

Results of this study definitely contributed to the body of knowledge since only a handful of studies so far in

Region 8 are dealing with these issues using mixed methods. The results also provided a significant information for possible program interventions and improvements of its current practices in matters of values inculcation and development in the school setting. It is therefore anticipated that the results of this study are of significant value to school administrators and teachers who are deemed influential factors in the holistic development of the learners, who are recognized by the State to play a vital role in nation-building. Specifically, results of this study are beneficial to the following group of individuals:

Learners. As ultimate recipients of this findings, results of this study underscore the importance of strengthening the whole well-being of the learners since this values inculcation and development program addresses not only the cognitive aspect but also the positive development of their affective and behavioral aspects.

Teachers. As facilitators of learning, results of this study hopefully provided them with valuable data that may be used to improve their current practices in relation to values inculcation initiatives, and may remind them that modelling (being role models) is as effective as reinforcement techniques in the inculcation of positive values.

School Administrators. As school managers, results of this study may serve as valuable inputs that may be utilized to strengthen the implementation of various values education and integration programs which are designed to enhance the moral and spiritual values of all learners across all levels, and to improve its current policies, programs and projects that will revitalize values inculcation and development initiatives to maximize results.

Definition of Terms

For clarity and univocal understanding, the following terms are defined according to how they are being used in the study:

Beliefs. This term, as used in the study, refers to the personal convictions that a person accepts to be true. The degree of belief on the importance of the core values in life may be classified as: not at all important, slightly important, moderately important, very important and extremely important.

Core values. This term, as used in the study, refers to the core values of the Department of Education which includes Maka-Diyos, Makatao, Makakalikasan and Makabansa (Section 25 and 40 of RA 8491; Section 7 of IRR RA 11476).

Makabansa. This term refers to a core value that expresses and promotes pride in being Filipino; gives priority to country over oneself and their families; exercises the rights and responsibilities of a Filipino citizen; and demonstrates appropriate behavior in carrying out activities in the school, community and country (Section 7.1.4 of IRR RA 11476). As used in this study, a number of behavioral indicators are adopted to describe this value.

Makakalikasan. This term refers to a core value that expresses a sense of caring, protecting, nurturing, and being responsible and accountable for the natural environment. It entails utilizing resources wisely, judiciously, and economically (Section 7.1.3 of IRR RA 11476). As used in this study, a number of behavioral indicators are adopted to describe this value.

Maka-tao. This term refers to a core value that expresses high respect to human dignity, sensitivity to individual social, gender and cultural differences including those with special needs; and demonstrates contributions towards solidarity and the common good (Section 7.1.2 of IRR RA 11476). As used in this study, a number of behavioral indicators are adopted to describe this value.

Maka-Diyos. This term refers to a core value that expresses one's spiritual belief while respecting the spiritual belief of others and adherence to ethical principles by upholding truth. It also pertains to the belief that there is a God or Higher being who can help people to go through life's challenges and daily living (Section 7.1.1 of IRR RA 11476). As used in this study, a number of behavioral indicators are adopted to describe this value.

Practice. This term, as used in the study, refers to the actual application or action of the core values by the learners in life that may be assessed thru behavioral indicators. A 24-item with descriptive statements is used to

determine the extent of practice of these core values using the scale as follows: never, rarely, sometimes, often, and always.

Values. This term, as used in the study, refers to the person's principles or standards of behavior that one uses to make judgment of what is important in life, and of what behavior is perceived as desirable, valuable and good.

Values-based Initiatives. This term, as used in the study, refers to the school policies, rules and regulations, programs and projects adopted and implemented by the school that aim to promote positive values among its learners, teachers and the entire community.

Values Education. This term, as used in the study, refers to the process of instilling positive values to the learners thru curricular and non-curricular activities that provides young people internalization of values (Section 3.b of RA 11476).

Values Inculcation. This term refers to the process whereby it is geared towards instilling and internalizing norms in the individual's values system (DECS Order 6, s. 1988).

Values Integration. This term, as used in the study, refers to process whereby values education is purposefully planned as regular lessons in the subject and not taken as incidental lessons in the process (D.O. 41, s 2003).

REVIEW OF RELATED LITERATURE AND FRAMEWORK OF THE STUDY

This chapter presents the reviewed relevant concepts, ideas and findings from various literatures, which have provided necessary information and valuable insights to the topic under investigation.

Conceptual Literature

Key concepts such as values, values education and integration, and DepEd core values are defined to establish clarity of direction and understanding. The Department of Education (DepEd) describes values as “the basis of judging what attitudes and behaviors are correct and desirable and what are not” (D.O 6, s.1988). In the same order, values education is defined as “the process by which values are formed in the learner under the guidance of the teacher and as learner interacts with the environment”, and this process helps learners develop a strong moral compass. It is quite clear that since 1988, the Department of Education has already committed to the total development of the learners.

In 2003, the Department of Education has issued an order to integrate values education in all subject areas, where it defines values integration as a “process whereby values education is purposefully planned as regular lessons in the subject and not taken as incidental lessons in the process” (D.O. 41, s 2003). By integrating values education into the curricular experiences, learners could possibly internalize positive values such as honesty, respect, empathy, integrity, and responsibility. When learners feel safe, respected and valued, it fosters and encourages positive social interactions among the learners. It also promotes understanding, thereby reducing the occurrence of bullying, discrimination and other negative behaviors. Developing these values are not only beneficial for individual growth, but also contribute to building a harmonious and productive society. Thus, Values Education and Integration in schools play a crucial role in the holistic development of the learners, for it includes the mind, the heart and the entire being. This order ensures that the core values of DepEd, including Maka-Diyos, Maka-tao, Makakalikasan and Makabansa, are instilled into the minds and hearts of the learners (D.O. 41, s 2003). This order also emphasized that there should be meaningful integration of values developments in the lessons of every teacher in all learning areas.

Recently, the Congress has enacted a law on values education which defines it as “the process that provides young people internalization of values which aims at students' grasp of underlying principles, together with the ability to act on those principles, and the settled disposition to do so” (RA 11476). This act does not only provide a clear definition of values education but also mandate the Department of Education to integrate values education into the K to 12 curricula, which encompass universal, human, ethical and moral values.

This RA No. 11476, dated June 25, 2020, known as "GMRC and Value Education Act", aimed at institutionalizing good manners and right conduct and values education in the K to 12 curricula. This Act underlines the fundamental role of all educational institutions in the inculcation and development among the learners, not only of critical and creative thinking, but also of moral character anchored on the basic moral principles of right living.

Since values education has been there for quite some time, it is perhaps best to assess its impact on the learners, being the ultimate recipients of those values-based orders, memoranda, programs, projects and activities. However, this present study focuses only on the four core values of the Department of Education, namely Maka-Diyos, Maka-tao, Makakalikasan and Makabansa (D.O. 36, s. 2013).

Related Studies

This section presents relevant studies and findings that contributed to the conceptualization and direction of this present study. For instance, in the qualitative and comparative analysis of Omutoko (2018), in her study entitled, "Integration of value-based education in the Kenyan education system as a response to emerging challenges" found that values education indeed mold character which can enhance academic performance, cohesion, team work, strengthen relationships. This study also reported that teachers in particular, and school in general, play an important role in the integration of values education in all learning areas, and that values education has positive impacts not only in the academic but also in the personal and social life of the learners. Similar findings were reported in the study of Monterola and Basilan (2023), which states that when "teachers exhibit positive values, the learners are likely to develop positive values as well". Perhaps teachers play a crucial role in the inculcation and development of learners' values.

Furthermore, the United Nations Educational, Scientific and Cultural Organization (UNESCO) Report, dated November 2000, on the impact of a value-based child friendly learning environment underlines the importance of surrounding the learners with human core-values from an early age for better social, emotional, academic and spiritual development (UNESCO, 2000).

Research also reveals that values play a key role in delivering educational institution's philosophy usually embedded in the school motto. Educational beliefs and values are usually promoted through the organization's rules and regulations, staff and student handbooks (Notman et al, 2016). This could mean that school's rules and regulations, availability of student handbooks and classroom rules may also be considered as factors in the promotion of learners' beliefs and values.

Furthermore, Hawkes (2009), in his study "Evidence of the Impact of Values Education", revealed that a number of studies have been conducted that show the positive effects of values education on school relationships, student well-being and improved academic diligence. However, he also noted that monitoring, researching the effects, and looking at the evidence concerning of introducing and developing positive values in schools is crucial. Indeed, it is necessary to regularly assess a program to constantly identify areas for continuous improvement.

DepEd's Continuous Improvement (CI) program, a methodology which continually assesses, analyzes and acts on the improvement of key processes focusing on both the customer needs and the desired performance, was introduced to build a culture of continuous learning and improvement. This program envisions to continuously improve the programs and projects implemented by the department with the following steps: first, conduct a regular assessment of the program to determine effectiveness and identify areas for improvement; second, by collecting data thru feedback and monitoring and subjected the data to a rigorous analysis to gain better understanding of what has been done and what needs to done, and thirdly by acting on the solutions that would better serve its stakeholders (D.O. 44, s. 2015).

It is on the above premise that the framework of this study anchored, that is, following the Assess, Analyze and Act model. This present study is conducted to assess the school's initiatives in the implementation of values-based policies, programs and projects that aim at promoting and producing quality learners who passionately love their country and whose values and competencies contribute meaningfully to building the nation as stipulated in the DepEd Vision (D.O. 36, s. 2013).

In a recently conducted study entitled “Promoting character and school values”, it revealed that developing a positive and strong character in education for children is an important factor to be successful in their adult life and in the workplace, and that they learned from their teachers, school staff and administrators (Lisas, 2020). With this thought, it is essential that teachers and everyone in the organization do not only teach the core values of the department but also set an example by living with it. Teachers, Staff and School administrators must show the values of Maka-Diyos, Maka-tao, Makakalikasan and Makabansa to the learners to be more effective in the values inculcation and development.

In summary, values education and integration policies, programs and projects must be well-planned and explicitly integrated into the curricular and non-curricular activities in the school setting. It is also necessary that value-based programs and projects are regularly assessed, analyzed and improved to better serve all its stakeholders. It is also equally important to assess the level of belief of the learners on the importance of the core values in their life, because ones’ belief affects ones’ attitude and action. It is also necessary to obtain data on the level practice of the learners on those values in their life. This assessment will determine the impact of the school’s values initiatives on the life of the learners. Lastly, learners’ insights and reflections will be solicited on the impact of values education in their lives, and on ways to improve current practices. Thus, policies may be formulated, and programs and projects may be developed to support values education and development.

Conceptual Framework

The conceptual framework of this study, as shown in Figure 1, presents the concepts under investigations. It displays the flow of the study. As may be seen in Figure 1, this study is anchored on the Department of Education core values, namely, MakaDiyos, Makatao, Makakalikasan, and Makabansa. However, this study focuses only on the learners’ perception on the assessment of Leyte National High School’s level of cultivation or promotion of those values through its policies, rules and regulations, programs and projects. This study also includes learners’ level of belief of the core values’ importance and their level of practice of those values in life.

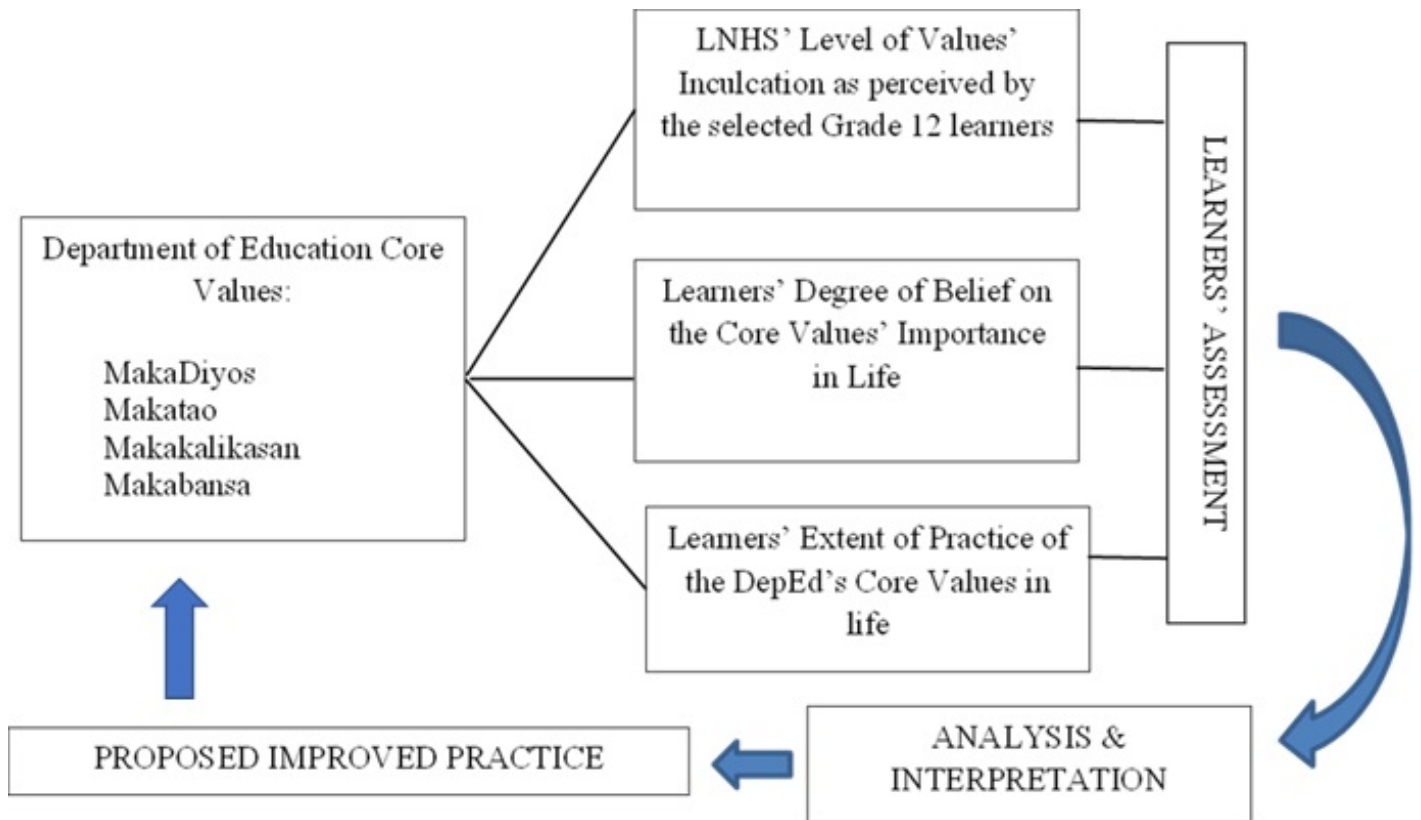


Figure 1. Conceptual Framework of the Study

After the assessment phase as perceived and measured by the selected Grade 12 learners, the collected data were subjected to rigorous analyses and interpretations, both quantitatively and qualitatively, to determine possible

inputs for improvement, and then proposed solutions were drawn based on the findings of the study. The proposed solutions or interventions may then be adopted and implemented with the hope that actions will improve the revitalized programs, and then back to assessment or evaluation again after a significant period of time. This framework shows a cyclical process for a continuous improvement of the program.

METHODOLOGY

The methods used to answer the research questions in this study were discussed extensively in this section which included the research design, locale of the study, selection of respondents and participants, ethical considerations, sampling techniques, data collection methods and analysis. The data collected were subjected to statistical treatment for quantitative data and thematic analysis for qualitative data.

Research Design

This study adopted a mixed method, known as explanatory mixed method design, whereby it started with quantitative data collection and analysis and then followed up with qualitative data collection and analysis, which lead to interpretation. This helped determine what quantitative results needed further explanation. Since qualitative approach did not provide a generalizable result, quantitative approach was adopted to mitigate such weakness. A combination of these two methods allowed this study to put findings in context and added richer detail in the discussion of results. The qualitative data used to illustrate quantitative findings helped substantiate the results of the study. Hence, this present study adopted a triangulated approach.

Survey instruments, in-depth individual interview, and focus-group were utilized to collect the data from the grade 12 learners of Leyte National High School during the first semester of school year 2023-2024.

Locale of the Study/Environment

This present study was conducted at Leyte National High School (LNHS), formerly a provincial high school of Leyte established in 1905, located at Gonzaga Avenue, Tacloban City, Leyte, Philippines. Since 2016, LNHS is classified as an Integrated Senior High School with 1 principal and 3 assistant principals, with department heads and subject group heads, and now with an estimated number of 10,000 learners for both junior and senior high school. As of February 2, 2023, the Learner Information System (LIS) showed that the incoming Grade 12 learners has a total enrolment of 1,794 as of July 13, 2023. This served as the target population of this present study.

Research Respondents and Participants

Since the target population is too wide, the respondents of this study were randomly selected from Grade 12 learners of school year 2023-2024 who have been enrolled and stayed at Leyte National High School since their Grade 7. All of them were given an equal chance of being selected as respondents. However, for the qualitative research questions, participants were selected based on the predetermined criteria.

Ethical Considerations

Understanding the ethical standards in research was a vital consideration. Thus, information obtained from related materials were properly cited and recognized. Collected data were properly treated and organized to avoid misinterpretations and bias. The names of respondents and participants were not revealed, so pseudonyms and codes will be used to remove personal identifiers. The respondents and participants were treated with utmost respect and the data shared by both respondents and participants were treated with strictest confidentiality.

Data Collection Methods

To provide a complete picture of the issue being investigated, a multi-strategy approach, known as triangulation, was used to collect data from the respondents/participants so that findings were cross-checked, and more reliable results were attained. These data-collection methods included survey instrument and in-depth interview (individual and focus-group). With this approach, better and more reliable results were achieved.

A modified survey instrument but anchored on the four core values of the Department of Education (D.O. 36, 2013) and National Motto (RA 8491) were utilized to gather the required data for analysis. This instrument is divided into four parts: Section 1 was on learner's profile and other data, while Section 2 was an assessment on the level of schools' values cultivation based on the DepEd's Core Values. Section 3 was on the extent to which DepEd's Core Values are practiced in life by the learners, and lastly, Section 4 was on the learner's belief on the importance of the core values in life. The behavioral indicators stated in Sections 2 and 3 are taken from DepEd Order 8, series 2015, known as the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program. The behavioral indicators from Table 12 which contained the Descriptors and Indicators of Observed Values under Section 6 of the above order are expressed in complete sentence. On the other hand, an interview guide was prepared and used to collect qualitative data on learners' personal insights on the school's initiatives that promoted positive values and on ways to improve school's values-based practices and on what programs and projects may be developed to enhance current practices in relation to values' inculcation and development.

Validation of Research Instruments

To ensure content validity and reliability, the instruments were reviewed by a panel of experts. Their suggestions and recommendations were considered prior to pilot testing and before the data collection instruments were administered to the target respondents and participants.

Data Gathering Procedure

To ensure high rate of participation, the survey instrument was personally administered to the respondents. The respondents were encouraged to be truthful in their responses so results will be reliable and assured them that data will be treated with utmost confidentiality and anonymity.

However, prior to the collection of data, approval to conduct the study was sought from the school head, and informed consent was secured first from the respondents and participants. The necessary materials like survey questionnaire, interview guide, recording devices and other equipment were prepared. Only after all above steps were accomplished that the data gathering commenced.

METHODS OF SCORING AND ANALYSIS

The data were analyzed using quantitative and qualitative techniques. The following computational formula was employed to establish the profile of the respondents:

$$P = (f/n) \times 100$$

where:

P = percent

f = frequency

n = total number of respondents

To answer the first specific question on the extent to which DepEd's core values are cultivated by the school as perceived by the learners, the following interpretation scheme below was utilized to analyze and interpret the data.

The level to which the school cultivated the core values, the following scheme was used:

Mean Ranges

Qualitative Interpretation

4.20 – 5.00

Excellent

3.40 – 4.19

Good

2.60 – 3.39	Fair
1.80 – 2.59	Poor
1.00 – 1.79	Very poor

To answer the second specific question on the level of learners’ belief on the importance of the DepEd’s core values and their level of practice, the following interpretation scheme below was utilized to analyze and interpret the data.

The level of learners’ belief on the importance of the core values to life, the following scheme was used:

Mean Ranges	Qualitative Interpretation
4.20 – 5.00	Extremely important
3.40 – 4.19	Very Important
2.60 – 3.39	Moderately Important
1.80 – 2.59	Slightly important
1.00 – 1.79	Not at all unimportant

The level to which the learners practiced the core values in their life, the following scheme was used:

Mean Ranges	Qualitative Interpretation
4.20 – 5.00	Always practiced
3.40 – 4.19	Often practiced
2.60 – 3.39	Sometimes practiced
1.80 – 2.59	Rarely practiced
1.00 – 1.79	Never practiced

To answer the third specific question on the learners’ insights on best practices in values-based initiatives, thematic analysis was utilized whereby codes and categories were formulated and patterns were identified that which led to the discovery of themes. The following steps were adopted:

- a. Familiarization of the collected by reading through all the participants accounts
 - b. Identifying significant responses
 - c. Giving or formulate meaning that relevant to the studied phenomenon
 - d. Clustering themes that are common across all accounts
 - e. Developing an exhaustive description
 - f. Producing the fundamental structure that captures the phenomenon investigated
- *adopted from Colaizzi’s descriptive phenomenological method.

To answer the fourth specific question on what programs and projects that may be developed, inputs from the results of the study served as basis.

RESULTS AND DISCUSSION

The collected data and factual information provided by the participants in relation to the research questions are presented, analyzed and interpreted herein. Since this study is an explanatory mixed method, the qualitative data

are intended to substantiate the quantitative results and put the findings in context and add richer detail in the discussion of results. The qualitative information may contain verbatim quotes and narrative accounts from the informants, and may also contain judgments and interpretations that researchers have formed as a result of analysis of the findings of the study.

LNHS’ Performance in the Inculcation of DepEd Core Values

The **first research question** is on the extent to which LNHS inculcates DepEd core values, and these include Maka-Diyos (love for God), Maka-tao (love for others), Makabansa (love for country) and Makakalikasan (love for nature) to its learners thru its policies, programs, projects, and practices as perceived by the Grade 12 learners during the school year 2023-2024. These learners were carefully selected based on a predetermined criterion, that is they must have been in LNHS since their Grade 7. This means that the selected respondents have been in LNHS for six (6) years, and their experiences with the school perhaps would be sufficient enough to provide significant information related to the questions under investigation. The table below shows the level of performance of LNHS in the inculcation of DepEd core values as perceived by the selected Grade 12 learners.

Nurturing these core values in school is deemed important as it promotes a holistic development of the learners. **Table 1** presents the results of learners’ perception on the performance of LNHS thru its teachers and school personnel in the inculcation of values and it also shows which core values are more or less nurtured. As may be gleaned in Table 1, the over-all mean of 3.86 indicates that LNHS teachers, school heads and other school personnel were perceived by the learners to have successfully inculcated and nurtured the DepEd core values in school.

Table 1. LNHS’ Level of Performance in the Inculcation of DepEd Core Values as Perceived by the Learners

DepEd Core Values	Item number of behavioral statement indicators	Composite Mean	Verbal Interpretation
Value of Maka-Diyos	1, 5, 6, 11, 16	3.74	Good
Value of Maka-tao	2, 7, 8, 14, 20	3.85	Good
Value of Makabansa	4, 10, 15, 18, 19	3.87	Good
Value of Makakalikasan	3, 9, 12, 13, 17	3.97	Good
Over-all mean		3.86	Good

For interpretation, the following remarks apply to the mean interval, 1.00-1.79 (Very poor); 1.80-2.59 (Poor); 2.60-3.39 (Fair); 3.40-4.19 (Good); 4.20-5.00 (Excellent)

All four (4) core values, Maka-Diyos, Maka-tao, Makabansa and Makakalikasan received a “good” rating, though the value of Maka-Diyos is seen to be at the bottom of the rank, while Makakalikasan has gained a more positive feedback. Perhaps this result implies that the value of Maka-Diyos needs more attention than the other values. To understand further the results of learners’ assessment on the performance of LNHS in the inculcation of core values, a more detailed discussion of results is presented in the succeeding sections.

LNHS’s Performance in the Inculcation of the Value of Maka-Diyos

Table 2. LNHS’ Level of Performance in the Inculcation of Maka-Diyos

Maka-Diyos Behavioral Statement Indicators	Weighted Mean	Verbal Interpretation
(1) Teachers integrate and give emphasis the value of Maka-Diyos in their lessons across all learning areas, and in all grade levels.	3.74	Good

(5) The teachers/school personnel do uphold/tell the truth, and practice honesty and justice always	3.04	Fair
(6) The teachers/school personnel show respect to all people in the school campus no matter who they are	3.96	Good
(11) The teachers/school personnel allow the learners to express or perform their spiritual beliefs	3.94	Good
(16) The teachers/school personnel respect the spiritual beliefs of others and do not discriminate on the basis of beliefs.	4.06	Good
Composite mean	3.74	Good

For interpretation, the following remarks apply to the mean interval, 1.00-1.79 (Very poor); 1.80-2.59 (Poor); 2.60-3.39 (Fair); 3.40-4.19 (Good); 4.20-5.00 (Excellent)

As indicated in the composite mean of 3.74 in **Table 2**, the results show that the extent to which LNHS teachers/school personnel inculcated the value of Maka-Diyos in school as perceived by the learners is “*good*”. However, with the mean score of 3.74, it further implies that there is still a large room for improvement.

From the above results, it is evident that teachers/school personnel are doing “*good*” in the inculcation of the value of Maka-Diyos to its learners. May it be in their actions, delivery of lessons, school policies, programs and projects. As may be seen in Table 2, with the rating of “*good*”, learners have recognized that teachers have integrated and given emphasis the value of Maka-Diyos in their lessons, teachers/school personnel have shown respect to all people in the school campus no matter who they are, teachers/school personnel have allowed the learners to express or perform their spiritual beliefs and teachers/school personnel have respected the spiritual beliefs of others and did not discriminate on the basis of beliefs. However, learners were a bit uncertain with item 5 which states that teachers/school personnel did uphold/tell the truth, and practice honesty and justice always. This means that there is a certain degree of uncertainty. This is probably because the statement says “always”, and there might an instance wherein it is not evident. Though over-all, LNHS’ performance in the inculcation of the value of Maka-Diyos is rated as “*good*”, it still needs to be strengthened and be made visible to the learners to improve results.

LNHS’s Performance in the Inculcation of the Value of Maka-tao

As may be seen in **Table 3**, the composite mean of 3.85 for Maka-tao is quite higher compared to the composite mean score of Maka-Diyos. The results indicate that LNHS teachers/school personnel’s performance in the cultivation of Maka-tao is better than Maka-Diyos, though ratings are just the same.

Table 3 illustrates that teachers/school personnel’s performance in the inculcation of Maka-tao is “*good*” as perceived by the learners in the following behavioral indicators: teachers have integrated and given emphasis the value of Maka-tao in their lessons across all learning areas, teachers/school personnel have maintained good relations with everyone in the school campus; teachers/school personnel have respected individual, social, and cultural differences, and spoken out against and prevented bullying; and teachers/school personnel have respected others’ ideas, and the dignity and equality of all including those with special needs, and are gender sensitive.

Table 3. LNHS’ Level of Performance in the Inculcation of Maka-tao

Maka-tao Behavioral Statement Indicators	Weighted Mean	Verbal Interpretation
(2) The teachers integrate and give emphasis the value of MakaTao in their lessons across all learning areas, and in all	4.06	Good

grade levels.		
(7) The teachers/school personnel maintain good relations with everyone in the school campus	3.84	Good
(8) The teachers/school personnel respect individual, social, and cultural differences, and speak out against and prevents bullying	3.98	Good
(14) The teachers/school personnel respect others' ideas, and the dignity and equality of all including those with special needs, and are gender sensitive.	4.00	Good
(20) The teachers/school personnel do volunteer to assist others in times of need, conduct remediation to learners when needed.	3.38	Fair
Composite mean	3.85	Good

For interpretation, the following remarks apply to the mean interval, 1.00-1.79 (Very poor); 1.80-2.59 (Poor); 2.60-3.39 (Fair); 3.40-4.19 (Good); 4.20-5.00 (Excellent)

However, a little low rating is given in item 20, with verbal interpretation of “*fair*”, which states that teachers/school personnel do volunteer to assist others in times of need, conduct remediation to learners when needed. Perhaps the conduct of remediation and extending an extra mile to assist learners in the learning process were not evident to the respondents. However, over-all, similar to Maka-Diyos, though the performance is “good”, teachers/school personnel need to improve its strategies and all in the inculcation of the value of Maka-tao and make it visible to the learners. Based on these results, it can be concluded that the school thru its teachers and all school personnel should work together in the promotion of DepEd core values, and may introduce programs and projects that may nurture more the value of Maka-tao.

LNHS’s Performance in the Inculcation of the Value of Makabansa

With the composite mean of 3.87 for Makabansa, learners’ responses indicate that teachers/school personnel’s performance in the inculcation of Makabansa is “*good*”. The list of behavioral statement indicators are presented in Table 4 with its weighted means and verbal interpretation.

Table 4. LNHS’ Level of Performance in the Inculcation of Makabansa

Makabansa Behavioral Statement Indicators	Weighted Mean	Verbal Interpretation
(4) The teachers integrate and give emphasis the value of MakaBansa in their lessons across all learning areas, and in all grade levels.	4.08	Good
(10) The teachers/school personnel do patronize Philippine products	3.06	Fair
(15) The teachers/school personnel attend the flag ceremony regularly and sing the National Anthem with pride and confidence	4.16	Good
(18) The teachers/school personnel exercise the rights and responsibilities of a Filipino Citizen, and follow the rules of the	4.36	Good

school, community, and country.		
(19) The teachers/school personnel use national costumes with pride and proud in being a Filipino	3.70	Good
Composite mean	3.87	Good

For interpretation, the following remarks apply to the mean interval, 1.00-1.79 (Very poor); 1.80-2.59 (Poor); 2.60-3.39 (Fair); 3.40-4.19 (Good); 4.20-5.00 (Excellent)

Table 4 illustrates that, as perceived by the learners, teachers/school personnel’s performance in the inculcation of the value of Makabansa is “**good**” as indicated by its composite mean. As may be gleaned in the same table, teachers/school personnel’s performance in the following specific indicators is “good”, which include integrating and giving emphasis the value of Makabansa in their lessons across all learning areas, and in all grade levels; attending the flag ceremony regularly and singing the National Anthem with pride and confidence; exercising the rights and responsibilities of a Filipino Citizen, and following the rules of the school, community and country; and using national costumes with pride and proud in being a Filipino. However, it is a little low in patronizing Philippine products. Perhaps the learners have noticed that teachers/school personnel have preferred imported products over local products. The results may also mean that teachers/school personnel’s efforts in the inculcation of values can still be enhanced to improve results.

LNHS’s Performance in the Inculcation of the Value of Makakalikasan

In all behavioral statement indicators, LNHS teachers/school personnel were perceived to have cultivated the value of Makakalikasan in school with a rating of “**good**” by the learners. Based on their responses, Makakalikasan has received the highest positive feedback from the learners among all other DepEd core values. These behavioral indicators are presented in Table 5.

Table 5. LNHS’ Level of Performance in the Inculcation of Makakalikasan

Makakalikasan Behavioral Statement Indicators	Weighted Mean	Verbal Interpretation
(3) The teachers integrate and give emphasis the value of MakaKalikasan in their lessons across all learning areas, and in all grade levels.	3.98	Good
(9) The teachers/school personnel implement the waste segregation program in the classroom, and show care of school materials, facilities, and equipment.	4.14	Good
(12) The teachers/school personnel show a caring attitude towards the environment and utilize resources wisely, judiciously and economically	3.84	Good
(13) The teachers/school personnel do not join in the annual brigada eskwela, and in the clean and green program of the school.	3.86	Good
(17) The teachers/school personnel help maintain the cleanliness of the school campus and turn- off unused lights, faucets, electric fans and other appliances.	4.04	Good
Composite mean	3.97	Good

For interpretation, the following remarks apply to the mean interval, 1.00-1.79 (Very poor); 1.80-2.59 (Poor); 2.60-3.39 (Fair); 3.40-4.19 (Good); 4.20-5.00 (Excellent)

Table 5 shows all behavioral statement indicators on teachers/school personnel’s efforts in the inculcation of the value of Makakalikasan. All these indicators are given a rating of “*good*”, and these include: integrating and giving emphasis the value of Makakalikasan in their lessons across all learning areas, and in all grade levels; implementing the waste segregation program in the classroom, and showing care of school materials, facilities, and equipment; showing a caring attitude towards the environment and utilizing resources wisely, judiciously and economically; helping maintain the cleanliness of the school campus and turning-off unused lights, faucets, electric fans and other appliances; and joining in the annual brigada eskwela, and in the clean and green program of the school.

The results of this investigation reveal that though teachers and school personnel were seen to have promoted the inculcation of DepEd core values to their learners thru its policies, programs, projects, and practices, it still suggests that there is a wide room for improvement as may be seen in the ratings and mean scores. It is important to note that inculcation of values does not only prepare learners for academic success but for life of purpose and meaning as well. This underscores the importance of a holistic development of the learners. Hence, these results could mean that teachers and school personnel should keep finding ways and implement programs and projects that will support the inculcation of values to the learners.

With the foregoing results, as may be gleaned in **Table 1**, the implication is clear that the school needs to strengthen its current practices and introduce more programs, and projects that would enhance the inculcation of values specifically in Maka-Diyos and Maka-tao, because these two values received lower ratings.

The **second research question** is on the learners’ belief and practice of the DepEd core values. This is an important area of the study because one’s belief affects one’s behavior, as the popular Oprah Winfrey puts it, “*you become what you believe*”. This is because you practice what you believe is desirable or believe as true and you become because of what you do or practice. **Table 6** presents the results with its weighted means and verbal interpretations.

Table 6. The Level of Learners’ Belief on the importance of the DepEd core values in life

DepEd Core Values	Weighted Mean	Verbal Interpretation
As stipulated in the Republic Act No. 8491		
(1) The value of Maka-Diyos/Love for God	4.80	Extremely important
(2) The value of Makakalikasan/Love for Nature	4.86	Extremely important
(3) The value of Maka-tao/Love for Others	4.74	Extremely important
(4) The value of Makabansa/Love for Country	3.78	Very Important

For interpretation, the following remarks apply to the mean interval, 1.00-1.79 (Not at all unimportant); 1.80-2.59 (Slightly important); 2.60-3.39 (Moderately Important); 3.40-4.19 (Very Important); 4.20-5.00 (Extremely important)

Table 6 illustrates that learners considered the values of Maka-Diyos, Makakalikasan, and Maka-tao as “extremely important” in life. Though it is a little low in the value of Makabansa with a weighted mean of 3.78, which is qualitatively interpreted as “Very important”, it is still viewed with high importance.

These results clearly imply that learners do believe that love for God (Maka-Diyos), love for nature (Makakalikasan), love for others (Maka-tao), and love for country (Makabansa) are important dimensions in life. In the succeeding section, results will show whether this belief is translated into practice. These results also

imply that the school needs to introduce strategies that would foster the value of Makabansa or “love for Country”, that is to introduce activities that would inspire and encourage learners to show their love for their country more.

The Extent Learners’ Practice of the DepEd Core Values in Life

As seen in **Table 7**, results show that DepEd core values are “often practiced” if not “always practiced” as reported by the learners. These results revealed that learners’ level of belief on the importance of these values seems to be consistent with extent of practice in life. For example, the value of Makakalikasan, which got the highest rating on learners’ belief (\bar{x} =4.86), which can be interpreted as “extremely important”, also received a high mean score of \bar{x} = 4.32, which means “always practiced” as reported by the learners.

Table 7. The Extent of Learners’ Practice of the DepEd Core Values in Life

DepEd Core Values As stipulated in the Republic Act No. 8491	Item number indicators	Composite Mean	Verbal Interpretation
(1) Value of Maka-Diyos	1, 2, 3, 4, 5, 6	4.18	Often practiced
(2) Value of Maka-tao	7, 8, 9, 10, 11, 12	4.37	Always practiced
(3) Value of Makabansa	13, 14, 15, 16, 17, 18	3.99	Often practiced
(4) Value of Makakalikasan	19, 20, 21, 22, 23, 24	4.32	Always practiced
Over-all mean		4.22	Always practiced

For interpretation, the following remarks apply to the mean interval, 1.00-1.79 (Never practiced); 1.80-2.59 (Rarely practiced); 2.60-3.39 (Sometimes practiced); 3.40-4.19 (Often practiced); 4.20-5.00 (Always practiced)

It is perhaps clear that ones’ belief does not only shape ones’ perceptions, emotional reactions, and decision-making but also behaviors, that is how one behaves or acts. This result could mean that the school needs to strengthen learners’ belief on the importance of the DepEd core values so as to improve their practice in life. Furthermore, the result also implies that the school perhaps needs to foster more on the value of Makabansa to increase its level of practice by the learners. To further understand each value, the behavioral statement indicators are presented in the succeeding paragraphs:

The Extent of Learners’ Practice of the Value of Maka-Diyos

The results reveal that learners did practice the value of Maka-Diyos as shown in the following statement indicators presented in Table 8.

Table 8. The Extent of Learners’ Practice of Maka-Diyos in Life

Maka-Diyos Behavioral Statement Indicators	Weighted Mean	Verbal Interpretation
(1) I actively participate in any religious or spiritual activities held in school.	3.60	Often practiced
(2) I respect the spiritual beliefs of others and politely listen to them when they express their religious belief.	4.68	Always practiced

(3) I live in harmony with others regardless of belief and culture.	4.46	Always practiced
(4) I tell the truth	3.88	Often practiced
(5) I practice honesty and justice	4.18	Often practiced
(6) I listen when somebody speaks or recites.	4.30	Always practiced
Composite mean	4.18	Often practiced

For interpretation, the following remarks apply to the mean interval, 1.00-1.79 (Never practiced); 1.80-2.59 (Rarely practiced); 2.60-3.39 (Sometimes practiced); 3.40-4.19 (Often practiced); 4.20-5.00 (Always practiced)

As may be seen in Table 8, while the results reveal that learners “always” practiced the following: respecting the spiritual beliefs of others and politely listen to them when they express their religious belief, living in harmony with others regardless of belief and culture and listening when somebody speaks or recites; it is only “often practiced” in the following: actively participating in any religious or spiritual activities held in school, telling the truth and practicing honesty and justice. It is noteworthy that learners’ belief on the importance of the value of Maka-Diyos in life is consistent with its level of practice in life as may be seen in the responses of the learners.

The Extent of Learners’ Practice of the Value of Maka-tao

In the value of Maka-tao, results show that learners are treating others with respect as may be seen in the responses as reported by the learners themselves. The following are the statement indicators with corresponding weighted mean scores and verbal interpretation as shown in **Table 9**.

Evidently, as illustrated in Table 9, almost in all indicators that the value of Maka-tao is “always practiced” as reported by the learners. These indicators include: maintaining good relations with others, respecting the dignity and equality of all including those with special needs, respecting the ideas of others, and considering diverse views, speaking out against and prevents bullying, and respecting individual, social, and cultural differences. On the other hand, the results also reveal that it is only “often practiced” in volunteering to assist others in times of need.

Table 9. The Extent of Learners’ Practice of Maka-tao in Life

Maka-tao Behavioral Statement Indicators	Weighted Mean	Verbal Interpretation
(7) I maintain the good relations with others	4.38	Always practiced
(8) I respect the dignity and equality of all including those with special needs	4.60	Always practiced
(9) I volunteer to assist others in times of need	3.96	Often practiced
(10) I respect the ideas of others, and considers diverse views	4.46	Always practiced
(11) I speak out against and prevents bullying	4.26	Always practiced
(12) I respect individual, social, and cultural differences	4.58	Always practiced
Composite mean	4.37	Always practiced

For interpretation, the following remarks apply to the mean interval, 1.00-1.79 (Never practiced); 1.80-2.59 (Rarely practiced); 2.60-3.39 (Sometimes practiced); 3.40-4.19 (Often practiced); 4.20-5.00 (Always practiced)

The composite mean shows that the value of Maka-tao is “*always practiced*” by the learners. These results would mean that learners are always showing their love for others by treating them with respect, maintaining good relations, respecting individual differences, speaking out against bullying and respecting the ideas of others.

The Extent of Learners’ Practice of the Value of Makakalikahan

In the value of Makakalikahan, results reveal that learners show their love for nature by showing care for the environment, observing proper waste segregation and more others. The details of the learners’ responses are shown in Table 10.

The results reveal that the following indicators are “*always practiced*” by the learners such as, showing a caring attitude toward the environment, taking care of school materials, facilities, and equipment, turning off the lights, faucets, electric fans when not in use and helping clean the classroom and its surroundings. However, joining in the annual brigada eskwela or in the clean and green program of the school and following the waste segregation program is not always but “*often practiced*”.

Table 10. The Extent of Learners’ Practice of Makalikahan in Life

Makakalikahan Behavioral Statement Indicators	Weighted Mean	Verbal Interpretation
(13) I show a caring attitude toward the environment	4.20	Always practiced
(14) I join in the annual brigada eskwela or clean and green program of the school.	4.16	Often practiced
(15) I follow the waste segregation program.	4.14	Often practiced
(16) I take care of school materials, facilities, and equipment	4.30	Always practiced
(17) I turn off the lights, faucets, electric fans when not in use.	4.60	Always practiced
(18) I help clean the classroom and its surroundings.	4.50	Always practiced
Composite mean	4.32	Always practiced

For interpretation, the following remarks apply to the mean interval, 1.00-1.79 (Never practiced); 1.80-2.59 (Rarely practiced); 2.60-3.39 (Sometimes practiced); 3.40-4.19 (Often practiced); 4.20-5.00 (Always practiced)

Though not perfectly, the above results indicate that learners show their love for nature by taking active participation and involvement in various environmental protection activities such as attending clean and green program, turning off unused appliances, observing proper waste segregation and all other activities that protect the environment as may be seen in the above table.

The Extent of Learners’ Practice of the Value of Makabansa

The results reveal that though the composite mean score ($\bar{x}=3.99$), interpreted as “*often practiced*”, ranked last among the core values as presented in Table 7. Perhaps this implies that more activities should be introduced to promote love for the country. The results of the survey are illustrated in Table 11.

Table 11. The Extent of Learners’ Practice of Makabansa in Life

Makabansa Behavioral Statement Indicators	Weighted Mean	Verbal Interpretation
(19) I attend the flag ceremony regularly and sing the National Anthem with pride and confidence	3.86	Often practiced
(20) I patronize Philippine products	3.90	Often practiced
(21) I take pride in diverse Filipino cultural expressions, practices and traditions.	4.26	Always practiced
(22) I use national costumes with pride and proud in being a Filipino	3.74	Often practiced
(23) I manage my time and personal resources effectively and efficiently in carrying out activities in school, community and country.	3.92	Often practiced
(24) I exercise the rights and responsibilities of a Filipino Citizen.	4.26	Always practiced
Composite mean	3.99	Often practiced

For interpretation, the following remarks apply to the mean interval, 1.00-1.79 (Never practiced); 1.80-2.59 (Rarely practiced); 2.60-3.39 (Sometimes practiced); 3.40-4.19 (Often practiced); 4.20-5.00 (Always practiced)

Table 11 shows that learners only “often practiced” the following indicators: attending the flag ceremony regularly and singing the National Anthem with pride and confidence, patronizing Philippine products, using national costumes with pride and proud in being a Filipino, and managing my time and personal resources effectively and efficiently in carrying out activities in school, community and country, while it is “always practiced” in the following: taking pride in diverse Filipino cultural expressions, practices and traditions and exercising the rights and responsibilities of a Filipino Citizen. These results would simply mean that there is perhaps a need to nurture learners’ belief on the importance of love for country (Makabansa) to increase its practice.

The **third research question** is on the learners’ personal experiences and insights on the school’s initiatives that aim to promote the DepEd core values. During the focus-group discussions (FGD) with the selected participants, though questions were centered around the DepEd core values, more emphasis was given to the values of Maka-Diyos and Makabansa since they seem to be at the bottom of the results as shown in **Table 12**. These questions include but not limited to: (1) from your personal experiences since your stay in LNHS, what school strategies/programs/projects do you consider effective in fostering DepEd core values? (2) What can you suggest to the school to enhance current practices in relation to values’ inculcation and development, especially in the areas of Maka-Diyos and Makabansa? (3) where do most of your values come from? What do you value most?

When the focus group discussion was conducted, the informants were asked to look back and examine their personal experiences regarding the school’s initiatives in the inculcation of the DepEd core values and they were asked to share their insights regarding their experiences. Using the thematic approach, the following themes were identified:

Table 12. Emerging Themes on School’s Implementation of Values Inculcation Programs/Practices

Emerging Themes (policies/programs/projects/practices)	Informants’ Verbatim Responses
Teachers’ role in the inculcation and	A participant said, “...iyong pagnagremind si Sir/Maam to be time conscious, it affects me to be time conscious and makes me come

development of learners' values	to school on time". Another participant said, "school serves as the second home, students are taught by teachers to be respectful to everyone they meet every day and values are incorporated in the subjects". In addition, another participant also commented that, "Ang mga interactions ng mga guro sa mga mag-aaral, nagbigay sila ng mga life lessons at napromote din ng good values gaya ng paggamit ng po and opo. Also, according to another participant, "the school is the second home, there are students whose parents are busy with work, and teachers took the responsibility to discipline, correct them from their mistakes, guide and provide them with advices".
School Organizations' (like Scouts, ABM club, etc) impact to members' values formation	A participant said, "mga organizations ay may mga objectives na nag promote ng core values like (girls/boys) scouts. These organizations promote Maka-tao and Makabansa, like halos tanan nga values". Another participant also said that "school organizations nagpromote sila ng pagiging makakato, like makikisama, makikibagay sa ibang mga organizations at Makabansa din." One of the participants said, "marami akong natutunan na magandang values sa ABM club, gaya ng gift-giving activities, without expecting anything in return".
Project W.A.T.C.H. and its recognition mechanism	According to a participant, "binibigyan an award o recognition ang honest student during the flag raising ceremony. It encourages me to do the same." Another participant added that "Project WATCH is effective because it reminds me to be time consciousness and honest. When students received an award for their good deeds, it motivates more students to continue to uphold honesty and other values".
Project CLAYGO culture	A participant expressed that "basic clean up in and outside the classroom makes us students responsible". Another participant added that "being assigned as classroom cleaner also helped me developed a sense of responsibility to take care of the environment". Another participant said that "a CLAYGO poster posted at the canteen and in other places in school is a good reminder to maintain cleanliness."
Clear Rules and regulations	A participant noted that "...na mga rules and regulations, which we are expected to follow, provide us a guideline for proper execution of duties as students, like maging punctual, respectful, honest at iba pa...".
Praying before and after the class	A participant reported that "praying before and after class creates a positive atmosphere in the classroom". Another participant commented, "ang ibang school nagsisimba every Wednesday, feeling ko kailangan ganoon din tayo".

During the FGD, when the informants shared about their personal experiences in LNHS with school's strategies/programs/projects that they considered effective in the inculcation of DepEd core values, the commonly mentioned responses are revealed in **Table 12**, which shows commonly reported responses. These responses, labeled as themes were identified after subjecting the data to thematic analysis: teachers' role in the inculcation and development of values, School Organizations' (like Scouts, ABM club, etc) impact to members' values formation, Project W.A.T.C.H. and its award and recognition mechanism, clean as you go (CLAYGO)

culture, clear rules and regulations, and praying before and after the class.

The theme on “teachers’ role” in the inculcation of values, providing guidance to the learners, and integrating values in the in the delivery of lessons has reported to be significant by the learners in shaping their values. In fact, in the survey conducted, when the respondents were asked about the sources of their values, the school (teachers/school personnel) ranked second after family. This finding is supported by Lisas’ (2020) study on the promotion of character and school values, which stated that “learners’ values are learned from their teachers, school staff and administrators”. The study of Monterola and Basilan (2023) on Strengthening DepEd CALABARZON’s Commitment to Values-Based Education also revealed that teachers play a crucial part as role models and mentors in promoting and strengthening CALABARZON’s Commitment to Values-Based Education.

Hence this result suggests that if teachers are actively involved in the promotion of values and exhibited positive values by setting good and concrete examples, the learners are likely to develop positive values as well. Hence,

teachers and school personnel should exemplify positive values they wish to instill into the learners’ minds and hearts because their behavior and attitudes have a significant impact on them. This further implies that teachers especially teachers with no units in values education should be provided with the necessary trainings or workshops to be able to provide more concise and worthy guidance and assistance to the learners.

Another theme is “joining in school organizations” like Scouting (Boys/Girls), JJC, ABM club, SSLG et cetera. The results show that it has a substantial impact on the development of learners’ values thru their peers and friends in the organization. This underscores the notion that peers and friends are integral components of the learners’ value system. This further implies that while the organizations are important contributor to the development of learners’ values, they should be closely guided by the school thru their organization coordinators and or advisers. This suggests that a learner’s core values are directly shaped by the way they are nurtured and the environment they are exposed to. Teachers, school personnel, peers, and friends all play a significant role in the inculcation and development of learners’ values and well-being.

The project “We Advocate Time Consciousness and Honesty” (W.A.T.C.H.) and its awards and recognition mechanism is seen by the informants as a successful project that strengthens the value of punctuality and honesty which could be associated with Maka-tao, Maka-Diyos and Makabansa. It is worth noting that this project does not only apply to teachers and school personnel as designed (D.M. 410 s.2009) but it also promotes and strengthens the values of punctuality and honesty among learners. This finding implies that project W.A.T.C.H. fosters some positive values among learners, and therefore should continue and be improved if needed.

Another project is mentioned during the FGD is “CLAYGO”. A CLAYGO culture reminds the learners to always keep in mind to clean up ones’ messes or wastes, be it in the classroom, gym, hall, canteen, or in the library. This project supports the core values of Makakalikasan, Maka-Diyos, Maka-tao and Makabansa. Hence, this project should be strengthened.

School rules and regulations is also mentioned during the FGD. As it is said that it provides the learners not only a guideline on how they should behave in school but also helped them developed self-discipline and sense of responsibility. The study of Notman et al. (2016) also revealed that educational beliefs and values are usually promoted through the organization’s rules and regulations, staff and student handbooks. Perhaps this stresses the importance of having rules and regulations in the classroom, and in school in general. These rules and regulations helped learners developed positive values.

Lastly, praying before and after classes is an avenue that promotes primarily the value of Maka-Diyos and other values. Hence, this particular practice should be religiously done in school with the hope in mind that this contributes to the promotion of positive values among learners.

From the results of the analyses, it may be concluded that a holistic approach in the is necessary in the inculcation of DepEd’s core values. This holistic approach includes collaborative efforts, not only of teachers and school personnel, but most importantly parents, and other stakeholders since all of them may play a significant role in

shaping learners' values. Furthermore, school heads, personnel and teachers should consider implementing various values programs and projects to maximize values inculcation results alongside with projects W.A.T.C.H. and CLAYGO.

The **fourth research question** is on the programs and projects that may be developed to enhance current practices in relation to values' inculcation and development. Instilling the DepEd core values in learners is a continuing process that calls for a concerted work effort of the entire school community, including school heads and staff, teachers, learners, parents, and the rest of the school stakeholders. Inculcating values is an ongoing process that requires collaboration or working together to provide a nurturing environment with programs and projects that promote all four core values of the Department of Education.

A program that may be implemented from the results of this study is one that employs a holistic approach where it involves all contributory factors that may influence the total development of positive values among learners. In short, the entire school community should take part and be actively involved in the inculcation and development of DepEd core values. All four DepEd core values shall spread around the program.

Enhanced Values Inculcation and Development Program (EVIDP) is an evidenced-based holistic approach designed to respond to the need to improve the inculcation and development of values among learners. The primary goal of this program is to revitalize the DepEd values on Maka-Diyos, Maka-tao, Makabansa and Makakalikasan.

Program Description

The EVIDP is in accordance with DO 105, s. 2010 which recognizes the free exercise and enjoyment of religious profession and worship, without discrimination or preference. In short, this program is not affiliated with any specific religions or cultures, focusing instead on universal principles of being Maka-Diyos, Maka-tao, Makakalikasan, and Makabansa necessary for one's well-being.

This program is anchored on a belief that it is a shared responsibility of school heads, teachers, parents, learners, and the entire community of stakeholders to provide a holistic development of the learners. Each of them will play a significant role in fostering positive values. Since Leyte National High School remains unwavering in its commitment to guiding, nurturing and instilling values that inspire learners to be God-fearing, compassionate to others, nature-loving and patriotic. This program will be assessed every three 3 years to monitor its impact on the learners. LNHS aims to nurture the learners into individuals who are not only academically proficient but also imbued with DepEd core values, thus the program is oriented toward the total person or entire being of the learner.

Program Strategies

The establishment of an Enhanced Values Inculcation and Development Program Coordinating Committee (EVIDPCC) serving as the leadership team responsible for planning and coordinating the program implementation. This team shall be spearheaded by someone from the values department who have full commitment to the program. The creation of this team is a necessary strategy to serve as a coordinating body to unify all efforts in matters of values inculcation and development in school.

With the leadership of the EVIDPCC, all stakeholders should convene and collaborate in a regular interval to address and identify areas for improvement. This will encourage a stronger collaboration among stakeholders that will contribute to a more effective implementation of the program.

Since not all teachers are oriented with values education, trainings and workshops for teachers are deemed necessary to equip them with the necessary knowledge, skills and tools for value-based instructions, as it is hoped that teachers play a crucial role in instilling values as well as shaping the mindsets and behaviors of learners. The seminars and workshops will also help teachers on how to integrate values development in the subject area they teach.

Strengthening partnerships with school organizations and providing them with proper guidance in the promotion of DepEd core values to all its members is also an equally important factor in the inculcation of positive values. It should be noted that all school organizations should be under the guidance of teacher advisers/coordinators to ensure that all organizations are directed toward the same end, that is promoting positive values.

Consultation meetings with parents to strengthen the home-school connection and support for the program's implementation. This is a very important factor since “family” was found to be the primary source of values as reported by the learners.

Strengthening projects W.A.T.C.H. and CLAYGO is an important factor to nurture values among learners because these programs as reported by the informants are found to effective strategies that inspire, encourage and promote positive values.

Praying before and after classes should be part of the daily routine in the classroom. More programs and projects may be introduced to enhance the existing programs and practices that aim to foster the inculcation of the DepEd core values.

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of findings, conclusions and recommendations arrived at. These findings and conclusions may be of great help in enhancing the programs, projects and activities that may contribute to holistic learning outcomes of the learners.

Summary

This study mainly aimed at: (1) assessing learners’ perceptions on the school programs, projects and practices that promote the DepEd core values, learners’ beliefs on the importance of these core values and their extent of practice in life; and (2) understanding learners’ experiences and insights on values’ inculcation programs and practices that Leyte National High School implemented during the school year 2023-2024. Specifically, this study sought to answer the following questions:

1. To what extent does Leyte National High School inculcate DepEd’s core values as perceived by the learners?
2. What is the learners’ degree of belief and practice of the DepEd’s core values?
3. What are the learners’ personal experiences and insights on the values inculcation programs and practices of Leyte National High School?
4. What programs and projects may be developed to enhance current practices in relation to values’ inculcation and development?

This present study adopted a triangulated approach, where it combines quantitative and qualitative approaches. An explanatory mixed method is used whereby qualitative data were first collected and analyzed statistically that led to the formulation of qualitative questions. The qualitative data, on the other hand, were analyzed using thematic approach. The qualitative results were used to substantiate the quantitative findings of the study.

Survey instruments, in-depth individual interview and focus-group were utilized in the collection of data from the selected grade 12 learners of Leyte National High School during the second semester of school year 2023-2024.

Findings

After the data analysis using statistical procedures and thematic approach, the following findings were arrived at:

1. The extent to which Leyte National High School inculcate DepEd’s core values as perceived by the Grade 12 learners:

- a. The performance is “good” in the inculcation of Maka-Diyos;
 - b. The performance is “good” in the inculcation of Maka-tao;
 - c. The performance is “good” in the inculcation of Makabansa;
 - d. The performance is “good” in the inculcation of Makakalikasan.
2. The degree of belief on the importance of DepEd’s core values as reported by the learners:
- a. The value of Maka-Diyos is “extremely important”;
 - b. The value of Maka-tao is “extremely important”;
 - c. The value of Makakalikasan is “extremely important”; and
 - d. The value of Makabansa is “very important”.
3. The extent to which the learners’ practice the DepEd core values in life:
- a. The value of Maka-Diyos is “often practiced”;
 - b. The value of Maka-tao is “always practiced”;
 - c. The value of Makabansa is “often practiced”; and
 - d. The value of Makakalikasan is “always practiced”.
4. The learners’ personal experiences and insights on the on the values inculcation programs and practices in Leyte National High School are as follow:
- a. Teachers play a significant role in the inculcation and development of learners’ values,
 - b. School Organizations have a positive impact to learners’ values formation,
 - c. Project W.A.T.C.H. and its recognition mechanism contributes to the promotion of positive values,
 - d. Project CLAYGO culture promotes cleanliness and love for nature,
 - e. Clear Rules and regulations instill discipline and other positive values, and
 - f. Praying before and after the class promotes moral and ethical values, and other values.
5. The programs and projects that may be developed to enhance current practices in relation to values’ inculcation and development are as follow:
- a. The establishment of an Enhanced Values Inculcation and Development Program Coordinating Committee (EVIDPCC) to supervise the implementation of the program.
 - b. Regular meetings of focal persons to address and identify areas for improvement of the program.
 - c. Trainings and workshops for teachers for values integration strategies in the subjects.
 - d. Strengthening partnerships with school organizations.
 - e. Consultation meetings with parents to strengthen the home-school connection and support for the program’s implementation.
 - f. Strengthening projects W.A.T.C.H. and CLAYGO.
 - g. Encouraging the regular practice of praying before and after classes.

Conclusions

Based on the results of the study, the following conclusions were drawn:

1. Leyte National High School is doing “*good*” in the inculcation DepEd’s core values as perceived by the Grade 12 learners.
2. Learners believed that DepEd’s core values are “*extremely important*” in life.
3. Learners “*always practiced*” the DepEd’s core values in life.
4. There are several factors that can contribute to the inculcation of values such as teachers, school personnel, school organization, school rules and regulations, projects W.A.T.C.H. and CLAYGO, and praying before and after classes, though family is reported to be the primary source of values.
5. The existing programs, projects and practices can be enhanced to maximize results.

Recommendations

1. School Administrators of Leyte National High School should improve its current values inculcation and development practices and consider launching various activities that will improve the inculcation and development of DepEd core values among its learners.
2. Teachers should continue to shape the values of their learners by setting good examples (role-models) to them and constantly find ways to integrate DepEd core values in teaching and learning processes.

3. Values Inculcation Program coordinators should be created to serve as the focal team responsible for planning and coordinating the implementation of the program that will focus on developing and strengthening positive values among learners.
4. Organization advisers/mentors should continue to guide the organization in the creation of an atmosphere that fosters the DepEd core values.
5. The proposed Enhanced Values Inculcation and Development Program (EVIDP) should be considered, reviewed, implemented, evaluated and improved.
6. This study may be replicated using a bigger sample and wider in scope to get a more comprehensive and in-depth results.

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TIMETABLE/GANTT CHART

The following activities are vital steps to bring this study to its final completion:

Activities	Responsible Persons	Duration	Target Dates
1. Conceptualization, Writing of Research Proposal and Approval	Researchers	One month	July 2023
2. Evaluation of research proposal by the Division Research Committee	Division Research Committee	One month	August 2023

3. Determination of Research Participants	Researchers	One month	September 2023
4. Securing Approval from the Division Superintendent and Informed Consent from the participants	Researchers	One month	September 2023
5. Data Gathering <ul style="list-style-type: none"> Distributing survey questionnaires Initial analysis of quantitative data Conducting an interview Conducting an Individual Interview or Focus-group discussions 	Researchers Respondents and Participants	Three months	October - December 2023
6. Analysis of Data using statistical treatment and analysis and Thematic and Content Analyses for qualitative data <ul style="list-style-type: none"> Transcribing recorded data Finalizing the transcript Coding the essential responses Categorizing related concepts Searching for patterns to identify the themes 	Researchers	Three months	January – March 2024
7. Writing the Completed Research <ul style="list-style-type: none"> Writing the first draft Editing Writing the final draft 	Researchers, Editors	Two months	April - June 2024
8. Dissemination and Advocacy	Researchers		July 2024

COST ESTIMATES

Each activity has a corresponding estimated cost based on the identified needed materials/equipment and other expenditures as shown in the table below:

Activities	Items Needing Budget	Estimated Cost
1. Conceptualization, Writing of Research Proposal and Approval	<ul style="list-style-type: none"> Communication (Internet load for review of related lit.) Bond papers Printing 	PhP2,000.00

	<ul style="list-style-type: none"> • Snacks & food for researchers 	
2. Evaluation of research proposal by the Division Research Committee		
3. Determination of Research Respondents and Participants	<ul style="list-style-type: none"> • Snacks & Meals for researchers 	PhP 2,000.00
4. Securing Approval from the Division Superintendent and Informed Consent from the participants	<ul style="list-style-type: none"> • Snacks & Meals for researchers and identified participants • Transportation cost • Bond papers • Printing 	PhP 5,000.00
5. Data Gathering <ul style="list-style-type: none"> • Distributing survey questionnaires • Conducting an interview (Individual/FGD) 	<ul style="list-style-type: none"> • Snacks & Meals for researchers and identified participants • Transportation cost • Bond papers • Printing 	PhP 20,000.00
6. Analysis of Data using Statistical treatment for quantitative data and Thematic and Content Analyses for qualitative data as follows: <ul style="list-style-type: none"> • Transcribing recorded data • Finalizing the transcript • Coding the essential responses • Categorizing related concepts • Searching for patterns leading to the identification of themes 	<ul style="list-style-type: none"> • Snacks & Meals for researchers and identified participants • Bond papers • Printing 	PhP 5,000.00
7. Writing the Completed Research <ul style="list-style-type: none"> - Writing the first draft - Editing - Writing the final draft 	<ul style="list-style-type: none"> • Snacks & Meals for researchers and identified participants • Bond papers • Printing 	PhP 5,000.00
8. Dissemination and Advocacy	<ul style="list-style-type: none"> • Reproduction • Registration in research forums • Transportation/Travel Expenses • Publication costs • Food and venue • Seminar Kits 	PhP 5,000.00
Total Estimated Cost		PhP 39,000.00

Plans For Dissemination

General Objective:

To share the results of the study and insights to teachers, both in the junior and senior high school.

Objective	Strategy/Activity	Date	Venue	Persons Involved	Budget and Source of Fund
To provide future researchers access to copies of the completed research report.	Production and provision of copies of the final research report to the concerned school/individuals	July 2024	Division Library / Research and planning office	Researchers Librarian Head of the Concerned Offices	P5,000.00
To share the results of the study teachers with emphasis on the major results and findings of the study including its recommendations.	Presentation of the results during school LAC sessions or In-service Trainings.	As scheduled	School/ District	Researchers School Head, District Supervisor, Teachers	P2,000.00
To present the research results in various forums. To contribute to the body of knowledge relative to the subject of research; thereby filling the gap of information relative to the topic of the study.	Presentation of results in research conferences Publication of the research results in Research Journals	As scheduled	The venues identified in the Division, Regional, National or International forums	Researchers Approving authorities	P3,000.00
Total Cost for Dissemination and Advocacy				P10,000.00	

Values Education Survey for Learners

This questionnaire is designed to obtain information about values from our learners in school in relation to the Core Values of the Department of Education. Thank you for taking the time to complete this survey questionnaire. It should take about 10-15 minutes to complete. Please do not write your name on this questionnaire as it is confidential.

SECTION 1. Learner's Profile

Please print your answer.

1. Are you male or female? _____
2. What strand are you currently in? _____
3. Where do most of your values come from? _____
4. What is your most import value in life? _____

SECTION 2. Learners' Assessment on the Level of Schools' Initiatives in relation to the DepEd's Core Values

Please indicate the extent to which you agree to the statements below by encircling a number from 1 to 5.

Encircle one number only for each statement.

What the numbers mean:

1 - Strongly disagree

2 - Disagree

3 - I do not know

4 - Agree

5 - Strongly agree

Behavioral Indicators	Level of Agreement				
	1	2	3	4	5
1. The teachers integrate and give emphasis the value of MakaDiyos in their lessons across all learning areas, and in all grade levels.	1	2	3	4	5
2. The teachers/school personnel show respect to all people in the school campus no matter who they are	1	2	3	4	5
3. The teachers/school personnel allow the learners to express or perform their spiritual beliefs	1	2	3	4	5
4. The teachers/school personnel respect the spiritual beliefs of others and do not discriminate on the basis of beliefs.	1	2	3	4	5
5. The teachers/school personnel uphold/tell the truth, and practice honesty and justice always	1	2	3	4	5
6. The teachers integrate and give emphasis the value of MakaTao in their lessons across all learning areas, and in all grade levels.	1	2	3	4	5
7. The teachers/school personnel maintain good relations with everyone in the school campus	1	2	3	4	5
8. The teachers/school personnel respect individual, social, and cultural differences, and speak out against and prevents bullying	1	2	3	4	5
9. The teachers/school personnel respect others' ideas, and the dignity and equality of all including those with special needs, and are gender sensitive.	1	2	3	4	5
10. The teachers/school personnel volunteer to assist others in times of need, conduct remediation to learners when needed.	1	2	3	4	5
11. The teachers integrate and give emphasis the value of MakaKalikasan in their lessons across all learning areas, and in all grade levels.	1	2	3	4	5
12. The teachers/school personnel show a caring attitude towards the environment and utilize resources wisely, judiciously and economically	1	2	3	4	5
13. The teachers/school personnel join in the annual brigada eskwela, and in the clean and green program of the school.	1	2	3	4	5

14. The teachers/school personnel implement the waste segregation program in the classroom, and show care of school materials, facilities, and equipment.	1	2	3	4	5
15. The teachers/school personnel help maintain the cleanliness of the school campus and turn- off unused lights, faucets, electric fans and other appliances.	1	2	3	4	5
16. The teachers integrate and give emphasis the value of MakaBansa in their lessons across all learning areas, and in all grade levels.	1	2	3	4	5
17. The teachers/school personnel attend the flag ceremony regularly and sing the National Anthem with pride and confidence	1	2	3	4	5
18. The teachers/school personnel exercise the rights and responsibilities of a Filipino Citizen, and follow the rules of the school, community, and country.	1	2	3	4	5
19. The teachers/school personnel use national costumes with pride and proud in being a Filipino	1	2	3	4	5
20. The teachers/school personnel patronize Philippine products	1	2	3	4	5

SECTION 3. Learners’ Assessment on the Extent to Which DepEd’s Core Values are Practiced in Life.

Please rate the extent to which you practice DepEd’s core values by circling a number from 1 to 5. Circle one number only for each statement.

What the numbers mean:

1 - Never

2 - Rarely

3 - Sometimes

4 - Often

5 - Always

Behavioral Indicators	Level of Frequency				
1. I actively participate in any religious or spiritual activities held in school.	1	2	3	4	5
2. I respect the spiritual beliefs of others and politely listen to them when they express their religious belief.	1	2	3	4	5
3. I live in harmony with others regardless of belief and culture.	1	2	3	4	5
4. I tell the truth	1	2	3	4	5
5. I practice honesty and justice	1	2	3	4	5
6. I listen when somebody speaks or recites.	1	2	3	4	5
7. I maintain the good relations with others	1	2	3	4	5

8. I respect the dignity and equality of all including those with special needs	1	2	3	4	5
9. I volunteer to assist others in times of need	1	2	3	4	5
10. I respect the ideas of others, and considers diverse views	1	2	3	4	5
11. I speak out against and prevents bullying	1	2	3	4	5
12. I respect individual, social, and cultural differences	1	2	3	4	5
13. I show a caring attitude toward the environment	1	2	3	4	5
14. I join in the annual <i>brigada eskwela</i> or clean and green program of the school.	1	2	3	4	5
15. I follow the waste segregation program.	1	2	3	4	5
16. I take care of school materials, facilities, and equipment	1	2	3	4	5
17. I turn off the lights, faucets, electric fans when not in use.	1	2	3	4	5
18. I help clean the classroom and its surroundings.	1	2	3	4	5
19. I attend the flag ceremony regularly and sing the National Anthem with pride and confidence	1	2	3	4	5
20. I patronize Philippine products	1	2	3	4	5
21. I take pride in diverse Filipino cultural expressions, practices and traditions.	1	2	3	4	5
22. I use national costumes with pride and proud in being a Filipino	1	2	3	4	5
23. I manage my time and personal resources effectively and efficiently in carrying out activities in school, community and country.	1	2	3	4	5
24. I exercise the rights and responsibilities of a Filipino Citizen.	1	2	3	4	5

SECTION 4. Learners’ Belief on the Importance of DepEd’s Core Values in Life.

Please rate the extent to which you practice DepEd’s core values by circling a number from 1 to 5. Circle one number only for each statement.

What the numbers mean:

- 1 – Not at all important
- 2 – Slightly important
- 3 – Moderately important
- 4 – Very important
- 5 – Extremely important

DepEd Core Values	Level of Importance in life				
1. The value of MakaDiyos/Love for God	1	2	3	4	5

2. The value of MakaKalikasan/Love for Nature	1	2	3	4	5
3. The value of MakaTao/Love for fellow men/others	1	2	3	4	5
4. The value of MakaBansa/Love for Country	1	2	3	4	5

Thank you for completing this questionnaire.