

Values-driven customs on learners' values development: basis for an action plan

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Abstract: The research sought to investigate the development of values among students in Grades 1 to 3 within the Calape District., focusing on the relevance of reinforcing core Filipino values amidst evolving societal norms and the function of early education in molding ethical practice. This study was to determine whether parents' values-driven customs influence the values development of Grades 1–3 learners, as perceived by their teachers. The study utilized surveys administered to parents and teachers to gather data on values-driven customs and learners' values development. Regression analysis and Pearson's r correlation were conducted to examine relationships between parents' values-driven customs and teachers' perceptions of learners' values development. The majority of parents were female, aged 30–39, married, and high school graduates. The overall interpretation of parents' values-driven customs was very high, indicating strong adherence to core Filipino values. Among these values, Makabansa (nationalism) scored the highest, reflecting strong national pride and a commitment to community. However, Makatao (concern for others) received the lowest score, suggesting interpersonal values might need more emphasis in the community. Learners' values development was rated as "Sufficiently Developed" across both quarters, showing learners were applying values positively, though further growth is needed. Regression analysis revealed the parents' gender was statistically significant in influencing teachers' perceptions, with female parents having a stronger influence on teachers' views of learners' values. Pearson r correlation showed no significant relationship between parents' values-driven customs and learners' values development. Teachers' perceptions are more influenced by classroom behavior than by parents' customs. Schools should strengthen values education and encourage father involvement.

Keywords: Learners' Values Development, Parents' Values-Driven Customs , Core Values, Perception

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INTRODUCTION

Values-driven customs are essential for developing learners' values in elementary education. This approach highlights those values instilled through customs and educational experiences that significantly impact learners' behavior and decision-making. Integrating core values such as Makakalikasan, Maka-tao, Makabansa, and Maka-Diyos into classroom routines can create an environment where children can internalize these principles and apply them in their interactions. This approach promotes academic success and ethical, compassionate, and responsible citizenship, helping learners recognize the importance of values beyond the classroom and fostering a positive culture at home and in their communities.

Parents play a vital role in modeling positive behaviors at home through values-driven practices, fostering respect, honesty, empathy, and responsibility. These values shape children's interactions with peers and teachers, promoting a cooperative learning environment. As children grow, the values they internalize guide their decision-making, encouraging integrity and social responsibility. Teachers reinforce these principles in the classroom, ensuring a safe and supportive atmosphere that nurtures ethical growth and academic success.

The rise of global media and technology has reshaped cultural identities, diluting traditional customs (Wheatley, 2024). This shift influences learners' values, requiring teachers to balance cultural awareness with global perspectives. By collaborating with parents, teachers can reinforce values-driven customs, ensuring that children develop a strong ethical foundation while adapting to modern influences.

The researcher is concerned about the values of elementary learners in grades one through three, as they are shaped by evolving societal norms, media, and technology. Learners often face challenges in applying values due to internal conflicts and societal norms that may contradict the values taught in educational settings. This misalignment can hinder the consistent “application of values in daily life” (Carbonilla et al., 2024). Many children receive conflicting messages that undermine core values like Maka-tao, Makakalikahan, Makabansa and Maka-Diyos often resulting in disrespectful or indifferent behavior. The researcher selected Calape District as the respondent because it represents a huge diverse community in Congressional District 1 where values-driven customs significantly influence in shaping their children.

This study examined whether values-driven customs predict learners' values development in grades one, two, and three at Calape District, Calape, Bohol, based on learners parents' values-driven customs and teachers' perceptions. The findings aimed to inform the development of behavioral interventions and programs reinforcing values-driven customs.

This research is based on the following reviews, which come from different studies considered by the researcher to back up its study. Every Filipino has rights and welfare, and several laws are being regulated in the country.

“Promoting Filipino values is embodied in the Preamble of the 1987 constitution” (Viernes, 2023). Article II of Section 13 in the 1987 Constitution, “The State recognizes the vital role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being”. Article XIV, Section 3 of the Constitution additionally stipulates that “all educational institutions shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency”. Section 2 of Article XIV, “The State shall provide a system of education that encourages the development of moral character, personal discipline, and civic consciousness”. This section directly supports values-driven customs by emphasizing the importance of nurturing moral character and civic consciousness in students, ensuring that the educational system plays a meaningful value in instilling positive values like

discipline, responsibility, and social awareness. This provision emphasizes the importance of developing a well-rounded individual, which aligns with the study's focus is on fostering values and moral development in learners. Section 9 of Batas Pambansa Blg. 232 which is commonly known as the Education Act of 1982, describes the rights of students in schools under this law "the right to school guidance and counseling services". Section 15 of this act about the duties and responsibilities of students of this law states "to promote and maintain the peace and tranquility of the school by observing the rules of discipline and by exerting efforts to attain harmonious relationships with fellow students, teaching, and academic staff". Section 16, the teachers' obligations states that "Assume the responsibility to maintain and sustain his/her professional growth and advancement and maintain professionalism in his/her behavior at all times". The law highlights student behavior and how teachers respond to it. If students face behavioral issues, they are entitled to counseling services, with teachers acting as guidance counselors. Teachers must follow disciplinary rules to maintain professionalism, helping students learn values like respect, responsibility, and honesty. By being positive role models, teachers support students in developing good character and behavior.

Research Objectives

This study aimed to determine whether the values-driven customs of learners' parents predict the values development of learners as perceived by the teachers of all elementary schools from Grades 1 to 3 at Calape District, Calape, Bohol. Specifically, it examined the profile of learners' parents in terms of age, gender, marital status, educational attainment, and family's monthly income; the level of values-driven customs of the learners' parents in terms of maka-Diyos, maka-tao, makakalikasan, and makabansa; the level of perception of the teachers in terms of the values development of the learners; the significant mediating role of the profile of the learners' parents in the effect of the parents' values-driven customs on the level of perceptions of the teachers on learners' development; the significant relationship between the level of values-driven customs of the learners' parents and the level of perception of the teachers in terms of the values development of the learners; and proposed an action program based on the findings of the study.

METHODOLOGY

Research Design

This investigation employed a descriptive-correlational survey method to collect data and highlight current issues related to the phenomenon. This research design describes "a group's present conditions and behavior relating to the variables being studied"(Ansari et al., 2022). "A correlational design is also used in the study as it systematically studies and detects trends in data" (Williams, 2021) and ascertains "the relationship between variables that cause the change in one to create a certain change in the other"(Ansari et al., 2022). Furthermore, the information gathered required careful analysis and interpretation, for which the researcher applied appropriate statistical treatments. The analysis considered the respondents' profile as the intervening variable, the level of values-driven customs of learners' parents as the independent variable, and the teachers' perception of learners' values development as the dependent variable.

Respondents and Locale of the Study

The study was conducted in Calape District, Bohol, which comprises 19 public elementary schools dedicated to providing quality education and instilling values for learners' future development. The participants included parents and teachers of Grades 1 to 3, selected through stratified random sampling. The total population consisted of 1,629 parents and 73 teachers. From this, 311 parents and 67 teachers were chosen as respondents. Each school contributed a specific number of parent and teacher participants, reflecting the distribution across the district.

Research Instrument

The researcher utilized the adapted sets of questionnaires from different reliable sources. The instrument has three parts. The first part includes questions on the respondent's personal details like age, gender, marital status, parents' education, and family income. The second part consists of a survey questionnaire adapted by the researcher from the study entitled “Crisscrossing Textbook Writing Tasks and Core Values of Education Students in an Outcomes-Based Education Platform” by Jovar G. Pantao in 2020. It is about the values that their children learned at home. Regarding validity, the instrument achieved a content validity index of 0.96. For reliability, it yielded a Cronbach's alpha coefficient score of 0.781. Lastly, Part III is about teacher observation of the values development of the children based on the Homeroom Guidance Monitoring tool (DepEd Memo DM-OUCI-2021-346) in the first and second quarters. In parts I and II, the parents answered the survey questionnaire using their native language, and for part III, the teachers gave their perceptions of each of the learners involved in the study.

Data Analysis

A variety of statistical methods were employed to accurately interpret the data collected from the survey questionnaires. Frequency and percentage distributions were used to analyze the demographic information of the learners' parents, including aspects such as age, , marital status, educational background, and monthly family income. The weighted mean was applied to evaluate the level of values-driven customs among learners' parents, as well as the teachers' perceptions regarding the values development of the students. Regression analysis was conducted to examine whether the characteristics of the learners' parents significantly influence the relationship between values-driven customs and the teachers' perceptions. Finally, Pearson correlation analysis was used to explore the relationship between the values-driven customs of parents and the teachers' perceptions of students' values development. These statistical treatments helped derive meaningful insights and conclusions from the collected data.

FINDINGS AND DISCUSSION

Profile of learners' parents

The majority of parents of Grades 1 to 3 learners in Calape District are aged 30–39 (59.5%), indicating they are in their most responsible and active years of parenting. Most are female (78.5%) and married (76.8%), with high school graduation (41.7%) as the most common educational attainment. In terms of income, 38.6% of the families are classified as poor, indicating economic struggles that may influence parenting practices and involvement in education.

Values-driven customs of learners' parents

Parents demonstrated a very high adherence to DepEd core values (overall mean = 3.66, SD = 0.73). Among the four core values, Makabansa ranked highest (M = 3.73), reflecting strong national pride and civic responsibility, while Makatao received the lowest mean (M = 3.62), suggesting that interpersonal values like cooperation and volunteerism are less emphasized. This highlights the need to strengthen social responsibility and empathy in home environments.

Teachers' perception of learners' values development

Teachers perceived the learners' values development as “Sufficiently Developed” with an overall mean of 3.27 (SD = 0.70). The highest rated value in the first quarter was “Value oneself” (M = 3.47), and in the second quarter, “Share the lessons learned from school and community” (M = 3.38). The lowest scores were in responsible decision-making, indicating areas where learners need additional support in applying values in real-life contexts.

Mediating role of parents' profile on teachers' perceptions

Among the parental profile variables, only gender had a statistically significant mediating effect ($p = 0.015$) on teachers' perceptions of learners' values development. Female parents were more influential in shaping how teachers perceived the learners' values. Other factors such as age, marital status, education, and income did not show significant influence.

Correlation between parents' values-driven customs and learners' values development

The Pearson r correlation analysis revealed no significant relationship between the values-driven customs of learners' parents and teachers' perception of the learners' values development ($r = 0.068$, $p = 0.230$). This suggests that teachers may form perceptions based more on observed classroom behavior rather than assumptions about the learners' home values.

CONCLUSION

It can be concluded that the profile of parents reveals that most are in their early thirties, female, and married, with a high school level of education and limited financial resources. These characteristics suggest that while many parents are involved and capable of guiding their children, economic and educational limitations might hinder their ability to fully support their children's holistic values development. Nonetheless, the high level of Makabansa among parents indicates that certain community and national values are strongly upheld and Makatao appear to need more focus. The values-driven customs of parents have little influence on teachers' perceptions of learners' values development, as shown by the lack of a significant correlation. Teachers likely base their views on classroom behavior, performance, and school norms. Notably, only the gender of the parent showed a significant effect, pointing to possible gender-based perceptions or involvement differences. This suggests that schools should adopt a more comprehensive strategy to nurture values, rather than relying solely on family background. Strengthening classroom programs, enhancing teacher training, and fostering equal parent-school engagement, especially involving fathers, can help. Finally, targeted efforts to support skills like empathy and decision-making are essential for balanced development across all core values.

RECOMMENDATION

1. School administrators may implement School-Based Training Programs focused on integrating values education into the curriculum and school culture, emphasizing teamwork, empathy, and integrity. These programs may be developed and conducted within the school to meet the specific needs of the school community. Schools may organize internal activities like values-themed projects and student-led initiatives to promote ethical behavior and character development. Administrators may establish clear policies that ensure the consistent practice of these values across all school operations.

2. Engaging in LAC (Learning Action Cell) sessions may help teachers assess learners' values development, focusing on academic and social-emotional growth while addressing gender biases. Participating in INSET (In-Service Training) workshops equips teachers with resources to conduct values-centered activities, promoting ethical behavior and character development. NEAP-recognized seminars provide strategies for creating inclusive classroom environments that enhance interpersonal skills. Professional development workshops on building partnerships with parents improve communication and collaboration to support learners' growth. These initiatives collectively contribute to the holistic development of learners.

3. Parents may participate in school-based training programs, offering family-oriented seminars that emphasize interpersonal values like empathy, teamwork, and cooperation (Makatao). Workshops may teach parents to integrate these values into daily family routines, promoting open communication, respect, and collaborative problem-solving. Parent education seminars may provide tools for supporting children's emotional and moral growth, focusing on conflict resolution and responsible decision-making. School programs may include workshops highlighting the importance of father involvement in parenting. This encourages fathers to actively contribute to nurturing Makatao values in their children.

4. For Grades 1-3 learners, workshops and activities may focus on building interpersonal values like teamwork, empathy, and volunteerism (Makatao) through engaging games and group activities. Learners may participate in collaborative projects to share ideas, listen to each other, and respect different opinions. Age-appropriate community service activities, like helping in school gardens or environmental campaigns, may promote values like environmental concern and community involvement. Decision-making workshops may include story-based scenarios or role-playing to help learners practice making responsible choices. Activities promoting emotional intelligence, such as sharing feelings and practicing kindness,

may also be included.

5. Future researchers may explore how to strengthen the role of interpersonal values (Makatao) in family settings, particularly given the lower emphasis on these values in the findings. They may also investigate how gender influences teachers' perceptions of learners' values development, examining the roles of both fathers and mothers. Additionally, researchers may study how financial challenges affect parents' ability to nurture values at home and identify strategies to support families in these situations. Given the lack of significant correlation between parents' values and teachers' perceptions, further research may focus on the impact of school-based factors

like classroom behavior and teaching methods on values development. Another research study that may track value evolution over time, integrating both family and school influences.

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