

Teacher's Integration and Student's Manifestation of DepEd Core Values: Basis for Guidance and Counseling Enhancement Program

Karl A. Semacio¹, Ivy. A. Lantaka², Alhadzmar A. Lantaka³

¹Lead Researcher, Teacher-III, Don Pablo Lorenzo Memorial High School, Zamboanga City

²Co-Researcher, Master Teacher II, Department of Education, Zamboanga City

³Co-Researcher, Chief Education Supervisor, PPRD, Department of Education, R-IX

Email address: ¹semaciokarl@gmail.com, ²ivy.atilano001@deped.gov.ph, ³alhadzmar.lantaka@deped.gov.ph

Abstract— This study was conducted to determine the correlation between teachers integration and students manifestation of DepEd's Core Values, Maka-Dios, Maka-tao, Makakalikasan and Makabansa, in Don Pablo Lorenzo Memorial High School, school year 2023-2024. The study adopted the descriptive-quantitative method of research, involving fifteen (15) values teachers and one hundred fifteen (115) randomly selected Grade 10 students. The findings revealed that the teacher's integration of DepEd Core Values and the student's manifestation were both described as very high. There is a linear relationship between the extent of teacher integration and student manifestation of the DepEd Core Values. There was no significant difference in the respondent's manifestation of DepEd Core Values when data were grouped in terms of sex, parents' educational attainment, ethnicity and family monthly income. However, the environmental practices deserve attention, though they scored very high but slightly lower than other indicators. This study hereby recommends the continued integration of the core values in all grade levels of Basic Education and that class hours for the subject be extended.

Keywords— Integration, Manifestation, Maka-Diyos, Maka-tao, Makakalikasan, Makabansa.

I. INTRODUCTION

The Department of Education (DepEd) had issued Department Order No. 36, s. 2013, that mandated the adoption of the Values Education Program with its framework and guidelines anchored in DECS Order No. 06, s. 1988, to implement the department's core values of Maka-Diyos (Pro-God), Maka-tao (Pro-People), Makakalikasan (Pro-Environment) and Makabansa (Pro-Country) that serve as the foundation of the values of each Filipino student. Core values is a vital component of K to 12 curriculum designed to develop the academic and character of the students.

Despite these initiatives, teachers at Don Pablo Lorenzo Memorial High School, however, observed that some of their students were hesitant and refrained from attending religious activities, engaged in unethical behavior such as lying, cheating, stealing and disrespectful toward teachers and school rules.

There were cases of students committing cyberbullying, verbal and physical intimidation, threats, and advantageous manipulation of innocent students. Some students created and organized gang groups that recruited neophytes to undergo

harmful initiations and instilled fear toward others. There were reported incidence that these student gang groups involved in aggressive fights in other schools and nearby communities.

Some students also displayed lack of concern to others and never initiated to help until instructed by the teacher to do so. It was also a perennial problem that students ignored cleanliness and frequently litter, throwing trash anywhere. They were not concerned about proper waste disposal and conservation of water and electricity. There were times that some students decline to participate in community work rather they prefer to stay at home and enjoyed online games.

These misbehaviors call for immediate attention so that appropriate courses of action can be adopted.

This study is conceived to ascertain the extent of integration and manifestation of DepEd core values among students in the target school. The data that can be derived from this study can serve as a starting point for examining and strengthening the DepEd Values Education Program.

Statement of the Problem

This study attempts to determine the correlation between the extent of teachers' integration and students' manifestation of the Department of Education Core Values among junior high school students at Don Pablo Lorenzo Memorial High School in the school year 2023–2024.

Specifically, it seeks to answer the following questions:

1. What is the extent of integration of DepEd's core values in the classroom in terms of:
 - 1.1 Maka-Diyos
 - 1.2 Maka-tao
 - 1.3 Makakalikasan
 - 1.4 Makabansa
2. What is the extent of manifestation of the DepEd core values among junior high school students in terms of:
 - 2.1 Maka-Diyos
 - 2.2 Maka-tao
 - 2.3 Makakalikasan
 - 2.4 Makabansa
3. Is there a significant correlation between the extent of teachers' integration and junior high school students' manifestation of DepEd core values?

4. Is there a significant difference in the students' manifestation of DepEd core values when categorized according to sex, parent's educational attainment, ethnicity and family monthly income?

Scope and Delimitation

This study aims to determine the extent of integration and manifestation of DepEd Core Values among teachers and junior high school students for the school year 2023-2024. The respondents of this study were one hundred fifteen Grade 10 students and fifteen values teachers at Don Pablo Lorenzo Memorial High School. It focused on the teachers' integration and manifestation of students' DepEd core values as the basis for the guidance and counseling enhancement program. The DepEd Core values included Maka-Diyos, Maka-tao, Makakalikasan and Makabansa.

The profiles of the students in terms of sex, ethnicity, parent's educational attainment, and family monthly income were included in the study. The profiles of the teachers in terms of sex, ethnicity, highest educational attainment, and family monthly income were also included in the study. These were included to determine whether there was a significant correlation between the integration of core values among teachers and manifestation of the core values among students when data were grouped according to their profile.

Research Design

This study used descriptive quantitative research. The researcher believes that this is appropriate to the study; hence, it could enhance the reliability and accurate characteristics of the subjects and be less prone to bias. At the same time, it can handle large sample sizes with its clear and precise data presented in tables, graphs and charts, which makes it easier to interpret the results. Likewise, the collection method can be used by future researchers to validate the findings of the study and the data presented herein can be utilized as a benchmark to track changes and development.

Best and Kahn (2005) stressed that descriptive research is concerned with the analysis of the relationships between non-manipulated variables and the development of generalizations, extending its conclusions beyond the sampled observations.

Good (2006), on the other hand, professed that this method is directed at ascertaining the normal, typical and current conditions existing in a particular place. It is concerned with the condition of relationships that exist in the process of developing and finding the truth. This design was used since the researcher intended to determine the correlation between teachers' integration and students' manifestation of DepEd core values among Grade 10 students of Don Pablo Lorenzo Memorial High School.

The approach of this study was quantitative comparative since it made use of numerical data to analyze the correlation between teachers' integration and students' manifestation of DepEd's core values among Grade 10 students. Numerical data were also used in determining whether there was a significant difference in the respondent's manifestation of DepEd core values when grouped according to profile. These data were obtained from the respondents using a survey questionnaire.

Population and Sampling Design

The target population of this study was 15 values teachers and 162 Grade 10 students at Don Pablo Lorenzo Memorial High School. The study applied a stratified sampling technique, which was used to determine the samples. The use of stratified sampling techniques helped identify the exact representatives of the sample, which can draw reliable inferences about the population being studied. In this study, the researcher categorized the population into sections A, B, C and D. The target sample size was computed using Slovin's formula to ensure that the sample size is a valid representative of the population. Then, students from each section are taken as a number of respondents.

The computed sample size was determined to be 115 students, which were distributed across four sections. Section A has a sample size of 28 (24.35%) students, Section B has 30 (26.09%) students, and sections C and D have 29 (25.22%) and 28 (24.35%), respectively. Included in the sample size were 15 values teachers who handled values education subjects from Grade 7 to Grade 10 of the same group of students, such that Section A was handled by three values teachers, coded as A, B and C, while Section B was handled by four values teachers, coded as D, E, F and G. Likewise, sections C and D were also handled by four values teachers each, respectively coded as H, I, J, K, L, M, N and O.

Data Gathering Tool

This study was adapted with modifications from DepEd Order No. 8 s. 2015 for two research instruments, one for the teachers and the other for the students. The questionnaire for the teachers was designed to gather data on the extent of integration of DepEd core values while that of the students was on the manifestation of DepEd core values.

A. Questionnaire for Teachers

The research instrument designed to gather data on the extent of integration of DepEd Core Values was a questionnaire-checklist. It consists of two parts. Part I solicits data like name (optional), sex, highest educational attainment, ethnicity and family monthly income. Part II was on the extent of integration of DepEd core values. These values include Maka-Diyos, Maka - tao, Makakalikasan and Makabayan. Each core value has ten statements numbered and described: 4-Strongly Agree/Highly Integrated, 3-Agree/Integrated, 2-Disagree/Less Integrated and 1-Strongly Disagree/Not Integrated.

B. Questionnaire for Students

The research instrument of this study was a questionnaire - checklist. This consists of two parts. Part I was about the personal data of the student-respondents, such as name (optional), sex, parent's educational attainment, ethnicity and family monthly income. Part II was on the extent of manifestation of DepEd Core Values, such as Maka - Diyos, Maka - tao, Makakalikasan and Makabayan. Each core value has ten statements with four options numbered and described: 4-Strongly Agree/Highly Manifested, 3-Agree/Manifested, 2-Disagree/Less Manifested and 1-Strongly Disagree/Not Manifested.

Data Gathering Procedures

Permission was sought from the office of the City School Division Superintendent to gather data from the students of Don Pablo Lorenzo Memorial High School. After which, the approved letter together with the letter for the school principal was submitted for approval and arrangement of the schedules of distribution and retrieval of the questionnaires.

Informed letters were also forwarded to the parents of the student-respondents to solicit their decision with regards to the participation of the former as respondents of the study. After which, the respondents were gathered in a designated area. The survey-questionnaires were distributed and retrieved immediately when completely answered.

II. RESULTS AND DISCUSSIONS

Problem No. 1. What is the extent of integration of DepEd’s core values in the classroom in terms of Maka-Diyos, Maka-tao, Makabansa and Makakalikasan?

TABLE 1: Extent of Integration of DepEd’s Core Values in terms of Maka-Diyos

Indicators	Mean	Verbal Description
The teacher teaches to...		
1. Engage in spiritual activities.	4.00	Very High
2. Show respect sacred places.	3.80	Very High
3. Show respect to religious beliefs of others.	3.93	Very High
4. Demonstrate curiosity about spirituality.	3.93	Very High
5. Tell the truth.	4.00	Very High
6. Return borrowed things in good condition.	3.93	Very High
7. Practice honesty at all times.	3.93	Very High
8. Be kind and fair to all.	3.93	Very High
9. Identify personal biases.	3.60	Very High
10. Recognize one’s feelings.	3.93	Very High
Overall Mean	3.89	Very High

Legend: 1.0-1.75 Very Low, 1.76-2.50 Low, 2.51-3.25 High, 3.26-4.00 Very High

Table 1 shows the indicators "Tell the truth" and "Engage in spiritual activities" both rated the highest mean score of 4.00, indicating that teachers highly emphasize on these values. The majority of qualities are close to having a mean score of 3.93. This indicates that these ideals are being integrated in a consistent manner. The indicator "Identify personal biases" has a somewhat lower mean score of 3.60, although rated "Very High" verbal description, indicating for possible enhancement. The overall mean of 3.89 implies that teachers have a strong commitment in integrating these values applying effective instructional approaches. These findings emphasize the significance of spiritual and moral formation which is a cornerstone of the students holistic development.

This study supports the idea of Bernardo (2020), that teaching the ideals of "Maka-Diyos" will assist children in developing into decent citizens and human beings. Teachers are urged to instill in their students the fortitude to face life's obstacles head-on.

The data indicates that all indicators fall into the "Very High" category, which means that teachers consistently integrate these values. Values teachers have firm belief in the value of "Maka-tao" reflected in near-perfect overall mean of 3.94 which translate into constantly remind and inspire students to practice equality, patience, respect, cooperation, volunteerism, acknowledgment, and openness to different

points of view. The results highlight that the values teachers promote an inclusive school culture wherein safety and better learning experiences flourish. The findings implies that instilling humane ideals result to being emphatic and responsible as well as the practice of peace and harmony among students.

TABLE 2: Extent of Integration of DepEd’s Core Values in terms of Maka-tao

Indicators	Mean	Verbal Description
The teacher teaches to...		
1. Show respect to all.	4.00	Very High
2. Wait for one's turn.	3.93	Very High
3. Take good care of borrowed things.	3.93	Very High
4. View mistakes as learning opportunities.	4.00	Very High
5. Respect dignity and equality.	4.00	Very High
6. Participate in volunteer works.	3.86	Very High
7. Respect people from different economic, social and cultural backgrounds	3.93	Very High
8. Cooperates during activities.	3.93	Very High
9. Recognize the contribution of others.	3.93	Very High
10. Consider diverse views .	3.93	Very High
Overall Mean	3.94	Very High

Legend: 1.0-1.75 Very Low, 1.76-2.50 Low, 2.51-3.25 High, 3.26- 4.00 Very High

Bernardo (2020), quipped that instilling the "maka-tao" ideals also teaches children to give preference to the underprivileged and citizens in financial difficulty. "Maka-tao" also symbolizes giving to others and serving others without reservation, especially those in need.

As shown in the table 3, all indicators pertaining to "Makakalikasan" scored between 3.86 and 4.00, categorized as "Very High." This indicates that environmental consciousness has been effectively incorporated into teachers daily interaction with the students. Key indicators such as, how to take care of the environment, save energy and resources, maintain neatness, and keep work environments organized are perfectly integrated. This emphasizes that teachers prioritize and give focus on these particular areas based on classroom observations and students’ attitude in actualizing the said aspects.

TABLE 3: Extent of Integration of DepEd’s Core Values in terms of Makakalikasan

Indicators	Mean	Verbal Description
The teacher teaches to...		
1. Take care of the environment.	4.00	Very High
2. Practice waste management.	3.93	Very High
3. Conserve energy and resources.	4.00	Very High
4. Take care of school materials, facilities and equipment.	3.93	Very High
5. Keep work area in order during and after work.	4.00	Very High
6. Keep one’s work neat and orderly.	4.00	Very High
7. Initiate a clean and green program.	3.86	Very High
8. Use the trash cans properly applying the 3R's.	3.86	Very High
9. Ask permission before using any school facilities.	3.86	Very High
10. Compile academic outputs.	3.86	Very High
Overall Mean	3.93	Very High

Legend: 1.0-1.75 Very Low, 1.76-2.50 Low, 2.51-3.25 High, 3.26-4.00 Very High

Other indicators though rated extremely high such as managing waste, caring for school supplies, supporting green and clean activities, utilizing trash cans properly, getting permission before using school facilities, and compiling academic outputs, show a slightly less integration. This denotes strategized planning and implementation to seamlessly integrate these traits in the lessons. Likewise, best practices of environmental initiatives may be adapted in the lesson.

Bernardo (2020) supports that the core values of being "Makakalikasan" are practically demonstrated through concern and respect for the environment, and that teachers are essential in motivating students to actualize environmental stewardship.

TABLE 4: Extent of Integration of DepEd’s Core Values in terms of Makabansa

Indicators	Mean	Verbal Description
The teacher teaches to...		
1. Define being Filipino .	4.00	Very High
2. Show how to respect the flag.	3.93	Very High
3. Appreciate of Filipino language.	3.93	Very High
4. Abide the rules of the school, community and country.	4.00	Very High
5. Develop interest and pride for being a Filipino.	4.00	Very High
6. Strategize on how to manage time.	3.93	Very High
7. Persevere to achieve goals.	3.93	Very High
8. Conduct oneself appropriately.	3.93	Very High
9. Be courteous in greeting persons in authority.	4.00	Very High
10. Finish tasks in accordance with the schedule.	4.00	Very High
Overall Mean	3.96	Very High

Legend: 1.0-1.75 Very Low, 1.76-2.50 Low, 2.51-3.25 High, 3.26-4.00 Very High

The data shows that all indicators tallied mean scores between 3.93 and 4.00, which falls under "Very High" category. This implies that teachers are adept at teaching Filipino traits and values into their lessons. These scores are uniformly near 4.00, indicating a high level of integration across all indicated dimensions. This signifies that the teachers applied an effective approach in the preservation of culture and the development of national identity and foster a sense of pride in being Filipino. Behavior-related indicators, such as imparting manners, respect, and punctuality, were well rated. This demonstrates that teachers initiated equal emphasis on teaching social and behavioral skills to amplify Filipino traits and culture among students.

The principles of "Makabansa" as explained by Lario and Hulipal (2019), are similar to the love of God; a person who loves the Almighty will also love their nation. As a result, it is required of students to internalize nationalism and patriotism as examples of what it means to be a "Makabansa." They are counseled to love their country in the same way that a child loves their mother, which can be proven by making contributions to the betterment of society. This promotes loyalty and a sense of pride in being Filipino under all conditions. Teaching each student Filipino values is the fundamental duty of Filipino educators.

The summary shows that respondents generally rated on the core values at a "Very High" level, with mean scores ranging

from 3.89 to 3.96 and nearly perfect overall mean at 3.93. This implies that these ideals have been successfully communicated and assimilated into DepEd’s operations and culture. The result can serve as defining evidence that values education strongly aligned within DepEd’s framework, mission and vision. Considerably, values teachers embraced these core values as their personal belief and principles that encourage them to deliver expectations.

TABLE 5: Summary of Integration of DepEd’s Core Values

Variables	Mean	Description	Interpretation
1. Maka-Diyos	3.89	Strongly Agree	Highly Integrated
2. Maka-tao	3.94	Strongly Agree	Highly Integrated
3. Makakalikasan	3.93	Strongly Agree	Highly Integrated
4. Makabansa	3.96	Strongly Agree	Highly Integrated
Overall Mean	3.93	Strongly Agree	Highly Integrated

Legend: 1.0-1.75 Very Low, 1.76-2.50 Low, 2.51-3.25 High, 3.26-4.00 Very High

Educators, as Bachao (2018) emphasized, have a significant impact on the development of future citizens' moral character by instilling values that inform moral judgment. By honing their skills, this method not only improves students’ mental, social, and economic well-being but also their cumulative capacities. *Problem No. 2. What is the extent of manifestation of the DepEd core values among junior high school students in terms of Maka-Diyos, Maka-tao, Makakalikasan and Makabansa?*

Table 6 presents that majority of indicators are predominantly categorized as "Very High." Kindness and fairness are highly valued among the respondents as reflected in the indicator "Kind and fair to all," which has the highest mean score of 3.66. Closely followed by the indicator "Shows respect to the religious beliefs of others" with a mean score of 3.53, demonstrates that respondents have high level of respect to various religious beliefs.

TABLE 6: Extent of Manifestation of DepEd’s Core Values in terms of Maka-Diyos

Indicators	Mean	Verbal Description
The student...		
1. Engages in spiritual activities.	3.26	Very High
2. Shows respect to sacred places.	3.46	Very High
3. Shows respect to religious beliefs of others.	3.53	Very High
4. Demonstrates curiosity about spirituality.	3.26	Very High
5. Tells the truth.	3.26	Very High
6. Returns borrowed things in good condition.	3.26	Very High
7. Practices honesty at all times.	3.26	Very High
8. Is kind and fair to all.	3.66	Very High
9. Identifies personal biases.	3.06	High
10. Recognizes one’s feelings.	3.40	Very High
Overall Mean	3.34	Very High

Legend: 1.0-1.75 Very Low, 1.76-2.50 Low, 2.51-3.25 High, 3.26-4.00 Very High

Other indicators such as "Engages in spiritual activities," "Demonstrates curiosity about spirituality," "Tells the truth," "Returns borrowed things in good condition," and "Practices honesty at all times" all registered a mean score of 3.26, which means that these aspects of "Maka-Diyos" are approached

uniformly. Despite being slightly lower than other indicators, the indicator "Identifies personal biases" obtained a mean score of 3.06, classified as "High" which indicates a noteworthy manifestation of the core value. The remarkable observance of "Maka-Diyos" is confirmed by the total mean score of 3.34, at a "Very High" category.

The data implies that 9 out of 10 indicators have mean scores that fall between 3.26 and 3.66, which is near the upper end of the scale and indicates a high degree of observance and strong manifestation of these qualities. The indicator, "Identifies personal biases," marginally deviates into the "High" category, indicating little variability among the mean scores which points to a potential enhancement area.

Davis (2017) asserts that having faith means having total trust in someone or something. Strong belief in the object of one's faith is the fundamental requirement for both the significance and definition of faith. The application of this idea results in a profound sense of dedication.

The data shows that majority of indicators fall under "Very High" category, such that the indicators "Shows respect to all," "Views mistakes as learning opportunities," "Respects people from different economic, social, and cultural backgrounds," "Cooperates during activities," and "Considers diverse views," scored the highest mean of 3.46. The indicator with the lowest mean score at 3.20 is "Participates in volunteer works," which is still indicative of a high level of manifestation but slightly lower.

The data implies that the high scores on multiple indicators mean that students display strong emphasis on empathy and respect for others, which is evident characteristics with the core value of "Maka-tao." The result also reveals that students treat everyone with dignity and respect, acknowledging equality and accept varied backgrounds and viewpoints. The highly evaluated indicators like "Takes good care of borrowed things" and "Waits for one's turn" indicates that behavioral guidance is well instilled among students, which is essential to foster an orderly and structured learning environment.

TABLE 7: Extent of Manifestation of DepEd's Core Values in terms of Maka-tao

Indicators	Mean	Verbal Description
The student...		
1. Shows respect to all.	3.46	Very High
2. Waits for one's turn.	3.33	Very High
3. Takes good care of borrowed things.	3.26	Very High
4. Views mistakes as learning opportunities.	3.46	Very High
5. Respects dignity and equality.	3.33	Very High
6. Participates in volunteer works.	3.20	High
7. Respects people from different economic, social and cultural backgrounds	3.46	Very High
8. Cooperates during activities.	3.46	Very High
9. Recognizes the contribution of others.	3.40	Very High
10. Considers diverse views .	3.46	Very High
Overall Mean	3.38	Very High

Legend: 1.0-1.75 Very Low, 1.76-2.50 Low, 2.51-3.25 High, 3.26-4.00 Very High

The high score of "Views mistakes as learning opportunities" indicates that students were able to build resilience and a positive learning mindset. The high rating

pertaining to respecting different economic, social, and cultural backgrounds, creates an inclusive atmosphere which is aligned with international educational objectives that encourage inclusivity and diversity in classrooms.

Therefore, the "Maka-tao" basic value are evidently highly embodied among students, as indicated in the total mean score of 3.38, classified as "Very High." This shows that cooperation, empathy, and respect are deeply embedded by the respondents. The slightly lower volunteerism score might be improved through promoting enthusiastic options in voluntary work.

Sprecher and Fehr (2005) highlighted that when students are taught these values, they will progressively show and comprehend empathy, generosity, social support, volunteerism, and familial love. One could argue that compassionate love is a more persistent, pro-social feeling that is aimed toward other people and has a higher potential to inspire selfless deeds.

Table 8 indicates that six indicators are categorized as "Very High," which deal with environmental care, supporting clean and green initiatives, getting permission before utilizing school facilities and compiling outputs. The remaining indicators categorized as "High" pertaining to the conservation of energy and resources, keeping the area neat and orderly, and appropriate use of trash cans and the practice of three Rs—Reduce, Reuse, and Recycle which has also the lowest mean score of 3.06. The "Very High" overall mean score of 3.27 is an evident that students demonstrate strong dedication to environmental stewardship.

TABLE 8: Extent of Manifestation of DepEd's Core Values in terms of Makakalikasan

Indicators	Mean	Verbal Description
The student...		
1. Takes care of the environment.	3.40	Very High
2. Practices waste management.	3.33	Very High
3. Conserves energy and resources.	3.20	High
4. Takes care of school materials, facilities and equipment.	3.33	Very High
5. Keeps work area in order during and after work.	3.13	High
6. Keeps one's work neat and orderly.	3.20	High
7. Participates in a clean and green program.	3.40	Very High
8. Uses the trash cans properly applying the 3 R's.	3.06	High
9. Asks permission before using any school facilities.	3.40	Very High
10. Compiles academic outputs.	3.26	Very High
Overall Mean	3.27	Very High

Legend: 1.0-1.75 Very Low, 1.76-2.50 Low, 2.51-3.25 High, 3.26-4.00 Very High

The indicators that show good conduct among students regarding environmental care, supporting clean and green activities, and respecting school facilities are those with scores of 3.40, which point to efficient environmental teaching approaches and school policies.

On the other hand, the lowest score of 3.06 indicates that there is a need for improved practices for appropriate waste disposal and the use of the three Rs, though the score classified as "High," it is lower compared to other indicators. This is an indication that this aspect needs improvement. The school may implement interventions or adapt best practices on waste

management so that these values can be further instilled to the students.

Tillmann, Tobin, and Avison investigated the impact of accessibility, exposure to, and engagement with nature on the mental health of young people in a 2018 study that was published. The study's conclusions support the idea that being in nature has a favorable effect on mental health.

Table 9 shows that all indicators are classified "Very High" with mean scores between 3.33 and 3.66. The indicator "Develops interest and pride in being a Filipino" has the highest mean score of 3.66, indicating that this trait manifest strongly among students. On the other hand, the indicator "Perseveres to achieve goals" registered a lowest mean score of 3.33, which was still within the "Very High" category, signifies that it is considerably less intense but it is still a substantial manifestation.

The conclusion that "Makabansa" ideals are highly exhibited among students is supported by the total mean score of 3.54.

The data reveals significant internalization of nationalistic and patriotic beliefs confirmed by consistent high scores of the indicators. The consistency shows that these ideals are effectively instilled by the values teachers on their daily interactions with the students.

TABLE 9: Extent of Manifestation of DepEd's Core Values in terms of Makabansa

Indicators	Mean	Verbal Description
The student...		
1. Defines being Filipino .	3.60	Very High
2. Respects the flag.	3.53	Very High
3. Appreciates Filipino languages.	3.60	Very High
4. Abides the rules of the school, community and country.	3.53	Very High
5. Develops interest and pride for being a Filipino.	3.66	Very High
6. Strategizes on how to manage time.	3.53	Very High
7. Perseveres to achieve goals.	3.33	Very High
8. Conducts oneself appropriately.	3.46	Very High
9. Is courteous in greeting persons in authority.	3.60	Very High
10. Finishes tasks in accordance with the schedule.	3.60	Ver High
Overall Mean	3.54	Very High

Legend: 1.0-1.75 Very Low, 1.76-2.50 Low, 2.51-3.25 High, 3.26-4.00 Very High

Connection to fellow patriots, as Baumeister (2013) elaborates, occurs when people show patriotism and loyalty to a nation, political group, or country. There may be more relationships between attachment experiences and aspects such as racial or ethnic background, culture, religion, or historical events. The good news is that since self-respect and group affiliation are strongly linked, people can put group interests ahead of individual aspiration.

The summary shows that the DepEd core values are firmly established and internalized among the respondents. All the four core values scored above 3.26, falling into the "Highly Manifested" category. The mean score of 3.34, "Maka-Diyos" indicates that the respondents had a significant manifestation of spirituality and faith-based values. "Maka-tao," scored a

marginally higher mean of 3.38, emphasizes that students value the importance of humanistic and people-centered concepts such as respecting human dignity, empathy, and interpersonal interactions. "Makakalikasan," the lowest among the core values tallied a mean score of 3.27 but still falls within the "Highly Manifested" category, indicates that student have significant awareness and commitment to environmental stewardship. The highest mean score of "Makabansa" at 3.54, implies that the respondents manifest a profound sense of nationalism and patriotism. Moreover, the overall mean score of 3.38 signifies the realization of DepEd goals and mission.

TABLE 10: Summary of Manifestation of DepEd's Core Values

Variables	Mean	Description	Interpretation
1. Maka-Diyos	3.34	Strongly Agree	Highly Manifested
2. Maka-tao	3.38	Strongly Agree	Highly Manifested
3. Makakalikasan	3.27	Strongly Agree	Highly Manifested
4. Makabansa	3.54	Strongly Agree	Highly Manifested
Overall Mean	3.38	Strongly Agree	Highly Manifested

Legend: 1.0-1.75 Very Low, 1.76-2.50 Low, 2.51-3.25 High, 3.26-4.00 Very High

Teachers as advised by Weigle (2017), must first focus their efforts and reduce the scope of what is expected of the students in order to teach them values. Furthermore, role modeling is a key means of helping young people acquire values. For this reason, a teacher's model is a vital and essential part of any curriculum reform plan. The role models that young people see on a daily basis are their teachers. The values framework considers the societal and individual aspects of human nature. Studying values separately is not necessary, though, as they are all connected to the fundamental principle of human dignity.

Problem No. 3. Is there a significant correlation between the extent of teachers' integration and junior high school students' manifestation of DepEd core values?

TABLE 11: Extent of Teachers' Integration and Students' Manifestation of DepEd's Core Values

Variable		R-value	P-value	Decision	Interpretation
X	Y				
Teacher's Integration	Student's Manifestation	0.336	.000	Reject	Significant

**Correlation is significant at the 0.05 level.

The table shows that there is a linear relationship between teacher integration and student manifestation. The R-value of 0.336 shows a moderately favorable connection though not relatively strong. A P-value of 0.000, which is often represented as < 0.005, is incredibly low and provides substantial evidence to invalidate the null hypothesis. Therefore, the decision is to reject the null hypothesis and accept the alternative hypothesis which states that there is an association between teacher integration and student manifestation. It can be concluded in the result that there is little likelihood that the observed link is the result of chance. Consequently, there is a substantial positive link between teacher integration and student manifestation. The data draws the statistically significant association of the two variables, implying positive behavior of the students impacted by the integration of values.

Gonzales (2016) shows how particular values objectives need to be determined because values education is incorporated

into a variety of curricula at all school levels. Teaching values should be carefully included in the lesson's activities and threaded throughout the subject matter until the goal is accomplished or a particular level of appreciation is attained. Gonzales explained further that a student cannot appreciate or believe in values until they first comprehend them. The students must then be provided chances to put these principles into practice until they are assimilated and continuously demonstrated in their behavior. Values cannot develop into virtues and mold the child's character until that point. The idea behind indirectly developing values is that any lesson, regardless of subject, can be used to impart values through knowledge and skills, serving as the starting points for appreciation.

Problem No. 4. Is there a significant difference in the students' manifestation of DepEd core values when categorized according to sex, parent's educational attainment, ethnicity and family monthly income?

TABLE 12: Extent of Students' Manifestation of DepEd's Core Values in terms of Sex

Variable	Sex	Mean	T-value	P-value	Decision	Interpretation
Manifestation of DepEd Core Values	Male	3.42	0.002	0.578	Accept	No Significant
	Female	3.45				

As shown in Table 12, there is minor differences in how the core values are manifested between the sexes as presented in T-value of 0.002. The P-value is 0.578, which is substantially higher than the standard significance level of 0.05, indicates that there is no statistically significant difference in the means that were observed. The result, therefore, adopts the null hypothesis, which states that there is no significant difference between male and female in the manifestation of the core values.

Thereby, the respondents' sex has no bearing related to the practice of the core values. These data implies that male and female students have similar perceptions and behaviors associated with the core values. It can be inferred from the study that the fundamental values, initiatives and policies of DepEd resemble equity and gender neutrality.

Garcia and Bual's (2022) analysis, which looks at the practice of DepEd's basic principles Maka-Diyos, Maka-*tao*, Makakalikasan and Makabansa among Filipino students based on sex, supports these findings. Their study, which concentrated on junior high school students, discovered that while male and female students did not significantly differ in their actual practice of these ideals, there were no evident disparities in their awareness of the core values. Lynch (2020) supports the idea that both genders exhibit no difference in values. Values is not prevalent to a specific gender; it is likewise, an acceptance by one's fellow for what one is, thinks oneself to be, or would like to be and be given the treatment due to one's situation.

Table 13 illustrates that the Analysis of Variance (ANOVA) test concludes that there is no statistically significant variations between the group means which yields an F-value of 0.518. The P-value of 0.67, which measures the probability that the observed variations in group means happened by chance, is greater than the significance level of 0.05. Thus, the null

hypothesis is accepted which states that there is no significant difference in the manifestation of DepEd core values in terms of parent's educational attainment.

TABLE 13: Extent of Students' Manifestation of DepEd's Core Values in terms of Parent's Educational Attainment

Variable	Achievement	Mean	F-value	P-value	Decision	Interpretation
Parent's Educational Attainment	Elementary	3.50	0.518	0.671	Accept	No Significant
	High School	3.42				
	College	3.45				
	Others	3.23				
Total Mean		3.44				

Generally, the data presented does not statistically support a meaningful difference in how the core values are manifested depending on the educational background of the parents. The study indicates that the core values are taught to all students equally, regardless of their parent's educational status.

Pe-Pua and Protacio-Marcelino (2000), emphasized that Filipino values are deeply rooted in cultural practices and familial interactions rather than solely influenced by educational attainment. Jocano (1997), pointed out that the transmission of values in Filipino families is heavily influenced by oral traditions, storytelling, and the lived experiences of family members, which do not necessarily correlate with formal education levels.

TABLE 14: Extent of Students' Manifestation of DepEd's Core Values in terms of Ethnicity

Variable	Groups	Mean	F-value	P-value	Decision	Interpretation
Ethnicity	Zamboangueno	3.43	0.381	0.767	Accept	No Significant
	Tausug	3.37				
	Bisaya	3.46				
	Others	3.47				
Total Mean		3.44				

The table illustrates a constant manifestation across the groups. An ANOVA is used to compare the group means, which is the F-value of 0.381, indicates that the group means are closely similar with minimal evidence that their conduct of values are significantly different from each other. A P-value of 0.767, is significantly greater than the typical significance level of 0.05; thus, the null hypothesis is accepted. The study reveals that there are no statistically significant differences between the various ethnic groups in expressing the DepEd's core values. Likewise, the manifestation of core values are not influenced by ethnicity.

In summary, the core values are consistently demonstrated by different ethnic groups as indicated in the near-average mean scores. It is noteworthy that the result is essential in promoting inclusive learning environment which all ethnic groups practice values in an egalitarian manner.

Parenting practices and family dynamics have a substantial impact on children's moral and ethical development, frequently more so than ethnic origin, according to Darling and Steinberg (1993). For example, across different ethnic groups, authoritative parenting—which is defined by warmth and firm guidance—is associated with positive value formation. Programs for moral education, according to Nucci and Narvaez (2008), concentrate on helping students develop moral reasoning and character. These ideals are applicable to all

students, regardless of their ethnic origin. Further lessening the influence of ethnicity are contacts between students from different backgrounds in school environments, which foster the sharing and reinforcement of universal ideals.

TABLE 15: Extent of Students' Manifestation of DepEd's Core Values in terms of Family Monthly Income

Variable	Categories	Mean	F-value	P-value	Decision	Interpretation
Family Monthly Income	10,000 and below	3.48	2.198	0.092	Accept	No Significant
	10,001.00-30,000.00	3.34				
	30,001.00-50,000.00	3.37				
	50,001 and above	3.23				
Total Mean		3.44				

The table presents that the manifestation of core values appear to varying degrees at different household income. The mean score shows that the lowest income group, those earning 10,000 and below has the highest mean score of 3.48, while highest income group, those earning 50,001 and more, has the lowest mean score of 3.23.

When comparing means using ANOVA, an F-value of 2.198 indicates the ratio of variance between group means to within-group variance while the P-value of 0.092 indicates that the probability of variations in group means are the result of random chance. This P-value is greater than the usual significance level of 0.05, therefore, the null hypothesis is accepted which states that there is no significant difference in the manifestation of core values in terms of family income. It can be noticed that the P-value is near-threshold which indicates that the result may vary when using larger sample sizes and other moderating variables.

In general, the core values are consistently manifested and internalized by the students, irrespective of family's financial status. The result is an indication that values teachers are able to foster equitable learning environment and equal access to value-based education.

Manapol (2022) highlighted the significant impact of cultural traditions and familial dynamics on children's adoption of values. Cultural heritage and family relationships play in forming children's values, and that these factors have a substantial impact on the creation of values regardless of the family's financial situation.

The goal of character education, civic education, and social-emotional learning initiatives in schools, according to Berkowitz & Bier (2005), is to support students' moral and ethical growth. Studies show that these kinds of initiatives, regardless of students' socioeconomic background, can successfully encourage prosocial conduct, moral reasoning, and social responsibility in students.

The moral growth of children is therefore more influenced by the quality of their education than by the financial status of their family. Seccombe (2002) argued that case studies and empirical research further support the idea that a child's values are not influenced by family income.

III. CONCLUSIONS

1. The study reveals that teachers have accomplished a high level of integration of the DepEd core values—Maka-Diyos, Maka-tao, Makakalikasan and Makabansa—into their teaching strategies. This indicates that the teachers understand and embrace these values as part of their belief system which result to effectively molds the moral, spiritual and holistic development of the students.
2. The extent of manifestation of DepEd core values—Maka-Diyos, Maka-tao, Makakalikasan and Makabansa—are prominently expressed by the students. The study indicates that the students were able to internalize the core values and practice these ideals in their daily interactions.
3. The integration of DepEd core values are significantly correlated with students' manifestation, indicating that the degree to which teachers integrate these values has favorable impact to the behavior of the students.
4. Students' profile, such as sex, parents' educational attainment, ethnicity, and family income, do not significantly correlate with the manner in which they demonstrate the DepEd core values. The study shows that the students' manifest the core values regardless of demographic and socioeconomic background.

IV. RECOMMENDATIONS

1. Future research may validate the survey results by including additional common moderating variables, which include peer pressure, family problems, and parental support. Comparative studies, whether undertaken in public and private schools in remote locations like island and hinterland schools, can also support or contradict the findings of the study. On the other hand, results in urban schools could differ from those in rural schools. Larger sample sizes can also have a large impact on certain outcomes. The mindset and perception of students are also impacted by social media. Since social media is so deeply embedded in student minds, it is vital to ascertain how it influences interpersonal interactions and other fundamental values among students.
2. The amount of time spent teaching values is quite limited and frequently disrupted by other circumstances. With the introduction of the MATATAG curriculum, the current Ministry of Education is gradually addressing this issue. The classes that were held were updated from two hours per week to four hours per week. However, this only applies to the values teachers who teach in the Grade 7 curriculum. The primary concern is that it can be challenging to find competent teachers to teach the subject. Values teachers will be bombarded with heavy teaching loads, which deters focus and efficiency in the delivery of the lessons, notwithstanding handling a huge number of students per class. The DepEd officials will probably devise mechanisms to address this concern.
3. In general, the study reveals a promising result. Constant monitoring and evaluation, coupled with appropriate assessment, would determine the long-term effectiveness of the program. Further studies can be considered to explore the causality of the relationship to better understand the aspects of teachers' integration and the impact of students'

manifestation on the core values. School administrators could design policies that foster greater teacher integration, which includes professional development, collaborative teaching and increased teacher-student interaction. Moreover, conducting longitudinal studies would help in understanding how this relationship evolves over time and the long-term impacts of teacher integration on students' manifestation. Furthermore, the school should consider targeted interventions or additional programs focusing on waste management practices, for which most indicators in the study registered minimally low.

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