

## Implementation of DepEd Core Values towards Academic Performance in Araling Panlipunan

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### Abstract:

The promotion of the Filipino values is embodied in the Preamble of the 1987 constitution. Values are seemingly threatened as modernization continues yet teachers can integrate core values in different learning areas by making education more relevant and values centered for excellence where graduates are better prepared to contribute to employment and economic development, social political stability, ethical considerations and standards. The study aims to determine the level of implementation of DepEd core values towards academic performance of students in AralingPanlipunan. The researcher used descriptive correlation design and used stratified simple random sampling in selecting 365 grade 7 students in Congressional District I in public secondary schools in Division of Nueva Ecija. The findings revealed that Scholastic performance was negatively correlated but significant with makadiyos, makataomakakalikasan and makabansa. And there is significant difference between the cover values when grouped according to scholastic performance

*Keywords* —**Academic Performance, AralingPanlipunan, Core Values, Implementation**

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### INTRODUCTION

The promotion of the Filipino values is embodied in the Preamble of the 1987 constitution. First, the value of being makaDiyos, which is articulated in the faith in the almighty. Second, the value of being makaTao, which focuses on truth, justice, freedom, love, equality, and peace. Third, the value of being makaBayan, which includes respect for law, the government of the republic of the Philippines and its instrumentalities, patriotisms, promotion of the common good and building a just and humane society. Lastly, the value of being makaKalikasan, which involves the conservation and development of patrimony. Social Studies is a subject designed and evolved to foster in learners a better understanding of the cultural values that guides the interactions of man with his physical and social environment. It is, the most integrated of all subjects at the various levels of education and this has made it

to be broad and contain different kinds of elements and key tool in this changing world. It serves as the foundation of social development across the country. It acts as a mediator of change which transforms an individual to be an effective citizen of the country. With that, teachers play a vital role in helping individual to nurture of the holistic development to instill among the students the same core value in the delivery of the various learning activities through integration of values in different learning areas.

We are now in the modern world of advances of technology that can affect our daily lives. Oftentimes, teachers complain regarding misbehavior of students. Countless problems regarding students' behaviors both inside and outside the classroom prevail such as bullying, lack of respect, fighting among students and others. Moreover, this misbehavior of students leads to more serious problems in the long run.

Since values are seemingly threatened as modernization continues yet teachers can integrate core values in different learning areas by making education more relevant and values centered for excellence where graduates are better prepared to contribute to employment and economic development, social political stability, ethical considerations and standards.

As an adherence to DepEd Order 50 s. 2015, interfaith prayers must be one of the important parts of the flag raising ceremony every Monday. In addition, praying before start of the first period class in the morning session (except when flag raising ceremonies have been conducted) and after the last period class in the afternoon session must be observed.

It is not a curriculum, it is not a program. It is process of transforming individuals with values centered, where the researcher decided to conduct the study in inculcation activities for core values in social sciences.

It is hope that this study can generate a significant result in the study.

#### *Objectives of the Study*

This study focused on the inculcation activities of core values in social science at selected schools in Congressional District I, Division of Nueva Ecija.

Generally, this study aimed to answer the following questions:

1. What is the scholastic performance of the student-respondents?
2. How may the two sets of respondents (Students and Parents) assess the observed core values in AralingPanlipunan terms of:
  - 2.1 MakaDiyos;
  - 2.2. Makatao;
  - 2.3 Makakalikasan and
  - 2.4 Makabansa?
3. Are there significant difference in the assessment on observed values in AralingPanlipunan?
4. Are there significant differences on the scholastic performance when grouped according

to the observed core values in AralingPanlipunan?

#### *Hypothesis of the Study*

1. There is no significant difference in the assessment on observed values in AralingPanlipunan.
2. There is no significant differences on the scholastic performance when grouped according to the observed core values in AralingPanlipunan.

## **I. RESEARCH METHOD**

The researcher used descriptive correlation design in order to describe students' and parents profile, teachers profile, inculcation activities in social sciences for observed values and scholastic performance of the students. According to Tan ( 2010 as cited in Malgapo 2016 ) a descriptive method of research involves analysis of an extremely range of phenomena that results in comprehensive presentation and interpretation of statistical tabulations of data yielded by survey. Furthermore, this method is most commonly used summarizing values to describe group characteristics of data like percentage, measure of central tendency and location, of variability of skewness and kurtosis.

The main instrument used in this study are the survey questionnaire adopted by the researcher on the Department of Education core values indicator as per Deped Order No. 8 , s. 2015 on page 20 ,IV; the core values of the Filipino child reflected in the report card. The core values have been translated into a behavior statement to ensure child-centered, gender-fair, age and culture appropriate.

**Description of the Questionnaires.** The questionnaires have three types with two parts. Type I questionnaire for student-respondents where Part I is designed to draw information about the student profile such as age, sex and and guardian. Part II, there observed values on

inculcation activities of AP teacher in social sciences in terms of MakaDiyos, MakaTao, MakaKalikasan at Makabansa.

Type II, intended for parent-respondents. Part I considered the socio-demographic profile in terms of age, sex, highest educational attainment, occupation and monthly income. And part II focused on observed values that their children should possessed and same statements on students' questionnaire.

And lastly, Type III was designed for teacher-respondents. First part was for profile in terms of age, sex, years of teaching experience and highest educational attainment and the second part the teacher observation on core values of the students and same with parents' questionnaire in part II.

**Validity of the Questionnaire.**

Since the questionnaire was adopted by the researcher, this was subjected to pilot testing for validation. This was tried out among 20 grade 7 students and their parents and two AP teachers of Aliaga National High School were not included as respondents to the study.

The researcher personally administered the pilot testing where he gathered comments and suggestions as to how the respondents answered the said questionnaire. From the original draft, there were items which were discarded and added because of repetitive and limited. After incorporating the comments and suggestions of the respondents and the adviser of this study, final draft of the questionnaires and paper came out.

**Reliability of questionnaire.**

In testing the reliability of the questionnaire, the test-retest method was employed. The dry run was done to the same set of the respondents. The result from the dry run was recorded and statistically treated. It was

revealed that the instrument's reliability using *Cronbach's Alpha* was .945, interpreted as "highly reliable".

And finally, the data gathered were tested and analysed using SPSS tool.

**Scoring.**

The questionnaires were scored using the following range and interpretations:

| Rating Scale | Weights Assigned | CORE Values        |
|--------------|------------------|--------------------|
| 4            | 3.20-4.00        | Always Observed    |
| 3            | 2.40-3.19        | Sometimes Observed |
| 2            | 1.60-2.35        | Rarely Observed    |
| 1            | 1.00-1.59        | Not Observed       |

TABLE 1 FOUR-POINT LIKERT SCALE

**III. RESULTS AND DISCUSSION**

**1. Academic Performance of Students in AralingPanlipunan Towards Inculcation of Core Values**

The findings revealed, there were 242 (66.30%) got ratings of 90-100(outstanding category) in their AralingPanlipunan grade. This was followed by those with 85-89 (Very Satisfactory category) rating represented by 78 (21.37%); 80-84 (satisfactory category) with 42 (11.51%); 75-79 (Fairly Satisfactory category) with 2 (0.55%) and only one (0.27%) got rating of below 75 (did not meet expectation category).

This meant that grade 7 students in selected secondary schools in Congressional District I in the Division of Nueva Ecija had an outstanding scholastic performance in AralingPanlipunan. They show eagerness and enthusiasm to get a high grade.

## **2. On the Three Sets of Assessment on Observed Core Values**

On observed core values “makaDiyos”, the overall combined weighted mean of 3.09 and interpreted as “sometimes observed”. This means that students were not praying in some other times.

As to “makatao”, the overall combined weighted mean of 3.40 and interpreted as “always observed”. The results means that students always considered the feeling of others.

With regards to “makakalikasan”, the overall combined weighted mean of 3.32 and interpreted as “always observed”. The results revealed that the students shown caring to their environment.

And as to “makabansa”, the overall combined weighted mean of 3.17 and interpreted as “sometime observed”.

The result implies the sometimes andsomewhere the students demonstrates pride in being a Filipino, exercises the rights and responsibilities of a Filipino Citizen and demonstrates appropriate behavior in carrying out activities in the school, community, and country but some other times not.

## **3. On the Relationship Between Scholastic Performance and Assess Observe Core Values in AralingPanlipunan**

Since the computed r- value in the observed core values are -0.143, 0.158, -0.265 and -0.224 was less than the level of significance at 0.05 (2-tailed), therefore the scholastic performance was negatively correlated but significant with makadiyos, makataomakakalikasan and makabansa. Meaning, the lower the scholastic performance the better the core values they have.

## **4. On Significant Difference Between the Core Values When Grouped According to Scholastic Performance**

The computed p-value 0.032, 0.028, 0.025 and 0.014 of makaDiyos, makatao, makakalikasan at makabansa were less than the f-value of 0.644, 0.373, 0.42 and 0.306 repectively, therefore there is significant difference between the cover values when grouped according to scholastic performance.

## **II. CONCLUSIONS**

Based on the findings the following conclusions are attained:

1. Majority of the student-respondents obtained 90-100 in their scholastic performance in AralingPanlipunan for two grading periods, indicated that they will study harder.
2. The three sets of respondents were the same assessments of observed core values on makaDiyos and makabansa were sometimes observed and makatao at makakalikasan were always observedit is the good indicator that the teacher inculcated activities of core values in teaching social science.
3. Scholastic performance was negatively correlated but significant with makadiyos, makatao, makakalikasan and makabansa.
4. There is significant difference between the cover values when grouped according to scholastic performance

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