

Investigating the Values Practices Among Students, Teachers and Administrators of Kalawit II District: A Basis for District-Need Based Intervention Program

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Abstract: Values development must start at home. However, the school has a major role in cultivating it through how the teachers and administrators have practiced. The respondents were the SHS students, teachers, and the Kalawit II District administrators. It found out that the ages and positions of the teachers and administrators could not influence their values practices; however, the higher their length of service, the higher their values practices. For the students, the higher their ages, the higher the values practiced. The relationship between students and teachers and administrators showed a significant relationship that means the higher the students' practices also influence this degree to the teachers. However, they showed no significant difference but obtained a remarkable indication of their best practices. This study gives an avenue to sustain and develop more the impact of the previously initiated values transformation seminar conducted by the PSDS.

Keywords: God-loving, Respect, Values development, Values practices, Values transformation.

1. Introduction

It has been observed that children nowadays behave differently compared to the past couple of years, especially in the absence of technological advancement. Although it is quite difficult to preclude the presumptions that this new era influences their actions, attributions to change actuation are sometimes affected. Not only for the reason of available technologies at home but parental training for appropriate values to practice also contributes to the children's whole being. This is a serious allegation but tends to bring realities if the evidence is secured. Customarily, students when they report to school for schooling will think about the subjects to take. According to Kuehn (2021), most people think of math, science, social studies, and language classes when they think of a school curriculum. In today's environment, it rarely hears or reads about moral principles being a component of school curricula.

Before the study was conducted, the Kalawit II District, headed by public school's district supervisor Elisar M. Gapol, regularly advocated correct values to students and teachers in

the district. During any district conference, he discussed how values, if integrated with the school and periodically adopted by the teachers, help the school develop a culture of good virtue that is more God-loving, respectful, and others. It does not confine only to school, but the entire community must establish these values. At the time of the pandemic, it is the time to reflect on the things to contribute to the lives of the children when face-to-face resumes. But, developing every child as a good individual someday instilling correct and proper training on values will guarantee that they will grow as a contributor of love and peace in the family and community. Values and character education are often developed over a period of years and in a variety of settings. Because family members are the first people with whom one comes into touch, their effect on a child's character and values development continues to be crucial (Scerenco, 1997).

Thus, this study sought to investigate the level of values both from the senior high school students, teachers, and administrators of the Kalawit II District, Kalawit, Zamboanga del Norte. Profiles were included since they could impact the study's significance, such as their ages, gender, length of service, and positions. The purpose is also to evaluate how far teachers after the regular training and conferences relative to values are implemented and performed in school and community. Furthermore, the findings helped the district formulate policies and programs to enhance values education if needed and continue the good practice if it has been started.

Lastly, the need-based intervention program is set to realize based on schools adopting the values best practices under the supervision and monitoring of the public schools district supervisor.

2. Framework

Values education serves as the appropriate training children must experience as they grow according to the developmental stages as human individuals. In all of their endeavors, they establish the proper attitude in interacting with fellow students and teachers as part of training to overcome in some manner

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(Reyes, 2021). Similarly, indispensable practices are seen when integrated with each curriculum, looking at how it will help promote the character despite emerging into the various disciplines. Although, according to Allen et al. (2017), one of the most important functions of schools is to provide pupils with the skills and information they need to succeed in life. On the other hand, students with low Confucian ethos values demonstrated a favorable preference for the deep strategy and accomplishing motive subscales in their learning style (Tarabashkina & Lietz, 2011). Values are intimately linked to belief, judgment, purpose, attitude, purpose conceptions, and behaviors. They provide shape to these notions while also contributing to the boundaries and characteristics of the concept of value (Bayrak, O. & Ecerkale, 2020). Teachers have a significant contribution to the values formation inside the classroom and the entire system. According to Bektas and Nacaci (2012), the teacher is the most important component of an educational system because teachers have a considerably more significant influence on students and educational programs than any other factor. Teachers include the ideas and judgements that shape people's preferences and actions, as well as the decisions they make, because of their professional values (Aktan, 2018).

This study examined the values practices of students, teachers, and administrators to what extent their observance in the district of Kalawit II District, Kalawit, Zamboanga del Norte. Specifically, it delved into answering the following research objectives; 1.) To determine the socio-demographic profile with respect to students, teachers and administrators of Kalawit II District in terms of: 1.1. Age; 1.2. Gender; 1.3. Length of Service; and 1.4. Positions. 2.) To investigate the level of values being practiced among senior high school students, teachers and administrators of Kalawit II District. 3.) To determine the significant relationship between values being practiced by the students, teachers and administrators and socio-demographic profiles in terms of: 3.1. Age; 3.2. Gender; 3.3. Length of Service; and 3.4. Positions. 4.) To determine the significant relationship between the values practice of senior high school students and teachers and administrators. and 5.) To determine a significant difference between the values practice of senior high school students and teachers and administrators.

3. Objectives of the Study

The study aimed to investigate the practice of values at home or community by the senior high school students and teachers, and administrators of Kalawit II District, Kalawit, Zamboanga del Norte. Specifically, it delved into answering the following research objectives; 1.) To determine the socio-demographic profile with respect to students, teachers and administrators of Kalawit II District in terms of: 1.1. Age; 1.2. Gender; 1.3. Length of Service; and 1.4. Positions. 2.) To investigate the level of values being practiced among senior high school students, teachers and administrators of Kalawit II District. 3.) To determine the significant relationship between values being practiced by the students, teachers and administrators and socio-demographic profiles in terms of: 3.1. Age; 3.2. Gender; 3.3. Length of Service; and 3.4. Positions. 4.) To determine the significant relationship between the values practice of senior high school students and teachers and administrators. and 5.) To determine a significant difference between the values practice of senior high school students and teachers and administrators.

4. Methodology

A. Research Design

The study used a descriptive-correlational and descriptive-comparative design throughout the entire methodology. It presented the socio-demographic profiles through frequency counts. It also correlational as the values practices were

correlated with the profiles and knowing the significant difference between values practices of students and teachers.

B. Participants and other Sources of Data

The study participants were the senior high school students of Kalawit II District, teachers, and administrators. The teacher-researcher utilized a systematic sampling to identify the population's number of participants. This sampling is non-bias considering that participants were identified based on the assignment numbers of their names. It ensured that a 95 percent confidence level equal to or less than 5 percent of margin of error is strictly observed for proper representations.

C. Data Gathering Method

Before the data collection was commenced, a letter of request to conduct was secured from the public school's district supervisor and school principal's office. When these documents were approved, informed parental consent was given to those identified participants (for senior high school only) through their parents during the school visit. Once their parents agreed to the conduct and affixed their signatures, the distribution was started. Bear in mind that these participants had the right to skip any item of the questionnaire if they opted to and even stop during the actual conduct. It emphasized that the data gathered was confidential and anonymously represented.

D. Statistical Treatment of the Data

The study employed a descriptive-correlational and descriptive-comparative design; thus, the following statistical tools were used: frequency counts and percentage frequency, point-biserial, Pearson r , Spearman ρ , chi-square, and Mann-Whitney U test. They are of standard forms; thus, it is unnecessary to reflect them here.

5. Results and Discussions

This part displays the numerical and verbal presentation of data with the corresponding interpretations.

Table 1 shows the socio-demographic profile of the participants. More females from the senior high school students compared to the males with 67.90% were presented. Similarly, from the group of teachers, females dominated in figure with a total of 41 (97.62%) among them. However, among administrators, 80% were selected. For ages, most students have aged 16-18 years old while teachers and administrators belonged to 29-39 years of age. Most teachers were teachers I-III with a length of service 1-10 years in Deped.

The level of Values Practices Among the Senior High School Students is supplied in table 2 in decreasing order. The statement "Do you treat your teachers as your parents?" is the highest mean with the Verbal Description (VD) of Strongly Agree (SA), with a mean of 4.60. It manifests that these students considered their teachers as their parents as they treated the same as what they did at home. Additionally, they disagreed with harming their classmates. The table depicts an overall mean of 3.71 with a VA of Agree. The findings reveal that these students of Kalawit II District have established good values as may be influenced by their parents, teachers, and other

community members.

Table 1

The socio-demographic profiles of the participants/respondents

Variables	Frequency	Percentage
	f	%
Students		
Male	26	32.10
Female	55	67.90
Teachers		
Male	1	2.38
Female	41	97.62
Administrators		
Male	4	80.00
Female	1	20.00
Ages		
Frequency	Percentage	
f	%	
Students		
16-18	70	86.42
19-21	6	7.41
22 & above	5	6.17
Teachers & Administrators		
28-39	19	43.18
40-50	16	36.36
51 & above	9	20.46
Position	Frequency	Percentage
	f	%
Teachers I-III	39	82.98
Master Teachers I-II	3	6.38
Administrators	5	10.64
Length of Service (years)		

1-10	22	52.38
11-20	9	21.43
21-30	11	26.19

Table 4

The relationship between values practices among SHS students, teachers and administrators and sex

Students	Values Practices			r _{pb}	p-value
	SA/A	NA/NDA	DA/SDA		
Gender					
Male	15	8	3	0.593	.066
Female	30	15	10		

* p<.05, significant

Teachers & Administrators	Values Practices			r _{pb}	p-value
	SA/A	NA/NDA	DA/SDA		
Gender					
Male	5	0	0	0.616	.192
Female	40	10	6		

* p<.05, significant

Table 3 presents the Values Practices Among the Teachers and Administrators. As noticed, the highest in mean belongs to the statement “Do you consider your community a big human family under God a Parent of all humanity?” with a VD of SA. As further depicted, “Do you want to harm your superiors who are like your parents in the organization?” is listed least at the last of the rank. This signifies that teachers respect and value the position of the superiors as these persons are modeled with high prestige and value each teacher’s professional and religious growth and others. The overall mean is 4.37 with SA

Table 2

The level of values practices among the senior high school students

Statement	Weighted Mean (WM)	Verbal Description (VD)
3. Do you treat your teachers as your parents?	4.60	Strongly Agree
4. Do you follow the good examples of your teachers?	4.47	Strongly Agree
1. Do you consider your classmates as your brothers and sisters?	4.41	Strongly Agree
10. Do you consider your community as a big human family under God as a Parent of all humanity?	4.40	Strongly Agree
6. Do you treat all the people in the Community kindly/respectfully?	4.29	Strongly Agree
7. Do you greet a good day with a smile to someone you meet in the community regardless of age and social status?	4.16	Disagree
8. Do you help in your community’s activities aside from the household chores you do at home?	3.84	Agree
9. Do you avoid any activities that are considered a public disturbance? Example Shouting/quarreling in public.	3.19	Neither Agree nor Disagree
5. Do you want to harm your teachers like your parents in school?	1.91	Disagree
2. Do you want to harm your classmates?	1.88	Disagree
Overall Mean	3.71	Agree

Note: 1.00-1.80, Strongly Disagree, 1.81-2.60, Disagree, 2.61-3.40, Neither Agree nor Disagree, 3.41-4.20, Agree, 4.21-5.00 Strongly Agree

Table 3

The level of values practices among the teachers

Statement	Weighted Mean (WM)	Verbal Description (VD)
10. Do you consider your community a big human family under God a Parent of all humanity?	4.81	Strongly Agree
1. Do you consider your co-teachers as your brothers and sisters?	4.79	Strongly Agree
2. Do you want to do good deeds to your co-teachers like brothers and sisters to you?	4.77	Strongly Agree
3. Do you treat your superiors as your parents/elders?	4.76	Strongly Agree
4. Do you follow the good examples/deeds of your superiors?	4.74	Strongly Agree
7. Do you greet a good day with a smile to someone you meet in the community regardless of age and social status?	4.72	Strongly Agree
6. Do you treat all the people in the Community kindly/respectfully?	4.64	Strongly Agree
8. Do you help in the activities in your community aside from the household chores you do at home?	4.58	Strongly Agree
9. Do you avoid any activities that are considered a public disturbance?	4.44	Strongly Agree
5. Do you want to harm your superiors who are like your parents in the organization?	1.43	Strongly Disagree
Overall Mean	4.37	Strongly Agree

verbal description.

Table 4 shows that gender has nothing to do with the practice of the values among participants. Thus, regardless of whether a boy or girl, they both execute good values to their teachers, parents, and other community members based on the table. However, the study failed to reject the null hypothesis since the p-value is greater than alpha .05 level of significance; that means there is no significant relationship between the values practices and gender. Teachers and administrators show no sufficient evidence to reject the null hypothesis since the p-value is greater than alpha .05 level of significance. Again, their gender has nothing to do who among them has performed a good practice of values.

Table 5

The relationship between values practices among SHS students, teachers and administrators and ages and length of service

Ages	Pearson r	p-value
Students	r= .76	.003*
Teachers & Administrators	r =.56	.237
Length of Service	r = .67	.020*

* $p < .05$, significant

Table 5 shows a significant relationship between the values practice and ages of the students. This implies as the ages increase, the values practices also increase. The p-value is less than the alpha level of .05 enough to reject the null hypothesis of no significant relationship. But teachers' ages show no significant relationship and no sufficient evidence to suggest rejecting the null hypothesis. However, the higher the length of service, the higher their values practices are shown through the p-value less than .05 level of significance.

Table 6

The relationship between values practices among teachers and administrators and ages and length of service

Position	Values Practices			X^2	p-value
	SA/A	NA/NDA	DA/SDA		
Teachers I-III	29	5	5	.535	.554
Master Teachers & Administrators	5	2	2		

* $p < .05$, significant

In table 6 is the presentation of the relationship between the values practice and positions among the participants. The table depicts a computed $X^2 = .535$ with the p-value greater than the alpha level of .05, that implies no sufficient evidence to suggest the rejection of the null hypothesis. Thus, the findings failed to reject it, which means that participants will not influence their values practices, whether in school, community or at home.

Table 7

The relationship between the values practice of students and teachers and administrators

Variables	Spearman rho	p-value
Values practices between students & teachers & Administrators	$r_s = .627$.005*

The table 7 depicts the relationship between the values practice of the students, and teachers and administrators. It shows further that the higher the teachers practiced values, the

higher the students would do the same. It manifests that the teachers were influencing students despite no face-to-face classes in school since the evidence supports those conclusions.

The significant difference between SHS students, and teachers and administrators is presented on table 8. The computed $U = .598$ with the p-value is .449 is greater than the .05 alpha level of significance, thus the findings failed to reject the null hypothesis. It discusses further that both SHS students and teachers and administrators have similar level of practices and manifested on the weighted means. It concludes that both of them have highly performed ideals and acceptable in the context of good manners and right conduct in school, at home or in the community.

Table 8

The significant difference between the values practice of the SHS students, and teachers and administrators

Variables	Computed	
	U	p-value
M Values practices between students & teachers & Administrators	.598	.449

6. Conclusion

The practice of values does not only confine when classes are visible in school since the findings were tailored with the idea that parents and teachers are great contributors to learners' character development. In general, the level of practice as senior high school students agreed on those stated practices, while the teachers and administrators strongly agreed to the array of statements. Once meaningful contribution that might fill-in to the development of this practices is the regular conduct of values transformation seminar in the district led by the public school's district supervisor who is an enthusiast in character building. Teachers' position had nothing to do with the practice, and presumed that they had developed these ideals even before entering the Deped. But SHS students, as their ages become higher, their practices become higher also. It presents a direct positive correlation and so with the length of service.

This study is beneficial not only to the parents of the SHS students but also to the entire district of Kalawit II. The findings serve as the bases for policy formulation and decision making to what extent the values of practice be sustained develop more. Lastly, as a research principle, the findings must be disseminated in the proper forum to share this relevant information that have some importance to life transformation.

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