

**ASSESSMENT OF PROJECT ADVANCING BRILLIANCE IN
CHARACTER (ABC) IN THE DIVISION OF SAMAR:
BASIS FOR CURRICULUM REDIRECTION**

A Dissertation
Presented to
The Faculty of the College of the Graduate Studies
Samar State University
Catbalogan City, Samar

In Partial Fulfilment
of the Requirements for the Degree
Doctor of Philosophy (Ph.D.)
Major in Educational Management

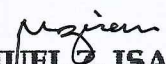
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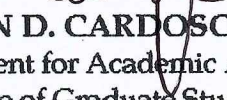
In partial fulfilment of the requirements for the degree, **DOCTOR OF PHILOSOPHY (Ph.D.)**, this dissertation entitled "**ASSESSMENT OF PROJECT ADVANCING BRILLIANCE IN CHARACTER (ABC) IN THE DIVISION OF SAMAR: BASIS FOR CURRICULUM REDIRECTION**", has been prepared and submitted by **ESTHER NATTIVIDAD D. ALVAREZ**, who having passed the comprehensive examination and pre-oral defense is hereby recommended for final oral examination.

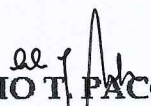
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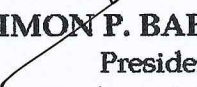
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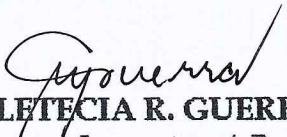

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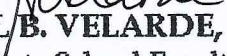
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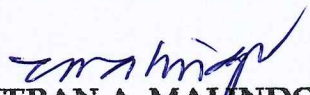

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DEDICATION

*This study is wholeheartedly dedicated
to*

*Dionisio N. Cebu, Jr. and
my children*

*who have been my source of inspiration and
gave me strength
when I thought of giving up,
who continually provide their moral, spiritual,
emotional and financial support.*

*To my family, mentor, friends, and classmates
who shared their words of advice and encouragement to finish this study.*

*And lastly, I dedicate this book
to the*

Almighty God,

*thank you for the guidance, strength,
power of mind, protection and skills
and for giving us a healthy life.
All of these, I offer to you.*

enjd

ABSTRACT

This study assessed the extent of implementation and effectiveness of the ABC Program in the schools in the Division of Samar with the end in view of evolving basis for curriculum redirection. The study employed a descriptive research utilizing the questionnaire as the principal instrument. The profile of the respondents were determined as well as their perception on the implementation of the ABC Program along the eight parameters, namely: promotion of human values; definition of brilliance in character holistically; creation of caring moral community; push for a committer moral leadership; engagement in partnerships with support groups; usage of purposive, intentional, proactive, experiential and action-oriented approach; fostering self-motivation for character development and personal renewal; and making education, research and development an integral part of the ABC program. The teachers, school administrators and community-respondents arrived at the same perception of the implementation of the guiding principles of ABC along promotion of human values. They considered them “highly implemented” however they varied in the numerical assessment. The teachers gave a grand weighted mean of 4.04 while the school administrators gave 3.06 and the community-respondents gave 3.77. Most of the teachers had been promoted to the higher teaching position with few who are still at the lowest teaching position. Teachers manifested their desire for advancement in the teaching position so that they upgraded their educational qualification to be promoted. The community as well, although that the implementation of the program was high, but

they showed very low numerical rating in the assessment, therefore, they should be given also data appreciation session appraising the current status of implementation and the accomplishment.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Advancing Brilliance in Character Program (ABC) is a pilot program implemented in Region VIII only which is being initiated in schools, is the brainchild of its then Regional Director, Matugas; it is guided by the humanistic framework of the DepEd's Values Education Program that maintains human dignity as subject and object of all initiatives even at the core of development, which also maintains the human person's seven dimensions and put in the related core values that are adhered by most people. The said program aims to improve the teaching character values education and enhance the character development of every pupil and student through lesson exemplars, and the teachers were given task to inculcate in the minds of the children two or more positive values which are essential in character development. The Curriculum for Values Education under the ABC program would consist of values drawn from positive Filipino values such as being makatao (humane), maka-Diyos (godliness), pagkamakabayan (love of country), pakikipagkapwa (brotherhood) and pagkamakalikasan (harmony with nature) which will be reflected through the teaching process (DepEd, 2006).

These values would be essential to ensure the healthy interaction between the individual and his/her family, peers and society. For reinforcement,

consolidation and inculcation, these values would be repeatedly taught at every level of teaching, though these values that would be taught would be the same, the scope and emphasis will differ according to the depth and complexity of the issues treated. The scope of discussion for every value would also widen up to keep at par with the maturity of the students. The reflection of these values in the student's behavior would be the end product of the teaching-learning process and will be seen in the widening relationship being projected within his/her family, peer and school that would be expanded on national and inter-national level in the future.

One of the questions that the study seeks to answer is the implementation and effectiveness of the said program to the human resources management or in other words how can it served as a program that also opts develop the human resource by honing the character and the personality of individuals indulging in the working force that they may become globally competitive not only in terms of skill but also when it comes to moral fiber.

Personality and character is the core or the kernel of man's morality. In the working field it serves as the basis for human resource recruitment, as magnified by the various requirements being asked by an employer as well as rigorous personal assessment of individual's character in order to justify their being a competent and responsible individual. Therefore, with the more integrated values education program which aims to inculcate early in the minds of the children positive values, it would suffice to make an assumption that the

said program can also serve as a basis or in a more absolute point of view as a program for human resource development.

Based on the reports of the Philippine National Police (PNP) and Provincial Social Welfare and Development Office (PSWDO), there are moral issues perpetrated by the minors in our society which had adverse implication to their personality and only the school could help them redirect their values. Aside from the reported cases, there were also other cases known to the community regarding these moral issues. It is in this regard that the researcher was motivated to conduct the study to find out the effect of the ABC program in the shaping the character of the pupils and students.

Statement of the Problem

This study assessed the extent of implementation and effectiveness of the ABC program in the schools in the Division of Samar with the end in view of evolving basis for curriculum redirection.

Specifically, this study sought to answer the following questions:

1. What is the profile of the teachers in the Division of Samar (in the elementary and secondary schools) in terms of the following personal characteristics:

- 1.1 age and sex;
- 1.2 civil status;
- 1.3 educational attainment;

- 1.4 position;
- 1.5 teaching experience;
- 1.6 average family monthly income, and
- 1.7 relevant trainings attended?

2. What is the profile of the school administrators in the Division of Samar (in the elementary and secondary schools) in terms of the following personal characteristics:

- 2.1 age and sex;
- 2.2 civil status;
- 2.3 educational attainment;
- 2.4 position;
- 2.5 administrative experience;
- 2.6 average family monthly income, and
- 2.7 relevant trainings attended?

3. To what extent of implementation and effectiveness of the guiding principles of the ABC program as perceived by the teachers, school administrator, parents and community in terms of the following parameters:

- 3.1 promotion of human values;
- 3.2 definition of brilliance in character holistically;
- 3.3 creation of caring moral community;
- 3.4 push for a committed moral leadership;
- 3.5 engagement in partnerships with support groups;

- 3.6 usage of a purposive, intentional, proactive, experiential and action-oriented approach;
 - 3.7 fostering self-motivation for character development and personal renewal, and
 - 3.8 making education, research and development an integral part of the ABC program?
4. Are there significant differences among the perceptions of the four groups of respondents relative to the implementation and effectiveness of the guiding principles of the ABC Program in terms of the aforementioned parameters?
5. To what extent is the program effective in shaping the character of pupils and students as perceived by the four groups of respondents?
6. Are there significant differences among the perceptions of the four groups of respondents relative to the extent the program is effective in shaping the character of the pupils and students?
7. What are the problems met by the school administrators and teachers in the implementation and effectiveness of the ABC program?
8. What curriculum redirection may be evolved from the findings of the study?

Hypotheses

From the aforelisted specific questions, the following hypotheses were drawn and tested in this study:

1. There are no significant differences among the perceptions of the four groups of respondents relative to the implementation and effectiveness of the guiding principles of the ABC Program in terms of the following parameters::

- 1.1 promotion of human values;
- 1.2 definition of brilliance in character holistically;
- 1.3 creation of caring moral community;
- 1.4 push for a committed moral leadership;
- 1.5 engagement in partnerships with support groups;
- 1.6 usage of a purposive, intentional, proactive, experiential and action-oriented approach;
- 1.7 fostering self-motivation for character development and personal renewal, and
- 1.8 making education, research and development an integral part of the ABC program.

2. There are no significant differences among the perception of the four groups of respondents relative to the extent the program is effective in shaping the character of the pupils and students.

Theoretical Framework

In providing ideological basis for the study, several theories and concepts are used as an outline to give context to the problem that this study seeks to answer. One of which is the "Cognitive Behavior Theory," in which its underlying theory is related to the social learning theory and specifically to values education, there are many theoretical concepts which concerns in delineating full understanding of it. While it is easy to suggest thought controls behavior its simple construct is not easy since it requires much since it is self-reflective, that is needs a rarity of subjects.

The Advancing Brilliance in Character is a program which applies this theory it underlies learning in relation to its social surrounding and is guided by the humanistic framework that held that values and dignity is the object even at the middle of an economic development. ABC which deals on the positive cultural values of the Filipino, by enhancing the teaching program through a more rigorous lesson exemplars aims to provide positive character formation of children and enhance their personality, uses the Cognitive Behavior Theory in the sense that it has been incorporated with the principles of the said theory.

The said program conveys to the children the importance of the cultural values to give them consciousness of those values, it is not something that can be observed directly since it is self-respective, and then only in retrospect. However, the consciousness of the children on the positive values can be

predicted with considerable confidence that it indicates that conscious experience is something knowable and attainable (Chakko, 2002).

Aside from that, the program has its biological foundations, in which perceptual categorization of the values program served as the first crucial learning. Based on the theoretical concepts of Hofstadter (2002), the process of getting from perceptions to conceptions involves what begins randomly as bottom-ups. As the organism is able to experience objects and relations, in the case of the ABC program, the positive cultural Filipino values, a knowledge base is created upon which meaning and value can be abstracted.

As experiences and events gain meaning and value, the process becomes increasingly top down as in attempt at an orderly process influences perception through beliefs, goals and external process – the more that is perceived and the more is expected what to perceive. The ABC program held that the values such as being Makabayan, Maka-Diyos, Makatao and Makakalikasan is inherent and true in every Filipino this is a significant approach since what people believe to be true is that which is coherent to their already established cache of truisms.

This cache is developed over time and is significantly shaped by the significant people in the environment. Its development is monitored by the rigor with which each new proposition is analyzed in relationship to what already exists. But the child who has a poorly developed set of logical skills; whose information cache is personalized and moralized; and has little energy to deal with non-coherent propositions, will develop a reality which very likely

depreciates his/her concept which is likely to result in antisocial behaviors which set in motion a reality (pragmatics) which reinforces this perspective (Chakko & Shandy, 2002).

For the implementation of the ABC program, communication is important since it serves as a medium in conveying the message regarding important values that are needed in character formation. The human behavior stream is contingent upon communication for social learning and the development of personal mental schema, among other things, self, others and future prospects. Communication and information are coterminous constructs. Communication is information; and information is the means of communicating. Since communication has two distinct poles: the conveyor of information and the receiver of information; precepts become an important part of the creation of concepts. Thus the perception becomes a part of the communication process, that happens between perception and conception is also interesting (Fu An-Lin University of Texas at Austin, May 2004).

Moreover, the ABC program incorporate in its principles cultural context which is very important in character formation since the scientific study of human social life concern itself with two different kinds of phenomena. On one hand, there are the thoughts and feelings that human experiences within their minds; on the other, there are the activities that constitute the human behavior stream. The relationship between mental and physical behavior events is significant. If beliefs are mental representations which predispose towards

action, then the mental activities and context have some relationship to the physical outcomes. Furthermore, the said program also looks upon the emotions of the children in implementing the values education program. The process of learning values is dominated by analogy and metaphor. In learning, we transform the strange into familiar as like the comparison between the heart and a pump. In innovating the learning process, the familiar is transformed into the strange, since such analogies and metaphors does not fit, the process of comparison of similarities and differences helps us to conceptualize a new perspective. In some ways, because of its multiple perspectives, provides the best concrete example of what lay people refer to as personality. The personality of an individual person is based on the attitudes and behaviors that they convey to others in various situations. Some attitudes and behaviors will only become apparent in certain situations, while others will be fairly obvious at all times.

Another theory that is implied in this study is the "Theory of Socio-Constructivists," since the program had applied the philosophical and education foundation of this theory as a means of pedagogy tool in implementing this values education program. In order to understand fully socio-constructivists frameworks in an educational sense, the epistemological assumptions of constructionism must be examined.

Fosnot (2005: 7) urges the transition of traditional classrooms into socio-constructivist learning environments -- using socio-constructivist principles based on what is known about how students learn and the nature of knowledge.

Too often teaching strategies and procedures seem to spring from the naïve assumption that what we ourselves perceive and infer from our perceptions is there, ready-made, for students to pick up, if only they had the will to do so. This overlooks the basic point that the way we segment the flow of our experience, and the way we related the pieces we have isolated, is and necessarily remains an essentially subjective matter. Hence, when the teacher intends to stimulate and enhance a student's learning, the teacher cannot afford to forget that knowledge does not exist outside a person's mind.

Furthermore, the said study also tackles the Human Relations Theory considering that values formation also pertains to the behavior of an individual may commit, in as much since values is being shown to another individual, this only means that the said theory also invokes inter-action with other people or community and in which it also test how will an individual that has undergone this kind of values education will respond or react to a certain community.

Moreover, since it linked to the human resources, it is but suffice to say that the said study has something to do with human relations since it seeks to determine whether the program can help improve the nature of an individual to make him/her a good citizen that indulge in the human resource sector with positive personalities.

Conceptual Framework

Figure 1 presents the conceptual framework of the study.

The base depicts the research environment which is the DepEd, Samar Division involving both public elementary and secondary schools with the teachers, school administrators, parents and community as the respondents of the study. Moving upward are the major variables of the study.

At the right, the extent of implementation of the guiding principles of the ABC program was identified along: promotion of human values; definition of brilliance in character holistically; creation of caring moral community; push for a committer moral leadership; engagement in partnerships with support groups; usage of purposive, intentional, proactive, experiential and action-oriented approach; fostering self-motivation for character development and personal renewal; and making education, research and development an integral part of the ABC program, based on the perceptions of the four groups of respondents.

At the left, the extent of effectiveness of the program in shaping the character of the pupils and students was elicited.

The perceptions of the four groups of respondents in the foregoing data were compared for any significant differences.

The problems met by the teachers and the school administrators were also determined and the extent to which these groups of respondents felt the problems met.

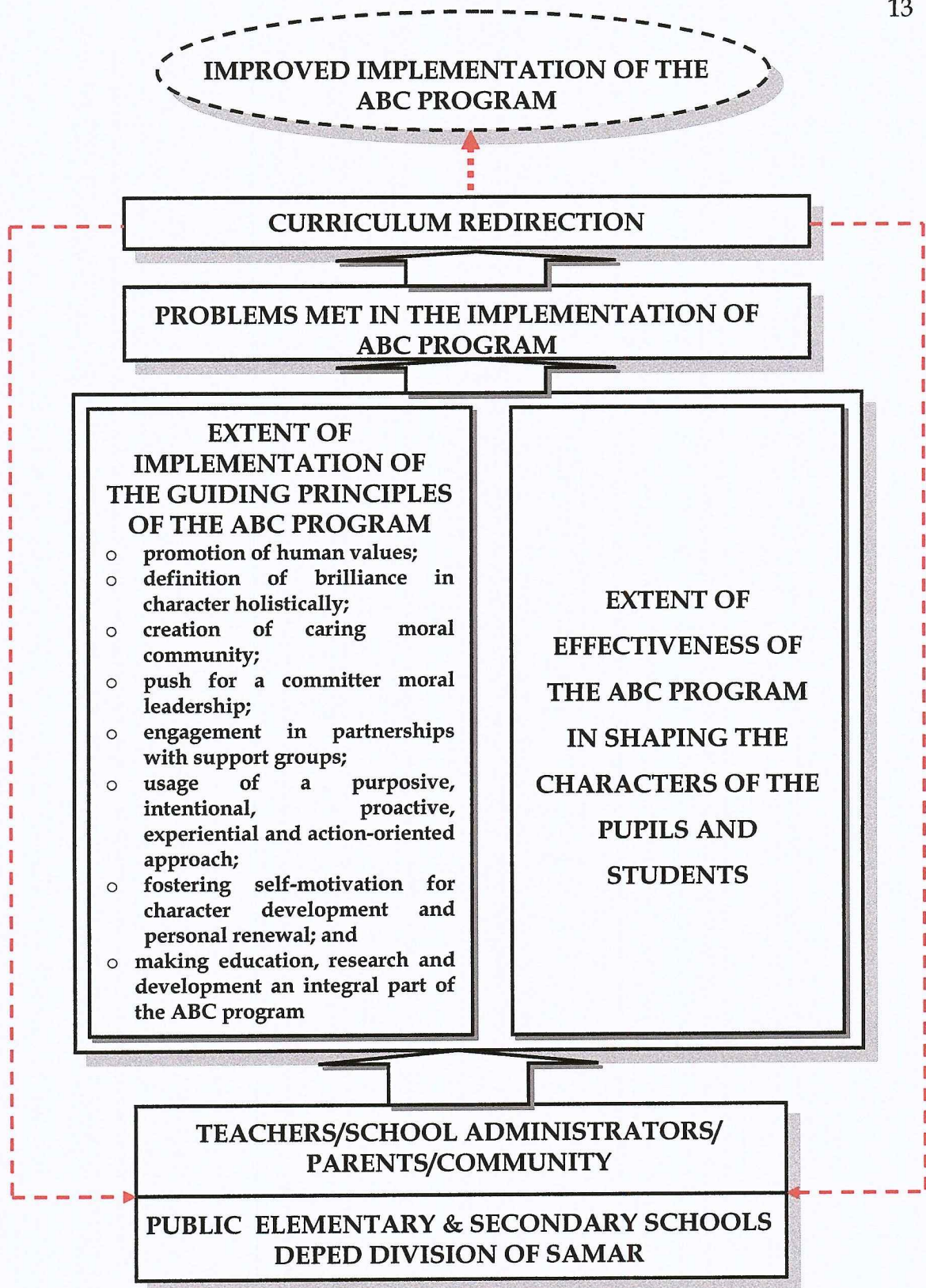


Figure 1. The Conceptual Framework of the Study.

The findings of the study drew implications which served as input for curriculum redirection proposed in this study. A feedback mechanism is provided to the research environment that in turn would lead to the attainment of the ultimate goal of the study, which improved implementation of the ABC program.

Significance of the Study

This study focused on the extent of implementation and effectiveness of the Advancing Brilliance in Character Program of the DepEd in the schools in the Division of Samar. It is a socio-constructivist concept that aims to foster values formation in school children. Thus, this study would be of significance to the pupils, teachers, parents, administrators, curriculum planners, and future researchers.

To the pupils. The pupils would ultimately benefit from the results of this study since they would be able to reap the fruits of a quality education through proper values required. By assuming the proper values, they would be able to manifest better performance in school.

To the teachers. The teachers are the primary actors in the teaching learning process. As such, it is important that they form the values of the children in school. Children with the proper values required for their

development would help teachers in redirecting them and instructing learning that would help in the school performance.

To the parents. The parents oftentimes take passive roles in the education of their children. Their roles are limited to giving financial support tending to their needs. By having a program on advancing brilliance in character among the children, parents would realize their role being the first teachers at home.

To the administrators. The principals would benefit from this study in terms of knowledge as to the extent by which teachers and parents help in the values formation of the children. Having such knowledge, they would be able to tailor their management styles according to the needs of the pupils in school.

To the curriculum planners. This study would help the officials of the Department of Education (DepEd) gain insights as to the extent by which advancing brilliance in character program is being implemented in schools and how it facilitates in the performance of the children. Thus, a revisit of the curriculum would be necessary to integrate values education in all learning areas.

To the Future Researchers. The future researchers would have baseline information regarding the kind of research to conduct in the future. This would encourage them to conduct researchers that would assess the extent of implementation of the Advancing Brilliance in Character program in other division or schools within the DepEd family.

Scope and Delimitation

This study was conducted in the Division of Samar covering public central elementary school and public secondary schools. The following are the public central schools involved in this study, to wit: Tagapul-an, Sto. Niño, Almagro, Sta. Margarita I, Sta. Margarita II, Pagsanghan, Gandara I, Gandar II, San Jorge, Tarangnan, Jiabong, Motiong, Wright I, Wright II, Hinabangan, San Sebastian, Calbiga, Pinabacdao, Villareal I, Villareal II, Sta. Rita I, Sta. Rita II, Basey I, Basey II, Marabut, Talalora, Zumarraga, and Daram. On the other hand, the public secondary schools involved in this study were the national high schools of: Tagapul-an, Sto. Niño, Almagro, Sta. Margarita, Pagsanghan, Gandara, San Jorge, Tarangnan, Jiabong, Motiong, Wright, Hinabangan, San Sebastian, Calbiga, Pinabacdao, Villareal, Sta. Rita, Basey, Marabut, Zumarraga, Talalora, and Daram.

This study was limited to the assessment of the teachers, school administrators, parents and community on the extent of implementation and effectiveness of the ABC program along the eight identified areas, namely: promotion of human values; definition of brilliance in character holistically; creation of caring moral community; push for a committer moral leadership; engagement in partnerships with support groups; usage of purposive, intentional, proactive, experiential and action-oriented approach; fostering self-motivation for character development and personal renewal; and making education, research and development an integral part of the ABC program.

Likewise the same respondents assessed the effectiveness of the ABC program in shaping the character of the pupils and students based on their own perception.

This study was conducted during the school year 2012 – 2013.

Definition of Terms

The following are terms that are used in the preparation of the study and their corresponding meanings as defined, for better understanding of the readers:

Advancing Brilliance in Character (ABC). This is the latest thrust of the Department of Education (DepEd) that envisions to enhance the values education program in Region VIII and inculcates in the children positive values for a potential character formation.

Character. This term refers to the complex of mental and ethical traits that marks a person or a group.

Department of Education (DepEd). This is the primary government institution/agency which facilitates the educational system in the primary and secondary level.

Pedagogy. This term refers to the art or profession of teaching.

Personality. This term refers to the collection of emotional or behavioral traits that characterize a person.

Socio-constructivist. This term refers to the acknowledgment of cultural and contextual issues in learning situations as opposed to strictly internal construction of knowledge, that provides development which adheres societal changes.

Values. This term refers to the qualities that are regarded by a person or a group as important and desirable.

Values Education. This term refers to an academic program which pertains to values and character formation.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter contains ideas and information relevant to this study. These ideas and information are categorized into two, namely: related literature and related studies, otherwise known as conceptual literature and research literature, respectively. Conceptual literature are those obtained from books, periodicals, magazines and journals while research literatures are those taken from the findings of completed researches.

Related Literature

We often see in bold letterings in bridges, government buildings, churches, schools and other statements about values, such as, "Honesty is the best policy;" "Be honest even if others are not; be honest even if others cannot; be honest even if others will not," and the like. Emphasis in developing values is started in the home, in the church and in school.

Values act as a powerful leaven in the life of people – the life which today is fraught with conflict-and-dissension-ridden situations in which the hearts are stricken by the canker of greed, corruption and incompetence; and its remedy, under the existing conditions is in noose, the more it thugs the more it chokes. It is for the reason that no system of human organization that is false in its very principle, in its very foundation cannot save itself by any amount of cleverness

and efficiency in the means by which that falsehood is carried out and maintained in any amount of superficial adjustment and tinkering, let alone and only education based on permanent values that can withstand the test of time. Typically, our society relies heavily on education when it comes to the character development of a certain individual, for the reason that education serves as a double edged tool with two distinct functions: first to provide adequate knowledge to its target clientele and the second one is to shape a person's attitude and values that he/she may become a good and productive citizen in the future.

Education has long evolved since it was conceived, from concentrating predominantly on the academic portion now it has come to incorporate in its system the importance of an education program which pertains to values and moral issues, not only as academic exercise but rather partnered with obligations of schools and teachers in imparting personal and social development to their clientele.

Values education is now inherent in every learning institution as it seeks to provide character development for every individual it caters, considering that the broad objectives of this program in the primary and secondary levels to begin with lies on the development of an individual who recognizes, accepts and internalizes his/her role as a responsible person in accordance with the permanent values of a democratic society to the extent that his/her actions are governed within the boundaries of this values.

At present, man-made values are directly and indirectly in a subject or across the curriculum; aside from a values education program, values oriented contexts commonly occur in the teaching and learning of languages and social studies as well in physical education and social activities wherein extra-curricular activities like sports, clubs and societies also incorporate values as it also plays roles in the inculcation of desirable behaviors in terms of interaction with one another.

The school culture, referring to the total environment, both physical and non-physical has an influence for embedding values in the moral fiber of the student cartel. In some schools, values have been made centerpieces of the curriculum, special activities are being exercised for students to discuss the meaning of values and sometimes set a day in a week to undertake projects such as communication services, to put values in practice. In addition, values are sprinkled into the formal curriculum where texts are discussed from moral and ethical standpoints.

All of this is often done while the school adheres to the code of behavior collectively negotiated at the outset of the year that draws on the values of the national framework. Moreover, the values that is the focus of the curriculum in every school has been integrated through the discussion of the school community about the agreed code of desirable conduct, thus the learning and teaching process becomes saturated with values (McGohlen, et al., 2004).

By putting values at the center of the curriculum, schools establish ideal conditions for learning invoking quality teaching. As the values becomes common practice, they have a positive effect on learning, giving respect for example requires that one should listen carefully to what other people is saying. Practicing care and compassion might involve helping someone in learning a task. Showing respect and compassion can lead the students to developing greater self-respect. Having greater self-respect helps one do best, such environment provides a more enhancing learning.

In implementing values education program, schools often adopt a student-centered-teacher-guided approach, simply put it means that teachers identify the general terrain for teaching and learning. This is a methodical approach since the teachers are better equipped and placed to know where to commence, however with this approach they allow the students to take part and take the lead. The terrain is the set of values that has been broadly agreed upon by the school community and to be explored by the students (McGoghlen, 2004).

The notion of exploration in this approach carries quite a particular meaning for the school since it involves continuous process of trying to put the agreed values into practice, when teacher's step back and let the pupil's lead, they served as a model in which values is practiced wherein the teachers showed respect for the students and their contributions. For this reason, students may feel motivated; they develop a real appreciation of the values through the interpersonal interactions that occur in the classroom.

Through these classroom interactions the students acquire unfettered capability to reflect, think and look back to some event, inter-personal episode or personally confronting experience, consider the impact it had and how to plan things to work better next time. In doing so, students became self-reliant individuals as they gain self-knowledge and become self-managers. And as these interactions are formed by applications of the values, when added to the opportunities of putting it to practice, the school will begin to live out the values in the national framework.

Attempting to meet the needs of the pupil/student has been largely the concern of the present educational system. In a research study made by Lovat (2005), he stated that teaching has undergone a revolution in the recent past which is once a profession whose systems focused primarily on the more academic selective portion of the population, specifically on the field of cultural preferences, essential literacy of languages, mathematics, history and the arts. However, the teaching profession has now a broader scope as it also tackles values education. It is now a profession whose systems have to point of relevance of education for students across a vast array of academic and socio-cultural starting points. Lovat pointed out that the teaching profession has now expanded beyond the lofty goals of its founders as it now addresses the dimensions of learning quite beyond the lofty goals of the founders. It has now created an environment more conducive to the acceptance of values education as a natural attachment to the roles of the teacher and the school. Moreover,

teachers have now realized that values education is not only an academic exercise but rather a practical agency of moral formation. Recent and substantial insights provided by the research showed that teaching have overturned earlier conceptions about the limited capacity of teachers to make a difference in the lives of their students. The insights have showed that implementing a values education program is not only the academic responsibilities of the teachers and schools but also in their wider role in personal and social development of every individual.

In a certain point of his study, Lovat has put an emphasis to the relation of values education and quality teaching and how the program should be delivered to its perspective target. The latter pointed out that there are the underpinning philosophies which must be understood in order for the modern values education pursuit to be truly saturating in terms of the schooling system, religion and public preferences. Especially, in relation to the public system, it is only through these linkages with the most updated educational theory and teaching philosophy. Lovat said that the implementation of values education reflects good practice of pedagogy.

Intellectual depth will ensure that values education never settle for its own surface learning which is a distinct possibility. Students will develop in students the kind of communicative capacities, interpretative skills and powers of negotiation that are at the heart of a social conscience, and, moreover, be reflective and self-reflective growth that is the foundation of a personal morality.

Similarly, the criterion of relevance will serve to ensure that Values Education is always connected with the real contexts and concerns of the students. Furthermore, the criterion of supportiveness will underpin the credibility of the values educator as being someone who practices what they preach, and is a credible and authentic model of the care, respect and love they are proposing as basis of personal morality and social citizenry.

In a word, it is a values-laden notion that marks out the single most important features of teacher impact, with the chestnut areas of content and method coming next in priorities. One is reminded many years on the caution against instrumentalist approaches to education that were provided by the eminent John Dewey in the early days of public education. Dewey said that to depend overly on subject knowledge and methods was fatal to the best interests of education. He spoke, rather, of the need for a mindset on the part of teachers that was, at one and the same time, self-reflective and directed towards instilling reflectivity, inquiry and a capacity for moral judiciousness on the part of students.

Dewey would not be at all surprised with Ken Rowe's findings, an Australian educationalist that made a study on quality teaching and values education. Dewey would also be very much at home, and possibly even feel vindicated, by the priority being given at present to Values Education in the broad and comprehensive way it is being conceived.

Furthermore, with the relationship of due care in place, the hard evidence before us is that a Values Education with an explicit curriculum can make a difference to the ways students perceive and speak about moral issues. In this way, Values Education becomes the firm basis for training in issues of personal and social morality, such as, for example, around drugs education and the addressing of mental health issues for youth, including around matters of depression and suicide (Lovat & Schofield, 1998; 2004).

Values Education is no longer on the periphery of the central roles to be played by the teacher and the school in our society. It is at the very heart of these roles, unlike the assumptions that seem to underpin so many of our concerns around structures, curriculum and resources, Values Education is more clearly than anything could point to in contemporary education premised on the power of the teacher to make a difference. While the artifacts of structure, curriculum and resources are not denied, the focus is, appropriate to the insights of the day, on what John Hattie (2003) describes as the greatest source of variance that can make a difference.

In the case of Values Education, the belief is around the teacher's capacity to make a difference by engaging students in the sophisticated and life-shaping learning of personal moral development the nature, shape and intent of Values Education has potential to refocus the attention of teachers and their systems on the fundamental item of all effective teaching, namely the teacher her or himself, the quality of the teacher's knowledge, content and pedagogy, and above all on

the teacher's capacity to form the kinds of relationships with students which convey their commitment and care and which become the basis of forming personal character and tomorrow's citizenry. Simply put, values education if its goals will be realized is one charter which could bring monumental societal change (Chakko, Sandy, 2002).

National reconstruction and character development are intrinsically linked with Values Education whether these be through democratic values, through the system of education and curriculum at all levels: primary, secondary and tertiary. Armed with adequate knowledge of values, we can, if we want, give and act in full accord with the immutable moral order of the universe. The knowledge does not only consist in merely the recognition of a value as a value but involves a just estimate of the degree of worth possessed by it also, so that it may be compared with other values. Confronted with a situation when we are called upon to choose between two values, we can then promptly choose the higher and sacrifice the lower value for the sake of the higher. Character is strengthened by our voluntary sacrifice of a lower value to secure a higher one. When a man has to choose, for example, between life and money, he does not hesitate to throw away money and save his life. Here instinct backs his choice; but the same man may be forced to choose between life and honour. It is a cruel choice and the man may not reconcile himself to the loss of either of the two extremely precious things. Choosing the higher and sacrificing the lower value is the character development (Manzzor-ul, 2000).

Howard Kirschenbaum emphasized the role of values education in the society, as it has been to the American society. According to Kirschenbaum, schools took their role in values education for granted. Children were exhorted to be prompt, neat, and polite; to work hard succeed; to respect other's property - in short, to behave themselves. And that is as far as values education and moral education went. However, the recent socio-economic development has provided stirring impacts on moral issues. New attitudes toward and experimentation with human sexuality, religion, career options, lifestyles, and personal values were widespread.

Kirschenbaum had stated that as might be expected, values education and moral education began to reflect these changes in society. Instead of simply inculcating and modeling values, educators were now encouraged to help students clarify their own values, learn higher levels of moral reasoning, and learn the skills of value analysis. Educators were counseled to avoid imposing their own values and moral on their students - because, the argument went, in an increasingly pluralistic society.

A better course seemed to be to help young people learn the skills of moral reasoning and responsible decision making that would enable them to lead more personally satisfying and socially constructive lives. So, in these a concern for values and morality is back again.

This concern is spurred on by a national panic over our seeming inability to gain control over a country's drug problem; is supported by continuing

dismay over crime, the disintegration of the family, teen pregnancy, teen suicide, and other indications of social upheaval and collapse; and is further fueled by a belated and reluctant recognition that the unprecedented number of political scandals throughout the past decade were symptomatic of a virtual ethical vacuum in government.

For these and other reasons, parents, educators, and community leaders are once again calling for the schools to become involved with educating young people about values and morals, in which the values clarification approach or the Comprehensive Values Education Program, might be the substantial one that should be initiated as a model values program.

The said program includes inculcating and modeling values, as well as preparing young people for independence by stressing responsible decision making and other life skills. All these approaches are necessary. Young people deserve to be exposed to the inculcation of values by adults who care family members, teachers, and the community.

The children deserve to see models of adult with integrity and a joy for living. And the young people deserve to have opportunities that encourage them to think for themselves and to learn the skills for guiding their own lives. Comprehensive Values Education is comprehensive insofar as it takes place throughout the school – in the classroom, in extracurricular activities, in career education and counseling, in awards ceremonies, in all aspects of school life. It takes place throughout the entire community to the extent that all these sources

are consistent in their expectations, their modeling, their norms, and their rules, a comprehensive approach has a greater likelihood of succeeding in influencing community values and morals in youth and adults. Kirschenbaum said that values clarification is containing four main ingredients, first, a value-laden topic or moral issue is selected - perhaps an issue related to politics, work, family, friends, love and sex, drugs, leisure time, or personal tastes. The issue may be selected by the teacher, the group leader, the class, or an individual student.

It should be noted that, before values clarification became popular, these matters were not generally considered worthy of attention in schools and other settings in which young people receive guidance. But, as the renowned psychologist, Milton Rokeach noted in 1975, that a such a broadening of educational objectives now has a universal face validity, largely because of the pioneering work of the proponents of values clarification. Second, the teacher or group leader introduces a question or activity, sometimes known as a value clarification "strategy," to help the participants think, read, write, and talk about the topic. More than a hundred highly motivating values clarification techniques have been developed to facilitate reflection on and discussion of value-laden topics and moral issues. These practical strategies are probably the main reason for the popularity of the approach. Third, during the course of the activity and discussion, the teacher or group leader ensures that all viewpoints are treated with respect and that an atmosphere of psychological safety pervades the classroom. Fourth, the activity itself and the discussion leader encourage the

students to employ an array of “valuing processes” or “valuing skills” while considering the topic. These skills involve understanding one’s feelings, examining alternative viewpoints, considering the consequences of various choices in a thoughtful manner, making a choice free from undue pressure, speaking up for one’s views, and acting on one’s beliefs.

The values clarification theory suggested that young people who used these valuing processes in making decisions would lead more personally satisfying and socially constructive lives, as well as do better in school. Initial research supported these claims, although there was disagreement over the quality of the research. Certainly, tens of thousands of teachers, parents, religious leaders, and helping professionals who used the approach – many of whom still use it – spoke positively of its effects on young people and the classroom climate. While the previous two explanations reflect larger social and professional trends, the next three reasons must be laid at the doorstep of the values clarification movement itself. For one thing, stagnation set in. The leading proponents of values clarification simply did not stick with the approach after it reached its peak of popularity. With rare exceptions, institutions did not continue to deepen the theory, sponsor and encourage the research, develop the curricula, or improve the training – efforts that together would have supported a growing field of professional accomplishment. In part decisions were based on the declining professional accomplishment. However, that declining interest

must be explained, in part, by the lack of success in continuing to develop and enrich the field, so there was a reciprocal effect.

The different studies on values education have shown its importance for societal development. The morality of the society has been affected by the rapidly modernization of our environment, which contributes to the disturbing behaviors that leads to alarming moral issues. It was clearly presented that a values program is significant since it does not only form the character of individuals but rather also invokes quality teaching among learning institutions. The related literature has also pointed out that values education also leads to a more conducive learning process since it induce individuals to concentrate with their studies. In relation to the study, since this dissertation will tackle all aspects of the Advancing Brilliance Program, a values education program being initiated by the DepEd, it is suffice to say that these will give a sound background for the study. Moreover, it would provide the research with solid context on the impacts of values program in the character formation of individuals. Furthermore, since this study seeks to determine the relevance of the ABC program to the development of the human resource, these studies will give an insight on how values education programs will give a model for a training program that is intended for the character development of those who in the human resource sector.

Related Studies

The researcher also reviewed unpublished materials such as theses and dissertations which had bearing with the subject at hand. However, only few were available considering that this program is unique in Region VIII only.

In the study of Macaso (2008) entitled "Program on Advancing Brilliance in Character and the Manifestation of Core Values of Pupils in Area II, Leyte Division, he disclosed the following; 1) the ABC program along objectives, strategies and evaluation is highly implemented as assessed by the teachers and administrators; 2) significant relationship are established for pupils' sex with sustainable development and nationalism and globalization, mothers occupation with home and fathers' occupation; 3) the extent of implementation did not show any significant relationship with the extent of pupils manifestation of the core values; and 4) both teachers and administrators considered scholarship grants not available for upgrading competence of the teachers in character development as a highly felt problem.

The present study was similar with the study of Macaso in the sense that both studies delved into the program on Advancing Brilliance in Character (ABC). However, they differed in the focus of the study. While the previous study focused on the manifestation of the core values among pupils, the present study was focused on the perception of the respondents on the implementation of the guiding principles of the ABC program and the extent of effectiveness of the program in shaping the character of the pupils and students.

Muega (2008) conducted a study on "Values/Moral Education: Current Conceptions and Practices in Philippine Schools" and he found out that majority of the teacher-respondents believed that values/moral education is critical thinking about values; majority of the teacher-respondents handling social science and other subjects take values/moral education as a case of values transmission; the teacher-respondents from both groups either agreed or strongly agreed that values/moral education regardless of its form, is a valuable subject; majority of the teacher-respondents agree that values/moral education, regardless of its form is as important as Science and Mathematics; majority of the teacher-respondents handling Social Science and other subjects claimed to have a comprehensive and deep awareness as regards the lack of consensus on the concept of values/moral education; and majority of the teacher-respondents said that their awareness is at an average level.

The previous study was similar with the present study for the reason that it dealt on values education and the respondents were teachers. They differed on the following aspects: teacher-respondents in the previous study were the teachers enrolled in the masteral program of the University of the Philippines while the teacher-respondents in the present study were classroom teachers in the elementary and secondary levels of the Division of Samar and the focus of the previous study was on values education in general while the present study was on the guiding principles specified in *Advancing Brilliance in Character*, a program implemented in Region VIII.

Magdama (2006) in her study entitled "An Approach to Moral Education in Philippine Secondary Schools," she concluded that, taken with cautious reservation for the obvious lack, the developmental approach is applicable to some extent in Philippine moral education. Further study remains to be done. Filipino educators can and should examine these implications and was what is adaptable. Three areas are suggested: curriculum, school organizations, and teacher education. No attempt is made to specify instructional decisions and devises. Only directions and guidelines are offered.

The previous study was similar to the present study because both studies were on moral or values education and the respondents were classroom teachers. However, they differed on the following; the previous study utilized secondary school teachers while the present study had utilized the elementary school teachers and the previous study was conducted nationwide while the present study was conducted in the Division of Samar.

Grinaje (2005), in his study conducted entitled "Character Education Programs and Student Supervision Rates from School: Do Character Education Programs Decrease Students Supervision Rates from Regular Instructional Public Elementary Schools in Texas?", had found out that the implementation of the character education programs, no matter what types, did not produce statistically significant differences in student supervision rates from school. Furthermore, the data revealed that neither the number of years since the implementation of the character education programs nor the socio-economic

status of the schools had an impact on the effectiveness of the character education programs as measured by the student supervision rates from school.

Ishii (2010) in his study entitled "Implementing Character Education at Public Schools, Focusing on Sathya Sai Education in Human Values: A Case Study of Sathya Sai School, Leicester, U. K., and India," had revealed that implementing character education intensely depended on the way the teachers lived inside and outside the school environments with clear insight of goal of education as well as life itself. It also showed the teachers themselves needed to be role models of humanistic values such as love, truth, right conduct, peace, and non-violence in their daily lives, so that they could be catalyst to bring out potentialities in the hearts of students.

Norberg (2004) in her study entitled "The School as a Moral Arena: Constitutive Values and Deliberation in Swedish Curriculum Practice" showed that related elements conventionally deemed to be the core of the curriculum. The study demonstrates that the assignment to foster the coming citizens in a multicultural school is complex. Other values than those stipulated in the curriculum, steer teachers' actions. Moreover, it is a thorny mission to accomplish an equal school in an equal society. Nonetheless, there is a need for awareness among pedagogies concerning the correspondence between societal values, the hierarchy of social groups, individual values have to be taken into account just as well as individual attitudes, prejudices and taken-for-granted notions have to be clarified, confronted, defended or abandoned. Interpreting,

internalizing and applying democratic values in school is a never-ending process.

Gibson (2010) in her study entitled "The Influence of Character Education on Students and Staff Development in an Educational Setting" had found out that teachers had positive perceptions regarding standard 9 effective character education fosters shared moral leadership and long range support of the character education initiative. Seven of the standards indicated some implementation and three standards were moving toward good implementation. Students who reported fewer days absent were more likely to have higher scores for perception of support and care by and for parents. Students had more positive perceptions regarding prosocial behaviors, and those who missed fewer days of school and had higher grade point averages were more likely to have positive perceptions of this subscale of the CIAS. Based on the findings of the study, it appears that the school is promoting character education and students are benefitting from the character education program.

Montgomery (2009) in his study entitled "Studies of Circumplex Value Structure" had revealed significant differences between different values and between different measures of value salience as well as significant interaction between values and measures of value salience. Correlations between mean measures of value salience ratings for each value indicated moderate support for a proposed circumplex structure. Regression analysis showed that rated attainment of the goals happiness, meaningfulness and energy were related to

the values. The study confirmed the proposed circumplex structure and contrastive values were localized in the middle of the structure. The study increases the understanding of why contrastive values form a circumplex structure. The model of values can also be used in other fields of research, such as decision making and emotions.

The studies conducted by Grinaje, Ishii, Norberg, Gibson and Montgomery were similar to the present study for they were focused on values education. The abovementioned studies differed with the present study because they were conducted in a foreign country while the present study was conducted in the Philippines specifically the Division of Samar.

The review of the literature and studies provided the researcher valuable insights which contributed much to the realization of redirecting the curriculum of the Department of Education in Eastern Visayas in terms of Values Education.

Chapter 3

METHODOLOGY

This chapter discusses the methods undertaken in this study. Included herein are the research design, instrumentation, validation of instrument, sampling procedure, data gathering procedure and statistical treatment of data.

Research Design

The study employed a descriptive research utilizing the questionnaire as the principal instrument. The profile of the respondents were determined as well as their perception on the implementation of the ABC program along the eight parameters, namely: promotion of human values; definition of brilliance in character holistically; creation of caring moral community; push for a committer moral leadership; engagement in partnerships with support groups; usage of purposive, intentional, proactive, experiential and action-oriented approach; fostering self-motivation for character development and personal renewal; and making education, research and development an integral part of the ABC program.

The data gathered were tabulated, analyzed and interpreted with the use of appropriate statistical tools such as frequency count, percentage, arithmetic mean, standard deviation, one-way ANOVA and Scheffe's test.

Instrumentation

This study utilized the questionnaire as the principal instruments. Three sets of questionnaire were prepared by the researcher. One set was intended for the teachers, another set was for the school administrators and the third set was for the parents and community-respondents.

The questionnaires for the teachers and school administrators were composed of four parts. Part I captured the profile of the respondents which includes: age, sex, civil status, educational attainment, position, teaching/administrative experience, average monthly family income, and relevant trainings attended. Part II determined the perception of the respondents on the extent of implementation of the guiding principles of the ABC program along promotion of human values; definition of brilliance in character holistically; creation of caring moral community; push for a committer moral leadership; engagement in partnerships with support groups; usage of purposive, intentional, proactive, experiential and action-oriented approach; fostering self-motivation for character development and personal renewal; and making education, research and development an integral part of the ABC program. Part III identified the perception of the respondents on the extent of effectiveness of the ABC program in shaping the character of the pupils and students. Part IV elicited the problems met by the respondents in the implementation of the ABC program.

The questionnaire for the parents and community-respondents was composed of only two parts. Part I captured the perception of the respondents on the extent of implementation of the guiding principles of the ABC program along promotion of human values; definition of brilliance in character holistically; creation of caring moral community; push for a committer moral leadership; engagement in partnerships with support groups; usage of purposive, intentional, proactive, experiential and action-oriented approach; fostering self-motivation for character development and personal renewal; and making education, research and development an integral part of the ABC program. Part II elicited the perception of the respondents on the extent of effectiveness of the ABC program in shaping the character of the pupils and students.

Validation of Instrument

The questionnaire was validated at the Catbalogan I Central Elementary School for the public elementary school among 20 teachers and 2 school administrator and in Samar National School for the public secondary school among 20 teachers also and 3 school administrators. A test-retest method was employed so that the instrument was fielded to the same group twice in an interval of one day.

The result of the two pilot tests were tallied and organized separately. After which the coefficient of reliability was calculated using the Spearman rho

coefficient of correlation. The result of 0.98 which is denoted as high suggested that the instrument possessed validity and reliability. Thus, the questionnaire was reproduced and fielded to its respective respondents.

Sampling Procedure

In the identification of the sample respondents of the study, a total enumeration was employed for the school administrators while a stratified random sampling procedure was employed for the teachers and a quota sampling for the parents and community.

The sample size for the teacher-respondents was calculated applying the Sloven's formula which was converted into a sample proportion.

Data Gathering Procedure

The researcher sought permission from the Schools Division Superintendent of the Division of Samar to conduct the study among public elementary and secondary schools in the Division of Samar among school administrators and teachers.

The researcher personally fielded the instrument in the different public elementary and secondary schools in the Division of Samar to ensure higher percentage of retrieval. Simultaneous to the fielding of the instrument, an unstructured interview was conducted by the researcher for vague responses in the questionnaire.

Statistical Treatment of Data

In the processing of the collected information, the researcher applied appropriate statistical tools such as frequency count, percentage, arithmetic mean, standard deviation, weighted mean, one-way ANOVA and Scheffe's test.

Frequency count. This statistic was used to tabulate the profile of the respondents in terms of its occurrence.

Percentage. This tool presented the magnitude of occurrence in each variable identified. This was calculated with respect to the total number of occurrences.

Arithmetic mean. This statistical tool was used to calculate the averages in appropriate variates such as age, monthly income, teaching/administrative experiences and relevant trainings attended.

Standard deviation. This tool was used to calculate the disparity of the observation from the average which signified whether the observations were homogenous or heterogeneously grouped.

Weighted mean. This tool was used to present the group perception of the respondents as regards their assessment on the extent of implementation of the guiding principles of the ABC program, extent of effectiveness of the program in shaping the character of the pupils and students, and the problems met by the teachers and school administrators in the implementation of the ABC program. The following scale was employed in this study:

5	Extremely Implemented	(EI)
	Extremely Effective	(EE)
	Extremely a Problem	(EP)
4	Highly Implemented	(HI)
	Highly Effective	(HE)
	Highly a Problem	(HP)
3	Moderately Implemented	(MI)
	Moderately Effective	(ME)
	Moderately a Problem	(MP)
2	Slightly Implemented	(SI)
	Slightly Effective	(SE)
	Slightly a Problem	(SP)
1	Not Implemented	(NI)
	Not Effective	(NE)
	Not a Problem	(NP)

ANOVA. The one-way analysis of variance was employed in comparing the perceptions of the four groups of respondents on the extent of implementation of the guiding principles of the ABC program and the extent of effectiveness of the program in shaping the character of the pupils and students.

The computed values were compared with the critical values applying following the decision rule in the acceptance or rejection of the null hypothesis: accept null hypothesis if and when the computed value turned lesser than the

critical value and reject null hypothesis if and when the computed value turned equal or greater than the critical value.

Scheffe's test. This tool was employed to determine which pair posed significant difference in the event the F-value turned significant. The decision rule described above is also followed in this case.

Finally, the .05 level of significance was employed in all hypothesis testing.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of the data. Included herein are: the profile of the teachers; profile of the school administrators; extent of implementation of the guiding principles of the ABC program as perceived by the respondents; comparison of the perceptions of the four groups of respondents relative to the extent of implementation of the guiding principles of the ABC program; prevalent moral issues perpetrated by the minors; extent of effectiveness of the program in shaping the character of the pupils and students; comparison of the four groups of respondents relative to the extent of effectiveness of the program in shaping the character of the pupils and students; problems met by the school administrators and teachers in the implementation of the ABC program; and curriculum redirection evolving from the findings of the study.

Profile of Teachers

Tables 1 to 7 provide the information as regards the profile of the teachers in terms of their age and sex, civil status, educational attainment, position, teaching experience, average monthly family income, and relevant trainings attended.

Age and sex. Table 1 specifically presents the age and sex distribution of the teacher-respondents.

Table 1
Age and Sex Distribution of Teachers

Age Bracket	Sex			Total	%
	Male	Female	Not Stated		
61 - 65	3	40	0	43	11.35
56 - 60	5	35	0	40	10.55
51 - 55	7	32	0	39	10.29
46 - 50	1	49	0	50	13.19
41 - 45	8	44	0	52	13.72
36 - 40	0	28	0	28	7.39
31 - 35	11	30	0	41	10.82
26 - 30	5	11	0	16	4.22
21 - 25	3	8	0	11	2.90
Not Stated	4	49	6	59	15.57
Total	47	326	6	379	100.00
%	12.40	86.02	1.58	100.00	
Mean	46.60 years old				
S. D.	11.19 years				

It can be gleaned from Table 1 that a good number of the teachers, that is, 52 or 13.72 percent, fell at the age bracket of 41 - 45 years old while 50 or 13.19 percent were aged 46 - 50 years old; 43 or 11.35 percent fell at the age bracket of 61 - 65 years old; 41 or 10.82 percent were aged 31 - 35 years old; 40 or 10.55 percent fell at the age bracket of 56 - 60 years old; 39 or 10.29 percent were 51 -

55 years old, and 28 or 7.39 percent were aged 36 – 40 years old. The other teacher-respondents were distributed to the other age brackets. Quite interesting to note were the 59 teachers or 15.57 percent who failed to disclose their ages for unknown reasons.

The mean age of the teacher-respondents was 46.60 years old with a standard deviation (SD) of 11.19 years. This implied that the teachers were in their late 40s but still active in the service; as they were still far from retirement, they could be possibly promoted to the higher level in the hierarchy of the teaching position.

Moreover, majority of the teachers belonged to the female sex, accounting for 326 or 86.02 percent. The male teachers composed the minority, that is, 47 or 12.40 percent. The remaining six or 1.58 percent teachers did not specify their sex.

The data implied that the teachers were predominantly female. This is a usual observation in the roster of teachers in the Department of Education (DepEd) where the females always outnumbered the male counterparts.

Civil status. Table 2 presents the civil status of teachers.

The table shows that majority of the teacher-respondents were married, accounting for 338 or 89.18 percent, while the 34 or 8.97 percent were singles, and two or 0.53 percent were widowed. Still, there were five or 1.32 percent who held their anonymity by not disclosing their civil status for personal reason.

Table 2
Civil Status of Teachers

Civil Status	f	%
Single	34	8.97
Married	338	89.18
Widowed	2	0.53
Not Stated	5	1.32
Total	379	100.00

The data implied that the teachers had families to sustain and attend to. Probably, their teaching profession served as the main source of their monthly income which they used to finance the basic needs of the family members.

Educational attainment. Table 3 depicts the educational attainment of the teacher-respondents.

Table 3 presents that 160 of the teacher-respondents or 42.22 percent were masters degree holders while 145 or 38.26 percent were baccalaureate degree holders with masteral units; 41 of them or 10.82 percent were baccalaureate holders, and nine or 2.37 percent were masters degree holders with doctoral units.

The data suggested that except for some, the teacher-respondents pursued advance education. This denoted the teachers possessed more than the minimum education requirement for the teaching position. Impliedly, they are

Table 3
Educational Attainment of Teachers

Educational Attainment	f	%
With doctoral units	9	2.37
MA / MS	160	42.22
With masteral units	145	38.26
Baccalaureate	41	10.82
Not Stated	24	6.33
Total	379	100.00

educationally qualified and ready for any advancement in position and in responsibilities.

Position of teachers. Table 4 presents the position of teachers in the DepEd hierarchy.

As it is presented in Table 4, 114 or 37.99 percent of the teachers were Teacher IIIs while 68 or 17.94 percent were Teacher Is and 65 or 17.15 percent were Master Teacher Is. Sixty-one of them or 16.60 percent were Teacher IIs, 31 or 8.18 percent were Master Teacher IIs and three or 0.79 percent were Master Teacher IIIs. The remaining seven or 1.85 percent did not disclose their teaching position for unknown reason.

It appeared that most of the teachers had been promoted to the higher teaching position with few who are still at the lowest teaching position. This

Table 4
Position of Teachers

Civil Status	f	%
Master Teacher III	3	0.79
Master Teacher II	31	8.18
Master Teacher I	65	17.15
Teacher III	144	37.99
Teacher II	61	16.60
Teacher I	68	17.94
Not Stated	7	1.85
Total	379	100.00

implied that the teachers manifested their desire for advancement in the teaching position so that they upgraded their educational qualification to be promoted.

Teaching experience. Table 5 presents the teaching experience of the teachers.

From the table, it can be noted that 72 or 19.00 percent had been in the teaching profession for 16 – 20 years while 58 or 15.30 percent for 11 – 15 years, 52 or 13.72 percent had been teaching for 21 – 25 years, 48 or 12.67 percent for 6 – 10 years, 47 each or 12.40 percent each had been a teacher for 26 – 30 and 1 – 5 years, and the remaining teachers were distributed to the other years of experience bracket identified in this study. It is interesting to note that seven of the teachers or 1.85 percent did not disclose the number of years they had been teaching for personal reason.

Table 5
Teaching Experience of Teachers

Years of Teaching	f	%
41 - 45	7	1.85
36 - 50	19	5.01
31 - 35	22	5.80
26 - 30	47	12.40
21 - 25	52	13.72
16 - 20	72	19.00
11 - 15	58	15.30
6 - 10	48	12.67
1 - 5	47	12.40
Not Stated	7	1.85
Total	379	100.00
Mean	18.48 years	
S. D.	10.16 years	

The mean years of experience accumulated by the teacher-respondents as teachers was pegged at 18.48 years with a SD of 10.16 years. The data signified that the teacher-respondents had been in the teaching profession for almost 19 years, an indication that they were able to sustain their profession with zeal and inspiration, otherwise they would not be in this endeavor for such a long time.

Average monthly family income. Table 6 provides the information regarding the average monthly family income earned by the teacher-respondents.

Table 6
Average Monthly Family Income of Teachers

Income Bracket	f	%
46,000 – 53,599	1	0.26
38,400 – 45,999	5	1.32
30,800 – 38,399	22	5.81
23,200 – 30,799	187	49.34
15,600 – 23,199	88	23.22
8,000 – 15,599	11	2.90
Not Stated	65	17.65
Total	379	100.00
Mean	PhP 24,923.51	
S. D.	PhP 5,132.10	

The table shows that 187 of the teacher-respondents or 49.34 percent earned a monthly income of PhP 23,200 – PhP 30,799 while 88 or 23.22 percent earned PhP 15,600 – PhP 23,199 and 22 or 5.81 percent earned a monthly income of PhP 30,800 – PhP 38,399. The remaining teacher-respondents were thinly distributed to the other income brackets. Still, 65 or 17.65 percent did not disclose their average monthly family income.

The mean monthly family income earned by the teacher-respondents was calculated at PhP 24,923.51 with SD of PhP 5,132.10. The data suggested that the teacher-respondents earned monthly income that they used to sustain their family with their basic as well as their educational needs.

Relevant trainings attended. Table 7 reveals the relevant trainings attended by the teacher-respondents in the international, national, regional, division and school levels.

Table 7 shows that in the international level, only two or 0.53 percent of the teacher-respondents were given the chance to attend 1 - 4 relevant trainings while the remaining 377 or 99.47 percent did not disclose whether they were able to attend any relevant training in the international level or not. Presumably, they were not able to attend any training in this level.

The mean training attended by the teacher-respondents in the international level, calculated from those who signified to attend trainings in this level, was 1 training only.

Table 7

Relevant Trainings Attended by Teachers

No. of Trainings	International		National		Regional		Division		School	
	f	%	f	%	f	%	f	%	f	%
20 - 24							4	1.06		
15 - 19							7	1.85	3	0.80
10 - 14					2	0.53	34	8.97	6	1.58
5 - 9			2	0.53	13	3.43	123	32.98	19	5.01
1 - 4	2	0.53	65	17.15	188	49.60	44	11.61	65	17.15
Not Stated	377	99.47	312	82.32	176	46.44	165	43.53	286	75.46
Total	379	100.00	379	100.00	379	100.00	379	100.00	379	100.00
Mean	1.00 training		1.79 training		2.14 trainings		7.23 trainings		3.58 trainings	
S. D.	.00		1.14 training		1.30 training		3.64 trainings		3.18 trainings	

In the national level, Table 7 presents that 65 of the teacher-respondents or 17.15 percent attended 1 – 4 trainings while two or 0.53 percent signified to have attended 5 – 9 trainings in this level. Still, majority of them, that is, 312 or 82.32 percent failed to disclose whether they attended relevant trainings in this level or not.

The mean number of trainings attended by the teacher-respondents in the national level was posted at 1.79 trainings with SD of 1.14 trainings.

Table 7 also presents that in the regional level, 188 or 49.60 percent attended 1 – 4 trainings while 13 or 3.43 percent attended 5 – 9 trainings and two or 0.53 percent attended 10 – 14 trainings. But there were still 176 who never specified the number of trainings they attended in this level.

The mean number of trainings attended by the teachers in this level was pegged at 2.14 trainings with SD of 1.30 training.

Furthermore, Table 7 discloses that in the division level, 123 or 32.98 percent had attended 5 – 9 trainings while 44 or 11.61 percent attended 1 – 4 trainings, 34 or 8.97 percent attended 10 – 14 trainings, seven or 1.85 percent attended 15 – 19 trainings, and four or 1.06 percent attended 20 – 24 trainings. However, there were 165 or 43.53 percent who never state whether they attended any training in the division level or not.

The mean number of trainings attended by the teacher-respondents in the division level was 7.23 trainings with SD of 3.64 trainings.

In the school level, Table 7 reveals that 65 or 17.15 percent attended 1 – 4 trainings while 19 or 5.01 percent 5 – 9 trainings; six or 1.58 percent attended 10 – 14 trainings and three or 0.80 percent attended 15 – 19 trainings. The remaining 286 or 75.46 percent did not disclose whether they attended any training in the school level or not.

The mean number of trainings attended by the teacher-respondents was 3.58 trainings with SD of 3.18 trainings.

The foregoing data suggested that the teacher-respondents, when given the chance, attended several trainings in the different levels. This implied that the teachers had the desire to upgrade their teaching skills through attendance to in-service trainings. It appeared that most of the trainings attended by the teacher-respondents were in the division level. But there were still other teacher-respondents who lacked relevant trainings and therefore, administrators should consider sending them at any level.

Profile of School Administrators

Tables 8 to 14 disclose the profile of the school administrator-respondents in terms of their age and sex, civil status, educational attainment, position, administrative experience, average monthly family income, and relevant trainings attended.

Age and sex. Table 8 reveals the age and sex distribution of the school administrator-respondents.

Table 8
Age and Sex Distribution of School Administrators

Age Bracket	Sex			Total	%
	Male	Female	Not Stated		
61 – 65	4	3	0	7	9.09
56 – 60	12	11	0	3	29.87
51 – 55	3	7	0	10	12.99
46 – 50	5	7	0	12	15.58
41 – 45	2	1	0	3	3.90
36 – 40	2	0	0	2	2.60
31 – 35	1	0	0	1	1.30
Not Stated	1	3	15	19	24.67
Total	30	32	15	77	100.00
%	38.96	41.56	19.48	100.00	
Mean	53.69 years old				
S. D.	7.19 years				

It can be gleaned from Table 8 that 12 or 15.58 percent of the school administrator-respondents fell at the age bracket of 46 – 50 years old while 10 or 12.99 percent were aged 51 – 55 years old, seven or 9.09 percent were aged 61 – 65 years old, three each or 29.87 percent each fell at the age brackets of 56 – 60 and 41 – 45 years old, two or 2.60 percent were aged 36 – 40 years old, and only one or 1.30 percent fell at the age bracket of 31 – 35 years old. Nineteen of the school administrators or 24.67 percent did not specify their ages for their own reason.

The mean age of the school administrator-respondents was set at 53.69 years old with SD of 7.19 years old. The data signified that the school administrators were about 54 years old at the prime of their age and still active in the service.

Civil status. Table 9 depicts the civil status of the school administrator-respondents.

Table 9
Civil Status of School Administrators

Civil Status	f	%
Single	6	7.79
Married	60	77.92
Widowed	1	1.30
Not Stated	10	12.99
Total	77	100.00

From the said table, it can be noted that majority of school administrator-respondents were married, accounting for 60 or 77.92 percent while six or 7.79 percent were single, and only one or 1.30 percent was widowed. Ten or 12.99 percent of the school administrator-respondents failed to state their civil status.

The data suggested that like the teachers, the school administrators were also responsible with respective families to sustain. Most probably, the salary

they received being a school administrator served as their main source to defray the basic and educational needs of the family members.

Educational attainment. Table 10 provides the information as regards the educational attainment of the school administrator-respondents.

Table 10

Educational Attainment of School Administrators

Educational Attainment	f	%
Ph. D. / Ed. D.	26	33.77
With doctoral units	19	24.68
MA / MS	20	25.97
With masteral units	8	10.39
Not Stated	4	5.19
Total	77	100.00

The table shows that 26 of the school administrator-respondents or 33.77 percent were Ph. D. or Ed. D. degree holders while 20 or 25.97 percent were MA or MS degree holders, 19 or 24.68 percent were MA/MS degree holders with doctoral units, and eight or 10.39 percent were baccalaureate degree holders with masteral units. The remaining four or 5.19 percent did not state their educational attainment for anonymity, probably.

The foregoing data suggested that the school administrator-respondents had pursued advanced education. This indicated that they did not settle

themselves as baccalaureate degree holders but they continued their learning to upgrade their supervisory skills.

Position. Table 11 presents the position of the school administrator-respondents.

Table 11

Position of School Administrators

Civil Status	f	%
PSDS	30	38.96
Principal III	2	2.60
Principal II	8	10.39
Principal I	25	32.47
Head Teacher III	1	1.30
Head Teacher II	2	2.60
Head Teacher I	2	2.60
TIC	4	5.19
Not Stated	3	3.89
Total	77	100.00

The table shows that 30 of the school administrator-respondents or 38.96 percent were PSDS while 25 or 32.47 percent were appointed as Principal I; eight or 10.39 percent were Principal II and the other school administrators were distributed to the other positions. There were three or 3.89 school administrators who did not state their positions.

The data suggested that the school administrator-respondents clustered around the different administrative positions. This implied that some were promoted and the rest were for promotion.

Administrative experience. Table 12 presents the administrative experience of the school administrator-respondents.

Table 12

Administrative Experience of School Administrators

Years of Experience	f	%
37 - 41	12	15.58
32 - 36	13	16.18
27 - 31	18	23.38
22 - 26	9	11.69
17 - 21	15	19.48
12 - 16	3	3.90
7 - 11	3	3.90
2 - 6	1	1.30
Not Stated	3	3.89
Total	77	100.00
Mean	27.19 years	
S. D.	8.46 years	

From the table, it can be gleaned that 18 of the school administrator-respondents had been a school administrator for 27 - 31 years, while 15 or 19.48 percent were in the supervisory level for 17 - 21 years, 13 or 16.18 percent for 32 - 36 years, 12 or 15.58 percent for 37 - 41 years, and the other school

administrator-respondents were distributed in the other management levels identified in this study. There were three or 3.89 percent who did not disclose their administrative experience.

The mean number of years accumulated by the school administrators as school managers was pegged at 27.19 years with SD of 8.46 years. This suggested that the school administrator-respondents had been school heads for quite a longer period an indication that they had acquired already the expertise and competence in managing educational institution.

Average monthly family income. Table 13 presents the average monthly family income of school administrators.

Table 13 presents that 30 or 38.96 percent of the school administrator-respondents earned an average monthly family income within the bracket of PhP 31,400 – PhP 40,699 while 25 or 32.46 percent of them earned PhP 22,100 – PhP 31,399, and other school administrator-respondents earned with the other brackets identified. Thirteen of the school administrator-respondents or 16.88 percent did not disclose the average monthly family income they earned.

The mean monthly family income earned by the school administrator-respondents was pegged at PhP 32,857.61 with SD of PhP 7,960.24. The data denoted that the school administrator-respondents had a regular monthly income earned which they used to defray the basic and educational needs of the family members.

Table 13

Average Monthly Family Income of School Administrators

Income Bracket	f	%
50,000 – 59,299	2	2.60
40,700 – 49,999	1	1.30
31,400 – 40,699	30	38.96
22,100 – 31,399	25	32.46
12,800 – 22,099	3	3.90
3,500 – 12,799	3	3.90
Not Stated	13	16.88
Total	77	100.00
Mean	PhP 32,857.61	
S. D.	PhP 7,960.24	

Relevant trainings attended. Table 14 reveals the relevant trainings attended by the school administrator-respondents in the international, national, division and school levels.

Table 14 reveals that in the international level, five or 6.49 percent attended 1 – 4 trainings while only one or 1.30 percent attended 6 – 10 trainings, two or 2.60 percent categorically stated to have not attended any training in this level and 69 or 89.61 percent did not state whether they attended any training in this level or not.

The mean number of trainings attended by the school administrator-respondents in this level was posted at 2.13 trainings with SD of 2.70 trainings.

Table 14

Relevant Trainings Attended by School Administrators

No. of Trainings	International		National		Regional		Division		School	
	f	%	f	%	f	%	f	%	f	%
26 - 30							1	1.30		
21 - 25					1	1.30	18	23.38		
16 - 20			1	1.30	0	0.00	23	29.87		
11 - 15			2	2.60	1	1.30	1	1.30	1	1.30
6 - 10	1	1.30	1	1.30	8	10.39	5	6.49	7	9.09
1 - 5	5	6.49	28	36.36	41	53.25	6	7.79	28	36.36
None	2	2.60	1	1.30	2	2.60	1	1.30	0	0.00
Not Stated	69	89.61	44	57.14	24	31.16	22	28.57	41	53.25
Total	77	100.00	77	100.00	77	100.00	77	100.00	77	100.00
Mean	2.13 trainings		2.55 trainings		4.47 trainings		17.05 trainings		3.06 trainings	
S. D.	2.70 trainings		3.42 trainings		3.57 trainings		7.05 trainings		5.58 trainings	

Table 14 also reveals that, in the national level, 28 or 36.26 percent of the school administrator-respondents signified to have attended 1 - 5 trainings while two or 2.60 percent attended 11 - 15 trainings; and the remaining school administrator-respondents were distributed in the other years of service brackets. Forty-four or 57.14 percent did not specify the number of trainings they attended in this level.

The mean number of trainings attended by the school administrators in the national level was pegged at 2.55 trainings with SD of 3.42 trainings.

In the regional level, Table 14 likewise presents that 41 or 53.25 percent attended 1 - 5 trainings while eight or 10.39 percent attended 6 - 10 trainings in

this level and the other school administrators were thinly distributed to the other year of service brackets identified in this study. However, 24 or 31.16 percent never specified the number of trainings they attended in this level, if any.

The mean number of trainings attended by the school administrators in the regional level was calculated at 4.47 trainings with $SD = 3.57$ trainings.

In the division level, Table 14 reveals that 23 or 29.87 percent attended 16 – 20 trainings while 18 or 23.38 percent attended 21 – 25 percent and the other school administrator-respondents were distributed in the other number of training brackets. Twenty-two or 28.57 percent did not specify the information.

The mean number of trainings attended by the school administrator-respondents in the division level was 17.05 trainings with $SD = 7.05$ trainings.

In the school level, it can be gleaned from Table 14 that 28 or 36.36 percent attended 1 – 4 trainings while seven or 9.09 percent attended 6 – 10 trainings and only one or 1.30 percent attended 11 – 15 trainings.

The mean number of trainings attended by the school administrator-respondents in the school level was posted at 3.06 trainings with SD of 5.58 trainings.

The foregoing information suggested that the school administrator-respondents updated their supervisory and management skills by attending relevant trainings. The most trainings they attended was in the division level.

Extent of Implementation of the Guiding Principles of ABC Program as Perceived by the Respondents

Tables 13 to 20 present the extent of implementation of the guiding principles of ABC program as perceived by the four groups of respondents, namely: teachers, school administrators, parents and community along: promotion of human values; definition of brilliance in character holistically; creation of caring moral community; push for a committer moral leadership; engagement in partnerships with support groups; usage of purposive, intentional, proactive, experiential and action-oriented approach; fostering self-motivation for character development and personal renewal; and making education, research and development an integral part of the ABC program.

Promotion of human values. Table 13 presents the extent of implementation of the guiding principles of ABC program as perceived by the four groups of respondents along promotion of human values. There were five guiding principles considered in this study.

It can be gleaned from Table 13 that the teachers assessed all the guiding principles along promotion of human values as “highly implemented” with weighted means ranging from 3.98 to 4.14. Number 2 was rated by this group of respondent with the highest weighted mean. This corresponded to the guiding principle stating, “The ABC program clarifies values among pupils and students

with respect to proper moral and conduct.” On the other hand, numbers 3 and 5 were equally rated by the teachers with the least weighted mean. These

Table 13

**Extent of Implementation of the Guiding Principles of the
ABC Program as Perceived by the Respondents
along Promotion of Human Values**

Guiding Principles	Teachers		Adminis- trators		Parents		Communi- ty	
	WM	I	WM	I	WM	I	WM	I
1. The ABC program values human dignity among children by instilling appropriate character	3.99	HI	4.08	HI	3.34	MI	3.72	HI
2. The ABC program clarifies values among pupils and students with respect to proper moral and conduct	4.14	HI	4.06	HI	3.43	MI	3.90	HI
3. The ABC program redirect inappropriate values of pupils and students that they should manifest in school	3.96	HI	4.03	HI	3.34	MI	3.71	HI
4. The ABC program helps the pupils and students realize the value of man and his importance in the society	4.08	HI	4.10	HI	3.48	MI	4.01	HI
5. The ABC program builds confidence among pupils and students as co-existent with other people in the society	3.96	HI	4.04	HI	3.43	MI	3.90	HI
6. The ABC program strengthens the idea of equality among people in the society	4.08	HI	4.08	HI	3.19	MI	3.40	MI
Total	24.21		24.39		20.21		22.6	
Grand Weighted Mean	4.04	HI	4.06	HI	3.37	MI	3.77	HI

Legend:

4.51 – 5.00	Extremely Implemented (EI)	
3.51 – 4.50	Highly Implemented	(HI)
2.51 – 3.50	Moderately Implemented	(MI)
1.51 – 2.50	Slightly Implemented	(SI)
1.00 – 1.50	Not Implemented	(NI)
WM	Weighted Mean	I Interpretation

corresponded to the guiding principles stating: "The ABC program redirect inappropriate values of pupils and students that they should manifest in school; and "The ABC program builds confidence among pupils and students as co-existent with other people in the society."

Taken as a whole, the teachers assessed the guiding principles along promotion of human values as "highly implemented" being indicated by the grand weighted mean of 4.04.

Likewise, Table 13 reveals that the school administrators viewed also the implementation of the all the guiding principles of the ABC program along promotion of human values as "highly implemented" with weighted means ranging from 4.03 to 4.10. Guiding principles numbers 4 and 3 obtained the highest and the least weighted means, respectively which corresponded to the statements stating: "The ABC program helps the pupils and students realize the value of man and his importance in the society;" and "The ABC program redirect inappropriate values of pupils and students that they should manifest in school."

Taken as a whole, the school administrators considered also the implementation of the guiding principles of the ABC program along promotion of human values as "highly implemented" being manifested by the grand weighted mean of 4.06.

Furthermore, from the viewpoint of the parents, Table 13 presents that they perceived all guiding principles of the ABC program along promotion of human development as "moderately implemented" with weighted means

ranging from 3.19 to 3.48. Guiding principles numbers 4 and 6 were rated by this group of respondents with the highest and the least weighted means, respectively. These principles corresponded to the following: "The ABC program helps the pupils and students realize the value of man and his importance in the society;" and "The ABC program strengthens the idea of equality among people in the society."

Taken as a whole, the parents viewed also the implementation of the guiding principles of the ABC program along promotion of human values as "moderately implemented" being supported by the grand weighted mean of 3.37.

From the viewpoint of the community, Table 13 discloses that of the guiding principles of the ABC program along promotion of human values, this group of respondent considered five as "highly implemented" with weighted means ranging from 3.71 to 4.01. The principles that were rated with the highest and least weighted means corresponded to numbers 4 and 3, respectively. These principles were: "The ABC program helps the pupils and students realize the value of man and his importance in the society," and "The ABC program redirect inappropriate values of pupils and students that they should manifest in school." The remaining principle was considered as "moderately implemented" with the statement stating, "The ABC program strengthens the idea of equality among people in the society," having a mean of 3.40.

Taken as a whole, the community-respondents expressed that the guiding principles of the ABC program were “highly implemented.” This was indicated by the grand weighted mean of 3.77.

In summary, the teachers, school administrators and community-respondents arrived at the same perception of the implementation of the guiding principles of ABC along promotion of human values. They considered them “highly implemented” however they varied in the numerical assessment. The teachers gave a grand weighted mean of 4.04 while the school administrators gave 3.06 and the community-respondents gave 3.77. On the other hand, the parent-respondents considered them as “moderately implemented” with a grand weighted mean of 3.37.

Definition of brilliance in character holistically. Table 14 presents the perceptions of the four groups of respondents on the extent of implementation of the guiding principles of the ABC program along definition of brilliance in character holistically. There were four guiding principles included in this study.

Table 14 presents that the teachers, in their assessment of the implementation of all the guiding principles of the ABC program along definition of brilliance in character holistically as “highly implemented” with weighted means ranging from 3.83 to 4.16. Principles numbers 2 and 1 were rated with the highest and least weighted means, respectively corresponding to: “The ABC program makes the pupils and students realize the importance of

Table 14

Extent of Implementation of the Guiding Principles of the ABC Program as Perceived by the Respondents along Definition of Brilliance in Character Holistically

Guiding Principles	Teachers		Adminis- trators		Parents		Communi- ty	
	WM	I	WM	I	WM	I	WM	I
1. Character Education or Values Education is considered one of the learning areas for pupils and students	3.83	HI	3.84	HI	3.48	MI	4.00	HI
2. The ABC program makes the pupils and students realize the importance of character in the individual	4.16	HI	4.14	HI	3.34	MI	3.70	HI
3. The ABC program builds pupils and students total personality	4.10	HI	4.05	HI	3.38	MI	3.80	HI
4. The ABC program advocates that character helps in the intellectual development of the pupils and students	4.09	HI	4.06	HI	3.29	MI	3.60	HI
Total	16.18		16.09		13.49		15.10	
Grand Weighted Mean	4.04	HI	4.02	HI	3.37	MI	3.78	HI
Legend:	4.51 – 5.00	Extremely Implemented		(EI)				
	3.51 – 4.50	Highly Implemented		(HI)				
	2.51 – 3.50	Moderately Implemented		(MI)				
	1.51 – 2.50	Slightly Implemented		(SI)				
	1.00 – 1.50	Not Implemented		(NI)				
	WM	Weighted Mean		I	Interpretation			

character in the individual;" and "Character Education or Values Education is considered one of the learning areas for pupils and students."

Taken as a whole, the teachers perceived the implementation of the guiding principles of the ABC program along definition of brilliance in character

holistically as “highly implemented.” This was manifested by the grand weighted mean of 4.04.

Table 14 also reveals that from the view point of the school administrators, they, too, considered all guiding principles of the ABC program along definition of brilliance in character holistically as “highly implemented” with weighted means ranging from 3.84 to 4.14. Principles numbers 2 and 1 were rated by this group of respondents with the highest and least weighted means, respectively. These corresponded to: “The ABC program makes the pupils and students realize the importance of character in the individual;” and “Character Education or Values Education is considered one of the learning areas for pupils and students.”

Taken as a whole, the school administrators perceived the implementation of the ABC program along definition of brilliance in character holistically as “highly implemented” also being shown by the grand weighted mean of 4.02.

The parents also expressed that all the guiding principles in the ABC program along definition of brilliance in character holistically as “moderately implemented” (Table 14) with weighted means ranging from 3.29 to 3.48. Principles numbers 1 and 4 were rated with the highest and the least weighted mean, respectively. These were: “Character Education or Values Education is considered one of the learning areas for pupils and students;” and “The ABC program advocates that character helps in the intellectual development of the pupils and students.”

Taken as a whole, the parents considered the implementation of the guiding principles of the ABC program along definition of brilliance in character holistically as “moderately implemented.” This was signified by the grand weighted mean of 3.37.

Again, Table 14 shows that from the side of the community-respondents, they considered the implementation of the guiding principles of all the guiding principles of the ABC program along definition of brilliance in character holistically as “highly implemented” with weighted means ranging from 3.60 to 4.00. Principles numbers 1 and 4 were rated by this group with the highest and least weighted means, respectively, which corresponded to the following: “Character Education or Values Education is considered one of the learning areas for pupils and students;” and “The ABC program advocates that character helps in the intellectual development of the pupils and students.”

Taken as a whole, the community-respondents considered the implementation of the guiding principles of the ABC program along definition of brilliance in character holistically as “highly implemented” also being denoted by the grand weighted mean of 3.78.

In summary, three of the respondents, namely: teachers; school administrators; and community-respondents arrived at a consensus the guiding principles of the ABC program along definition of brilliance in character holistically was “highly implemented” but they differed in the numerical assessment of the same. The teachers gave a grand weighted mean of 4.04 while

the school administrators gave 4.02 and the community-respondents gave 3.78. On the other hand, the parent-respondents differed in their perception with the foregoing consideration. The considered the guiding principles of the ABC program along definition of brilliance in character holistically as “moderately implemented” with a grand weighted mean of 3.37.

Creation of caring moral community. Table 15 depicts the extent of implementation of the guiding principles of the ABC program as perceived by the four groups of respondents along creation of caring moral community. Five guiding principles were considered in this area.

As depicted in Table 15, the teachers considered all the guiding principles along creation of caring moral community were considered by them as “highly implemented” with weighted means ranging from 3.98 to 4.31. Principles numbers 1 and 5 were rated by this group of respondents with the highest and the least weighted means corresponding to: “The ABC program helps pupils and students to realize and assume values on the love of God, love of country and love of fellowmen;” and “The ABC program instills in the minds of the pupils and students that the strength of the community depends upon the values and attitudes of the constituency.”

Taken as a whole, the teachers viewed the implementation of the guiding principles of the ABC program along creation of caring moral community as “highly implemented” being indicated by the grand weighted mean of 4.17.

Table 15

**Extent of Implementation of the Guiding Principles of the ABC
Program as Perceived by the Respondents along Creation
of Caring Moral Community**

Guiding Principles	Teachers		Adminis- trators		Parents		Communi- ty	
	WM	I	WM	I	WM	I	WM	I
1. The ABC program helps pupils and students to realize and assume values on the love of God, love of country and love of fellowmen	4.31	HI	4.36	HI	3.34	MI	3.71	HI
2. The ABC program helps pupils and students realize their social responsibility to the community	4.20	HI	4.21	HI	3.38	MI	3.80	HI
3. The ABC program encourages the pupils and students to take active role in the development of the community	4.08	HI	4.07	HI	3.14	MI	3.30	MI
4. The ABC program helps pupils and students realize that character should be a way of life and not only manifested in school but also in the community	4.29	HI	4.22	HI	3.43	MI	3.90	HI
5. The ABC program instills in the minds of the pupils and students that the strength of the community depends upon the values and attitudes of the constituency	3.98	HI	4.01	HI	3.24	MI	3.50	MI
Total	20.86		20.87		16.53		18.21	
Grand Weighted Mean	4.17	HI	4.17	HI	3.31	MI	3.64	HI

Legend:

4.51 – 5.00	Extremely Implemented	(EI)
3.51 – 4.50	Highly Implemented	(HI)
2.51 – 3.50	Moderately Implemented	(MI)
1.51 – 2.50	Slightly Implemented	(SI)
1.00 – 1.50	Not Implemented	(NI)
WM	Weighted Mean	I Interpretation

Table 15 also presents that the school administrators viewed all the guiding principles of the ABC program along creation of caring a moral community as "highly implemented" with weighted means ranging from 4.01 to 4.36. Principles numbers 1 and 5 also were rated by this group with the highest and least weighted means, respectively. These corresponded to: "The ABC program helps pupils and students to realize and assume values on the love of God, love of country and love of fellowmen;" and "The ABC program instills in the minds of the pupils and students that the strength of the community depends upon the values and attitudes of the constituency."

Taken as a whole, the school administrators, too, considered the implementation of the guiding principles of the ABC program along creation of caring moral community as "highly implemented" being manifested by the grand weighted mean of 4.17.

From the point of view of the parents, Table 15 reveals that they considered all the guiding principles of the ABC program along creation of caring moral community as "moderately implemented" with weighted means ranging from 3.14 to 3.43. Principles numbers 4 and 3 were rated by this group with the highest and the least weighted means, respectively which corresponded to the following statements: "The ABC program helps pupils and students realize that character should be a way of life and not only manifested in school but also in the community;" and "The ABC program encourages the pupils and students to take active role in the development of the community."

Taken as a whole, the parents considered the implementation of the guiding principles of the ABC program along creation of caring moral community as "moderately implemented" also being shown by the grand weighted mean of 3.43.

Moreover, Table 15 also reveals the perception of the community-respondents as regards the implementation of the guiding principles of the ABC program along creation of caring moral community. The considered three principles considered in this study as "highly implemented" with weighted means ranging from 3.71 to 3.90. Of these principles, numbers 4 and 1 were rated with the highest and the least weighted means, respectively which corresponded to: "The ABC program helps pupils and students realize that character should be a way of life and not only manifested in school but also in the community;" and "The ABC program helps pupils and students to realize and assume values on the love of God, love of country and love of fellowmen." On the other hand, the community-respondents considered the remaining two principles as "moderately implemented." These were: principle 5, "The ABC program instills in the minds of the pupils and students that the strength of the community depends upon the values and attitudes of the constituency;" and principle 3, "The ABC program encourages the pupils and students to take active role in the development of the community," with weighted means of 3.50 and 3.30, respectively.

Taken as a whole, still the community-respondents arrived at a group perception of the implementation of the guiding principles of the ABC program along creation of caring moral community as “highly implemented” being signified by the grand weighted mean of 3.64.

In summary, three of the four groups of respondents that viewed the implementation of the guiding principles of the ABC program along creation of caring moral community arrived at the same adjectival perception. They considered it as “highly implemented” but they differed in the numerical rating. The teachers and school administrators gave the same grand weighted mean of 4.17 while the community-respondents gave 3.64. On the other hand, the parents gave a different perception on the implementation of the foregoing program. This group considered it as “moderately implemented” with a grand weighted mean of 3.31.

Push for a committed moral leadership. Table 16 discloses the perceptions of the four groups of respondents relative to the extent of implementation of the guiding principles of the ABC program along push for a committer moral leadership. There were three guiding principles considered in this area.

Table 16 reveals that from the point of view of the teachers, they considered all the guiding principles along this area as “highly implemented” with weighted means ranging from 4.10 to 4.19. Principles numbers 3 and 1 were rated by this group of respondents with the highest and the least weighted

Table 16

Extent of Implementation of the Guiding Principles of the ABC Program as Perceived by the Respondents along Push for a Committer Moral Leadership

Guiding Principles	Teachers		Adminis- trators		Parents		Communi- ty	
	WM	I	WM	I	WM	I	WM	I
1. The ABC program teaches that the pupils and students are the future leaders of the community	4.10	HI	4.18	HI	3.48	MI	4.01	HI
2. The ABC program teaches that good leadership emanates from leaders with good values and character	4.14	HI	4.14	HI	3.43	MI	3.90	HI
3. The ABC program teaches pupils and students to be morally upright in school, at home and in the community	4.19	HI	4.25	HI	3.38	MI	3.80	HI
Total	12.43		12.57		10.29		11.71	
Grand Weighted Mean	4.14	HI	4.19	HI	3.43	MI	3.90	HI
Legend:	4.51 – 5.00	Extremely Implemented		(EI)				
	3.51 – 4.50	Highly Implemented		(HI)				
	2.51 – 3.50	Moderately Implemented		(MI)				
	1.51 – 2.50	Slightly Implemented		(SI)				
	1.00 – 1.50	Not Implemented		(NI)				
	WM	Weighted Mean		I	Interpretation			

means, respectively, which corresponded to the following: “The ABC program teaches pupils and students to be morally upright in school, at home and in the community;” and “The ABC program teaches that the pupils and students are the future leaders of the community.”

Taken as a whole, the teachers considered the implementation of the guiding principles of the ABC program along push for a committer moral

leadership as "highly implemented." This was denoted by the grand weighted mean of 4.14.

Likewise, Table 16 reveals that from the view point of the school administrators, they, too, considered all guiding principles of the ABC program along this area as "highly implemented" with weighted means ranging from 4.14 to 4.25. Principles numbers 3 and 2 were rated with the highest and the least weighted means, respectively. These were: "The ABC program teaches pupils and students to be morally upright in school, at home and in the community" and "The ABC program teaches that good leadership emanates from leaders with good values and character."

Taken as a whole, the school administrators viewed the implementation of the guiding principles of the ABC program along push for a committer moral leadership as "highly implemented" also being indicated by the grand weighted mean of 4.19.

Furthermore, Table 16 depicts that the parents considered all the guiding principles of the ABC program along push for a committer moral leadership as "moderately implemented" with weighted means ranging from 3.38 to 3.48. Principles numbers 1 and 3 obtained the highest and the least weighted means, respectively, which were: "The ABC program teaches that the pupils and students are the future leaders of the community;" and "The ABC program teaches pupils and students to be morally upright in school, at home and in the community."

Taken as a whole, the parents considered the implementation of the guiding principles of the ABC program along this area as "moderately implemented" also. This was manifested by the grand weighted mean of 3.43.

Moreover, Table 16 provides that the community-respondents viewed all guiding principles of the ABC program along push for a committer moral leadership as "highly implemented" with weighted means ranging from 3.80 to 4.01. Again, principles numbers 1 and 3 obtained the highest and the least weighted means, respectively, which were: "The ABC program teaches that the pupils and students are the future leaders of the community;" and "The ABC program teaches pupils and students to be morally upright in school, at home and in the community."

Taken as a whole, the community considered the implementation of the guiding principles of the ABC program along this area as "highly implemented" being indicated by the grand weighted mean of 3.90.

In summary, the three groups, namely: teachers; school administrators; and community-respondents unanimously agreed that the guiding principles of the ABC program along push for a committer moral leadership were "highly implemented" but they differed in the numerical assessment. The teachers gave a grand weighted mean of 4.14 while the school administrators gave 4.19 and the community respondents gave 3.90. The parents, on the other hand, considered the implementation of the foregoing as "moderately implemented" with a grand weighted mean of 3.43.

Engagement in partnerships with support groups. Table 17 shows the perceptions of the four groups of respondents relative to the implementation of the guiding principles of the ABC program along engagement in partnerships with support groups. Four guiding principles were considered in this area.

Table 17 shows that as to the teachers, they considered only three principles as “highly implemented” with weighted means ranging from 3.54 to 3.85. Principles numbers 2 and 4 obtained the highest and the least weighted means, respectively. These corresponded to the statements: “The ABC program prepares a School Improvement Plan where the support groups take active participation;” and “The ABC program invites assistance from the different stakeholders, financial and otherwise to provide facilities to develop pupils and students.” The remaining principle was considered by this group as “moderately implemented” which corresponded to: “The ABC program solicits support from various NGOs and other organization for the development of the school,” with a weighted mean of 3.42.

Taken as a whole, the teachers still considered the implementation of the guiding principles of the ABC along push for a committer moral leadership as “highly implemented,” which was indicated by the grand weighted mean of 3.62.

Table 17, also, presents that the school administrators viewed all the guiding principles of the ABC program along this area as “highly implemented” with weighted means ranging from 3.57 to 3.86. Principles numbers 2 and 3

Table 17

Extent of Implementation of the Guiding Principles of the ABC Program as Perceived by the Respondents along Engagement in Partnerships with Support Groups

Guiding Principles	Teachers		Adminis- trators		Parents		Communi- ty	
	WM	I	WM	I	WM	I	WM	I
1. The ABC program invites active participation of stakeholders in school activities	3.67	HI	3.79	HI	3.29	MI	3.60	HI
2. The ABC program prepares a School Improvement Plan where the support groups take active participation	3.85	HI	3.86	HI	3.34	MI	3.70	HI
3. The ABC program solicits support from various NGOs and other organization for the development of the school	3.42	MI	3.57	HI	3.29	MI	3.59	HI
4. The ABC program invites assistance from the different stakeholders, financial and otherwise to provide facilities to develop pupils and students	3.54	HI	3.63	HI	3.24	MI	3.49	MI
Total	14.48		14.85		13.16		14.38	
Grand Weighted Mean	3.62	HI	3.71	HI	3.29	MI	3.60	HI

Legend:	4.51 – 5.00	Extremely Implemented	(EI)
	3.51 – 4.50	Highly Implemented	(HI)
	2.51 – 3.50	Moderately Implemented	(MI)
	1.51 – 2.50	Slightly Implemented	(SI)
	1.00 – 1.50	Not Implemented	(NI)
	WM	Weighted Mean	I Interpretation

were rated by this group of respondents with the highest and least weighted means, respectively. These corresponded to the following: "The ABC program prepares a School Improvement Plan where the support groups take active

participation;" and "The ABC program solicits support from various NGOs and other organization for the development of the school."

Taken as a whole, the school administrators considered the guiding principles of the ABC program along push for a committer moral leadership as "highly implemented" also being supported by the grand weighted mean of 3.71.

Likewise, Table 17 reveals that the parents viewed the implementation of all the guiding principles of the ABC program along push for a committer moral leadership as "moderately implemented" with weighted means ranging from 3.24 to 3.34. Principles numbers 2 and 4 were rated with the highest and least weighted means, respectively, corresponding to: "The ABC program prepares a School Improvement Plan where the support groups take active participation;" and "The ABC program invites assistance from the different stakeholders, financial and otherwise to provide facilities to develop pupils and students."

Taken as a whole, the parents considered the implementation of the guiding principles of the ABC program along this area as "moderately implemented" also being shown by the grand weighted mean of 3.29.

Finally, Table 17 presents the point of view of the community as regards the implementation of the guiding principles of the ABC program along push for a committer moral leadership. They considered three principles as "highly implemented" with weighted means ranging from 3.59 to 3.70. Principles numbers 2 and 3 obtained the highest and the least weighted means, respectively. These were: "The ABC program prepares a School Improvement

Plan where the support groups take active participation;" and "The ABC program solicits support from various NGOs and other organization for the development of the school." The remaining principle was considered by this group as "moderately implemented." This was "The ABC program invites assistance from the different stakeholders, financial and otherwise to provide facilities to develop pupils and students," with a weighted mean of 3.49.

Taken as a whole, the community still considered the implementation of the guiding principles of the ABC program along push for a committer moral leadership as "highly implemented" being indicated by the grand weighted mean of 3.60.

In summary, the teachers, school administrators and community arrived at the same adjectival perception as regards the implementation of the guiding principles of the ABC program along push for a committer moral leadership. They considered it as "highly implemented." However, they differed in the numerical assessment; the teachers gave a grand weighted mean of 3.62 while the school administrators gave 3.71 and the community gave 3.60. The parents differed in their perception towards the foregoing. Adjectively, they considered the guiding principles of the ABC along this area as "moderately implemented" with a numerical assessment of 3.29.

Usage of a purposive, intentional, proactive, experiential and action-oriented approach. Table 18 shows the perceptions of the teachers, school administrators, parents and community on the extent of implementation of the

Table 18

Extent of Implementation of the Guiding Principles of the ABC Program as Perceived by the Respondents along Usage of a Purposive, Intentional, Proactive, Experiential and Action-Oriented Approach

Guiding Principles	Teachers		Adminis-trators		Parents		Communi-ty	
	WM	I	WM	I	WM	I	WM	I
1. The ABC program hands-on the pupils and students to pragmatism	3.22	MI	3.43	MI	3.34	MI	3.69	HI
2. The ABC program applies application every after the lessons where pupils and students learn to apply learning to actual situation	3.70	HI	3.82	HI	3.34	MI	3.70	HI
3. The ABC program encourages pupils and students to assume the character they developed at home, in school and in the community as a way of life	3.96	HI	3.95	HI	3.34	MI	3.70	HI
4. The ABC program sees to it the development of character among pupils and students by monitoring and evaluating them	3.66	HI	3.74	HI	3.38	MI	3.80	HI
Total	14.54		14.94		13.40		14.89	
Grand Weighted Mean	3.64	HI	3.74	HI	3.35	MI	3.72	HI

Legend:

4.51 – 5.00	Extremely Implemented	(EI)
3.51 – 4.50	Highly Implemented	(HI)
2.51 – 3.50	Moderately Implemented	(MI)
1.51 – 2.50	Slightly Implemented	(SI)
1.00 – 1.50	Not Implemented	(NI)
WM	Weighted Mean	I Interpretation

guiding principles of the ABC program along usage of a purposive, intentional, proactive, experiential and action-oriented approach. Five guiding principles were included in this area.

It can be gleaned from Table 18 that the teachers perceived four guiding principles along the foregoing as "highly implemented" with weighted means ranging from 3.66 to 3.96. Principles numbers 3 and 4 obtained the highest and the least weighted means, respectively, with the statements stating: "The ABC program encourages pupils and students to assume the character they developed at home, in school and in the community as a way of life;" and "The ABC program sees to it the development of character among pupils and students by monitoring and evaluating them." The remaining principle corresponding to the statement stating: "The ABC program hands-on the pupils and students to pragmatism," was considered by this group as "moderately implemented" with a weighted mean of 3.22.

Taken as a whole, the teachers considered the guiding principles of the ABC program along usage of a purposive, intentional, proactive, experiential and action-oriented approach as "highly implemented" being indicated by the grand weighted mean of 3.64.

It can be noted in Table 18 also that the school administrators also considered three guiding principles of the ABC program along usage of a purposive, intentional, proactive, experiential and action-oriented approach as "highly implemented" with weighted means ranging from 3.74 to 3.95. Again,

principles numbers 3 and 4 obtained the highest and the least weighted means, respectively, with the statements stating: "The ABC program encourages pupils and students to assume the character they developed at home, in school and in the community as a way of life;" and "The ABC program sees to it the development of character among pupils and students by monitoring and evaluating them." The remaining principle corresponding to the statement stating: "The ABC program hands-on the pupils and students to pragmatism," was considered by this group as "moderately implemented" with a weighted mean of 3.43.

Taken as a whole, the school administrators considered the guiding principles of the ABC program along usage of a purposive, intentional, proactive, experiential and action-oriented approach as "highly implemented" being indicated by the grand weighted mean of 3.74.

Furthermore, as shown in Table 18, the parents considered all the guiding principles of the ABC along the foregoing area as "moderately implemented" with weighted means ranging from 3.34 to 3.38. Principle number 4 corresponding to the statement stating, "The ABC program sees to it the development of character among pupils and students by monitoring and evaluating them," obtained the highest weighted mean. The remaining three indicators were equally rated with the least weighted mean.

Taken as a whole, the parents considered the guiding principles of the ABC program along usage of a purposive, intentional, proactive, experiential

and action-oriented approach as “moderately implemented” being indicated by the grand weighted mean of 3.35.

Moreover, Table 18 provides that the community considered all the guiding principles of the ABC program along usage of a purposive, intentional, proactive, experiential and action-oriented approach as “highly implemented” with weighted means ranging from 3.69 to 3.80. Numbers 4 and 1 were rated with the highest and the least weighted means, respectively, corresponding to the following statements: “The ABC program sees to it the development of character among pupils and students by monitoring and evaluating them;” and “The ABC program hands-on the pupils and students to pragmatism.”

Taken as a whole, the community-respondents considered the guiding principles of the ABC program along usage of a purposive, intentional, proactive, experiential and action-oriented approach as “highly implemented” being indicated by the grand weighted mean of 3.72.

In summary, the teachers, school administrators and community arrived at the same adjectival rating on the extent of implementation of the guiding principles of the ABC program along usage of a purposive, intentional, proactive, experiential and action-oriented approach. They considered it as “highly implemented” but they differed in the numerical rating. The grand weighted means were 3.64, 3.74 and 3.72 for the teachers, school administrators and community, respectively. The parents, on the other hand, maintained that the foregoing was “moderately implemented” with a numerical rating of 3.35.

Fostering self-motivation for character development and personal renewal. Table 19 presents the perceptions of the four groups of respondents as regards the extent of implementation of the guiding principles of the ABC program along fostering self-motivation for character development and personal renewal. There were five guiding principles included in this area.

Table 19 appraises that the teacher considered all guiding principles along this area as "highly implemented" with weighted means ranging from 4.02 to 4.34. Principles numbers 1 and 3 were rated with the highest and least weighted means, respectively, with statements stating: " The ABC program teaches pupils and students to grow in character;" and "The ABC program redirect the perspective of the pupils and students towards life and their future."

Taken as a whole, the teachers considered the guiding principles of the ABC program along fostering self-motivation for character development and personal renewal as "highly implemented" being indicated by the grand weighted mean of 4.14.

Table 19 presents also that the school administrators considered all the guiding principles of the ABC program along this area as "highly implemented" with weighted means ranging from 4.01 to 4.35. Principles numbers 1 and 5 were rated with the highest and the least weighted means, respectively. These corresponded to the statements stating: "The ABC program teaches pupils and students to grow in character;" and "The ABC program encourages pupils and students to accept mistake and change character for the better."

Table 19

**Extent of Implementation of the Guiding Principles of the ABC
Program as Perceived by the Respondents along Fostering
Self-Motivation for Character Development and
Personal Renewal**

Guiding Principles	Teachers		Adminis- trators		Parents		Communi- ty	
	WM	I	WM	I	WM	I	WM	I
1. The ABC program teaches pupils and students to grow in character	4.34	HI	4.35	HI	3.29	MI	3.60	HI
2. The ABC program motivates pupils and students to be self-reliant and confident	4.13	HI	4.14	HI	3.53	HI	4.10	HI
3. The ABC program redirects the perspective of the pupils and students towards life and their future	4.02	HI	4.04	HI	3.48	MI	3.99	HI
4. The ABC program develops pupils and students to have a strong moralistic personality	4.17	HI	4.12	HI	3.48	MI	4.00	HI
5. The ABC program encourages pupils and students to accept mistake and change character for the better	4.05	HI	4.01	HI	3.38	MI	3.80	HI
Total	20.71		20.66		17.16		19.49	
Grand Weighted Mean	4.14	HI	4.13	HI	3.43	MI	3.90	HI
Legend:	4.51 - 5.00	Extremely Implemented		(EI)				
	3.51 - 4.50	Highly Implemented		(HI)				
	2.51 - 3.50	Moderately Implemented		(MI)				
	1.51 - 2.50	Slightly Implemented		(SI)				
	1.00 - 1.50	Not Implemented		(NI)				
	WM	Weighted Mean		I		Interpretation		

Taken as a whole, the school administrators considered the guiding principles of the ABC program along fostering self-motivation for character

development and personal renewal as “highly implemented” being indicated by the grand weighted mean of 4.13.

Table 19, also, provides that the parents considered only one principle as “highly implemented” corresponding to: “The ABC program motivates pupils and students to be self-reliant and confident” with a weighted mean of 3.53. The remaining four principles were considered by this group of respondents as “moderately implemented” with weighted means ranging from 3.29 to 3.48. Principles numbers 3 and 4 equally obtained the highest weighted mean which corresponded to the following: “The ABC program redirects the perspective of the pupils and students towards life and their future;” and “The ABC program develops pupils and students to have a strong moralistic personality.” On the other hand, principle number 1 obtained the least weighted mean corresponding to: “The ABC program teaches pupils and students to grow in character.”

Taken as a whole, the parents considered the guiding principles of the ABC program along fostering self-motivation for character development and personal renewal as “moderately implemented” being indicated by the grand weighted mean of 3.43.

Table 19 also presents that the community considered all the guiding principles of ABC program along the guiding principles of the ABC program along fostering self-motivation for character development and personal renewal as “highly implemented” with a weighted means ranging from 3.60 to 4.10. Principles numbers 2 and 1 obtained the highest and the least weighted means,

respectively, with the following statements: "The ABC program motivates pupils and students to be self-reliant and confident;" and "The ABC program teaches pupils and students to grow in character."

Taken as a whole, the community considered the guiding principles of the ABC program along fostering self-motivation for character development and personal renewal as "highly implemented" being indicated by the grand weighted mean of 3.90.

In summary, the teachers, school administrators and the community arrived at the same adjectival rating on the implementation of the guiding principles of the ABC program along fostering self-motivation for character development and personal renewal. They considered them as "highly implemented." But, numerically, they differed from each other. The teachers gave a grand weighted mean of 4.14 while the school administrators gave 4.13 and the community gave 3.90. The teachers gave a differed perception on the foregoing. They considered them "moderately implemented" with a numerical assessment of 3.43.

Making education, research and development an integral part of the ABC program. Table 20 provides the perceptions of the four groups of respondents, namely: teachers, school administrators, parents and community, as regards the extent of implementation of the guiding principles of the ABC program along making education, research and development an integral part of the ABC program. Four guiding principles were included in this area.

Table 20

**Extent of Implementation of the Guiding Principles of the ABC
Program as Perceived by the Respondents along Making
Education, Research and Development an Integral
Part of the ABC Program**

Guiding Principles	Teachers		Adminis- trators		Parents		Commu- nity	
	WM	I	WM	I	WM	I	WM	I
1. The ABC program does not allow stagnation but encourages development through simple action researches	3.69	HI	3.79	HI	3.43	MI	3.91	HI
2. The ABC program advocates continuous learning so that monitoring and evaluation of the program is an integral part	3.91	HI	3.88	HI	3.29	MI	3.60	HI
3. The ABC program teaches pupils and students the appropriate character to assume as vital component of the society	3.96	HI	4.04	HI	3.48	MI	4.01	HI
4. The ABC program considers every observation from pupils and students as a learning avenue for developing them	4.05	HI	3.99	HI	3.43	MI	3.90	HI
Total	15.61		15.70		13.63		15.42	
Grand Weighted Mean	3.90	HI	3.92	HI	3.41	MI	3.86	HI
Legend:	4.51 - 5.00	Extremely Implemented		(EI)				
	3.51 - 4.50	Highly Implemented		(HI)				
	2.51 - 3.50	Moderately Implemented		(MI)				
	1.51 - 2.50	Slightly Implemented		(SI)				
	1.00 - 1.50	Not Implemented		(NI)				
	WM	Weighted Mean		I	Interpretation			

Table 20 categorically shows that the teachers considered all the guiding principles of the ABC Program along making education, research and development an integral part of the ABC program with weighted means ranging from 4.69 to 4.05. Principles numbers 4 and 1 obtained the highest and the least weighted means, respectively. These corresponded to the statements stating: "The ABC program considers every observation from pupils and students as a learning avenue for developing them;" and "The ABC program does not allow stagnation but encourages development through simple action researches."

Taken as a whole, the teachers considered the guiding principles of the ABC program along making education, research and development an integral part of the ABC program as "highly implemented" being indicated by the grand weighted mean of 3.90.

Table 20, also, provides that the school administrators perceived the implementation of all the guiding principles of the ABC program along making education, research and development an integral part of the ABC program as "highly implemented" with weighted means ranging from 3.79 to 4.04. Principles number 3 and 1 obtained the highest and the least weighted means corresponding to: "The ABC program teaches pupils and students the appropriate character to assume as vital component of the society;" and "The ABC program does not allow stagnation but encourages development through simple action researches."

Taken as a whole, the school administrators considered the guiding principles of the ABC program along making education, research and development an integral part of the ABC program as "highly implemented" being indicated by the grand weighted mean of 3.92.

Table 20 also discloses that the parents considered the implementation of the guiding principles of the ABC program along making education, research and development an integral part of the ABC program as "moderately implemented" with weighted means ranging from 3.29 to 3.48. Principles numbers 3 and 2 obtained the highest and the least weighted means, respectively, which corresponded to the following statements: "The ABC program teaches pupils and students the appropriate character to assume as vital component of the society;" and "The ABC program advocates continuous learning so that monitoring and evaluation of the program is an integral part."

Taken as a whole, the school administrators considered the guiding principles of the ABC program along making education, research and development an integral part of the ABC program as "moderately implemented" being indicated by the grand weighted mean of 3.41.

Table 20 also shows that the community considered all guiding principles of the ABC program along making education, research and development an integral part of the ABC program as "highly implemented" with weighted means ranging from 3.60 to 4.01. Again, principles numbers 3 and 2 obtained the highest and the least weighted means, respectively, which corresponded to the

following statements: "The ABC program teaches pupils and students the appropriate character to assume as vital component of the society;" and "The ABC program advocates continuous learning so that monitoring and evaluation of the program is an integral part."

Taken as a whole, the school administrators considered the guiding principles of the ABC program along making education, research and development an integral part of the ABC program as "highly implemented" being indicated by the grand weighted mean of 3.86.

In summary, the teachers, school administrators and the community arrived at the same adjectival rating on the implementation of the guiding principles of the ABC program along making education, research and development an integral part of the ABC program. They considered them as "highly implemented." But, numerically, they differed from each other. The teachers gave a grand weighted mean of 3.90 while the school administrators gave 3.92 and the community gave 3.86. The teachers gave a differed perception on the foregoing. They considered them "moderately implemented" with a numerical assessment of 3.41.

**Comparison of the Perceptions of the Four
Groups of Respondents on the Extent
of Implementation of the Guiding
Principles of the ABC Program**

Tables 21 to 36 provide the result of the comparative analysis on the perceptions of the four groups of respondents on the extent of implementation of

the guiding principles of the ABC program along: promotion of human values; definition of brilliance in character holistically; creation of caring moral community; push for a committed moral leadership; engagement in partnerships with support groups; usage of a purposive, intentional, proactive, experiential and action-oriented approach; fostering self-motivation for character development and personal renewal; and making education, research and development an integral part of the ABC program.

Promotion of human values. Table 21 presents the result of the comparative analysis among the perceptions of the four groups of respondents relative to the extent of implementation of the guiding principles of the ABC program along promotion of human values.

It may be recalled that the perceptions of the four groups of respondents arrived at the following values: teachers, 4.04 (highly implemented); school administrators, 4.06 (highly implemented); parents, 3.37 (moderately implemented); and community, 3.77 (highly implemented). Consequently, the following mean differences were generated: between teachers and school administrators, -0.02; between teachers and parents, 0.67; between teachers and community, 0.27; between school administrators and parents, 0.69; between school administrators and community, 0.29; and between parents and community, -0.40. To ascertain if these noted variation in the means were significant, the one-way ANOVA was employed.

Table 21

**Comparison of the Perceptions of the Four Groups of Respondents on the
Extent of Implementation of the Guiding Principles of the ABC Program
along Promotion of Human Values**

Summary							
Respondents	Count	Weighted Mean	Inter-pretation	Variance			
Teachers	6	4.04	HI	.00567			
Administrators	6	4.06	HI	.00071			
Parents	6	3.37	MI	.010697			
Community	6	3.77	HI	.046867			
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F _{critical}	Evaluation
Between Groups	1.8724	3	0.6241	39.042	1.5e-08	3.098	Significant
Within Groups	0.3197	20	0.0160				
Total	2.1921	23					

The result of the ANOVA test showed a computed F-value of 39.042 which turned greater than the critical F-value of 3.098 at .05 level of significance and $df = 3$ and 20. This signified that the noted disparities in the mean values were significant. This led to the rejection of the corresponding null hypothesis to this effect. This denoted that the perceptions of the four groups of respondents as regards the extent of implementation of the guiding principles of the ABC program along promotion of human values were essentially dissimilar.

With a significant F' , a posteriori test was applied to pinpoint which groups of means differed significantly. Table 22 shows that the mean difference of 0.67 between the teachers and parents was significant, that when tested for its

Table 22

**Scheffe's Test in Comparing the Perceptions of the Four Groups of
Respondents on the Extent of Implementation of the Guiding
Principles of the ABC Program along Promotion
of Human Values**

Pairs	Difference in Means	F'-Value		Evaluation
		Computed	Critical	
Teachers and School Administrators	-0.02	0.075	9.294	Not Significant
Teachers and Parents	0.67	84.169	9.294	Significant
Teachers and Community	0.27	13.669	9.294	Significant
School Administrators and Parents	0.69	89.269	9.294	Significant
School Administrators and Community	0.29	15.769	9.294	Significant
Parents and Community	-0.40	30.000	9.294	Significant

significance yielded a computed F'-value of 84.169, greater than the critical F'-value of 9.294 at $\alpha=0.05$ level. The mean difference of 0.27 between teachers and community was also significant with a computed F'-value of 13.669, greater than the critical F'-value of 9.294 at $\alpha=0.05$ level. Likewise, the mean difference of 0.69 between school administrators and parents was also significant with a computed F'-value of 13.669, greater than the critical F'-value of 9.294 at $\alpha=0.05$ level. Also, the mean difference of 0.29 between school administrators and community was found significant with a computed F'-value of 15.769, greater than the critical F'-value of 9.294 at $\alpha=0.05$ level. Finally, the mean difference of -0.40 between parents and community was also significant with a computed F'-value of 18.272, greater than the critical F'-value of 9.294 at $\alpha=0.05$ level. Therefore, both hypotheses of no differences were rejected. It indicated that the perceptions of

aforesaid groups were essentially different. While the descriptive correlation were both "highly implemented", it is by nature of a high mean obtained by the school administrators over the teachers, parents and community, that indicated that the school administrators were more inclined to believe that the extent of implementation of the guiding principles of the ABC program among them along promotion of human values was really "highly implemented".

Definition of brilliance in character holistically. Table 23 presents the result of the comparative analysis among the perceptions of the four groups of respondents relative to the extent of implementation of the guiding principles of the ABC program along definition of brilliance in character holistically.

It may be recalled that the perceptions of the four groups of respondents arrived at the following values: teachers, 4.04 (highly implemented); school administrators, 4.02 (highly implemented); parents, 3.37 (moderately implemented); and community, 3.78 (highly implemented). Consequently, the following mean differences were generated: between teachers and school administrators, 0.02; between teachers and parents, 0.67; between teachers and community, 0.26; between school administrators and parents, 0.65; between school administrators and community, 0.24; and between parents and community, -0.41. To ascertain if these noted variation in the means were significant, the one-way ANOVA was employed.

Table 23

**Comparison of the Perceptions of the Four Groups of Respondents on the
Extent of Implementation of the Guiding Principles of the ABC Program
along Definition of Brilliance in Character Holistically**

Summary							
Respondents	Count	Weighted Mean	Inter- pre- tation	Variance			
Teachers	4	4.04	HI	0.0215			
Administrators	4	4.02	HI	0.0164			
Parents	4	3.37	MI	0.0065			
Community	4	3.78	HI	0.0292			
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F _{critical}	Evaluation
Between Groups	1.1714	3	0.39048	21.226	4.33e-05	3.490	Significant
Within Groups	0.2208	12	0.01840				
Total	1.3922	15					

The result of the ANOVA test showed a computed F-value of 21.226 which turned greater than the critical F-value of 3.490 at .05 level of significance and $df = 3$ and 12. This signified that the noted disparities in the mean values were significant. This led to the rejection of the corresponding null hypothesis to this effect. This denoted that the perceptions of the four groups of respondents as regards the extent of implementation of the guiding principles of the ABC program along definition of brilliance in character holistically were essentially dissimilar.

With a significant F' , a posteriori test was applied to pinpoint which groups of means differed significantly. Table 24 shows that the mean difference

Table 24

**Scheffe's Test in Comparing the Perceptions of the Four Groups of
Respondents on the Extent of Implementation of the Guiding
Principles of the ABC Program along Definition
of Brilliance in Character Holistically**

Pairs	Difference in Means	F'-Value		Evaluation
		Computed	Critical	
Teachers and School Administrators	.02	0.043	10.470	Not Significant
Teachers and Parents	0.67	48.793	10.470	Significant
Teachers and Community	0.26	7.348	10.470	Not Significant
School Administrators and Parents	0.65	45.924	10.470	Significant
School Administrators and Community	0.24	6.261	10.470	Not Significant
Parents and Community	-0.41	18.272	10.470	Significant

of 0.67 between the teachers and parents was significant, that when tested for its significance yielded a computed F'-value of 48.793, greater than the critical F'-value of 10.470 at $\alpha=0.05$ level. Likewise, the mean difference of 0.65 between school administrators and parents was also significant with a computed F'-value of 45.924, greater than the critical F'-value of 10.470 at $\alpha=0.05$ level. Finally, the mean difference of -0.41 between parents and community was also significant with a computed F'-value of 18.272, greater than the critical F'-value of 10.470 at $\alpha=0.05$ level. Therefore, both hypotheses of no differences were rejected. It indicated that the perceptions of aforesaid groups were essentially different. While the descriptive correlation were both "highly implemented", it is by nature of a high mean obtained by the teachers over the school administrators, parents and community, that indicated that the teachers were more inclined to

believe that the extent of implementation of the guiding principles of the ABC program among them along definition of brilliance in character holistically was really "highly implemented."

Creation of caring moral community. Table 25 presents the result of the comparative analysis among the perceptions of the four groups of respondents relative to the extent of implementation of the guiding principles of the ABC program along creation of caring moral community.

It may be recalled that the perceptions of the four groups of respondents arrived at the following values: teachers, 4.17 (highly implemented); school administrators, 4.17 (highly implemented); parents, 3.31 (moderately implemented); and community, 3.64 (highly implemented). Consequently, the following mean differences were generated: between teachers and school administrators, 0.00; between teachers and parents, 0.86; between teachers and community, 0.53; between school administrators and parents, 0.86; between school administrators and community, 0.53; and between parents and community, -0.33. To ascertain if these noted variation in the means were significant, the one-way ANOVA was employed.

The result of the ANOVA test showed a computed F-value of 32.884 which turned greater than the critical F-value of 3.239 at .05 level of significance and $df = 3$ and 16. This signified that the noted disparities in the mean values were significant. This led to the rejection of the corresponding null hypothesis to

Table 25

**Comparison of the Perceptions of the Four Groups of Respondents on the
Extent of Implementation of the Guiding Principles of the ABC
Program along Creation of Caring Moral Community**

Summary							
Respondents	Count	Weighted Mean	Inter-pretation	Variance			
Teachers	5	4.17	HI	0.01977			
Administrators	5	4.17	HI	0.01893			
Parents	5	3.31	MI	0.01348			
Community	5	3.64	HI	0.05832			
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F _{critical}	Evaluation
Between Groups	2.7253	3	0.90842	32.884	4.49E-07	3.239	Significant
Within Groups	0.4420	16	0.02762				
Total	3.1673	19					

this effect. This denoted that the perceptions of the four groups of respondents as regards the extent of implementation of the guiding principles of the ABC program along creation of caring moral community were essentially dissimilar.

With a significant F' , a posteriori test was applied to pinpoint which groups of means differed significantly. Table 26 shows that the mean difference of 0.86 between the teachers and parents was significant, that when tested for its significance yielded a computed F' -value of 66.944, greater than the critical F' -value of 9.717 at $\alpha=0.05$ level. The mean difference of 0.53 between teachers and community was also significant with a computed F' -value of 23.425, greater than the critical F' -value of 9.717 at $\alpha=0.05$ level. Likewise, the mean difference of 0.86

Table 26

**Scheffe's Test in Comparing the Perceptions of the Four Groups of
Respondents on the Extent of Implementation of the Guiding
Principles of the ABC Program along Creation
of Caring Moral Community**

Pairs	Difference in Means	F'-Value		Evaluation
		Computed	Critical	
Teachers and School Administrators	0.00	0.000	9.717	Not Significant
Teachers and Parents	0.86	66.944	9.717	Significant
Teachers and Community	0.53	23.425	9.717	Significant
School Administrators and Parents	0.86	66.944	9.717	Significant
School Administrators and Community	0.53	23.425	9.717	Significant
Parents and Community	-0.33	9.857	9.717	Significant

between school administrators and parents was also significant with a computed F'-value of 66.944, greater than the critical F'-value of 9.717 at $\alpha=0.05$ level. Also, the mean difference of 0.53 between school administrators and community was also significant with a computed F'-value of 23.425, greater than the critical F'-value of 9.717 at $\alpha=0.05$ level. Finally, the mean difference of -0.33 between parents and community was also significant with a computed F'-value of 9.857, greater than the critical F'-value of 9.717 at $\alpha=0.05$ level. Therefore, both hypotheses of no differences were rejected. It indicated that the perceptions of aforesaid groups were essentially different. While the descriptive correlation were both "highly implemented", it is by nature of a high mean obtained by the teachers and school administrators over the parents and community, that indicated that the teachers as well as the administrators were more inclined to

believe that the extent of implementation of the guiding principles of the ABC program among them along creation of a caring moral community was really "highly implemented."

Push for a committer moral leadership. Table 27 presents the result of the comparative analysis among the perceptions of the four groups of respondents relative to the extent of implementation of the guiding principles of the ABC program along push for a committer moral leadership.

It may be recalled that the perceptions of the four groups of respondents arrived at the following values: teachers, 4.14 (highly implemented); school administrators, 4.19 (highly implemented); parents, 3.43 (moderately implemented); and community, 3.90 (highly implemented). Consequently, the following mean differences were generated: between teachers and school administrators, -0.05; between teachers and parents, 0.71; between teachers and community, 0.24; between school administrators and parents, 0.76; between school administrators and community, 0.29; and between parents and community, -0.47. To ascertain if these noted variation in the means were significant, the one-way ANOVA was employed.

The result of the ANOVA test showed a computed F-value of 4.066 which turned greater than the critical F-value of 4.066 at .05 level of significance and $df = 3$ and 8. This signified that the noted disparities in the mean values were significant. This led to the rejection of the corresponding null hypothesis to this effect. This denoted that the perceptions of the four groups of respondents

Table 27

**Comparison of the Perceptions of the Four Groups of Respondents on the
Extent of Implementation of the Guiding Principles of the ABC
Program along Push for a Committer Moral Leadership**

Summary							
Respondents	Count	Weighted Mean	Inter-pretation	Variance			
Teachers	3	4.14	HI	0.0020			
Administrators	3	4.19	HI	0.0031			
Parents	3	3.43	MI	0.0025			
Community	3	3.90	HI	0.1103			
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F _{critical}	Evaluation
Between Groups	1.0893	3	0.3631	77.810	2.93E-06	4.066	Significant
Within Groups	0.0373	8	0.0047				
Total	1.1266	11					

as regards the extent of implementation of the guiding principles of the ABC program along push for a committer moral leadership were essentially dissimilar.

With a significant F' , a posteriori test was applied to pinpoint which groups of means differed significantly. Table 28 shows that the mean difference of 0.71 between the teachers and parents was significant, that when tested for its significance yielded a computed F' -value of 160.883, greater than the critical F' -value of 12.198 at $\alpha=0.05$ level. The mean difference of 0.24 between teachers and community was also significant with a computed F' -value of 18.383, greater than the critical F' -value of 12.198 at $\alpha=0.05$ level. Likewise, the mean difference of

Table 28

**Scheffe's Test in Comparing the Perceptions of the Four Groups of
Respondents on the Extent of Implementation of the Guiding
Principles of the ABC Program along Push for a
Committer Moral Leadership**

Pairs	Difference in Means	F'-Value		Evaluation
		Computed	Critical	
Teachers and School Administrators	-0.05	0.798	12.198	Not Significant
Teachers and Parents	0.71	160.883	12.198	Significant
Teachers and Community	0.24	18.383	12.198	Significant
School Administrators and Parents	0.76	184.340	12.198	Significant
School Administrators and Community	0.29	26.840	12.198	Significant
Parents and Community	-0.47	70.500	12.198	Significant

0.76 between school administrators and parents was also significant with a computed F'-value of 184.340, greater than the critical F'-value of 12.198 at $\alpha=0.05$ level. Also, the mean difference of 0.29 between school administrators and community was also significant with a computed F'-value of 26.840, greater than the critical F'-value of 12.198 at $\alpha=0.05$ level. Finally, the mean difference of -0.47 between parents and community was also significant with a computed F'-value of 70.500, greater than the critical F'-value of 12.198 at $\alpha=0.05$ level. Therefore, both hypotheses of no differences were rejected. It indicated that the perceptions of aforesaid groups were essentially different. While the descriptive correlation were both "highly implemented", it is by nature of a high mean obtained by the school administrators over the teachers, parents and community, that indicated that the school administrators were more inclined to believe that

the extent of implementation of the guiding principles of the ABC program among them along push for a committer moral leadership was really "highly implemented."

Engagement in partnerships with support groups. Table 29 presents the result of the comparative analysis among the perceptions of the four groups of respondents relative to the extent of implementation of the guiding principles of the ABC program along engagement in partnerships with support groups.

It may be recalled that the perceptions of the four groups of respondents arrived at the following values: teachers, 3.62 (highly implemented); school administrators, 3.71 (highly implemented); parents, 3.29 (moderately implemented); and community, 3.60 (highly implemented). Consequently, the following mean differences were generated: between teachers and school administrators, -0.10; between teachers and parents, 0.32; between teachers and community, 0.01; between school administrators and parents, 0.42; between school administrators and community, 0.11; and between parents and community, -0.31. To ascertain if these noted variation in the means were significant, the one-way ANOVA was employed.

The result of the ANOVA test showed a computed F-value of 8.781 which turned greater than the critical F-value of 3.490 at .05 level of significance and $df = 3$ and 12. This signified that the noted disparities in the mean values were significant. This led to the rejection of the corresponding null hypothesis to this effect. This denoted that the perceptions of the four groups of respondents as

Table 29

Comparison of the Perceptions of the Four Groups of Respondents on the Extent of Implementation of the Guiding Principles of the ABC Program along Engagement in Partnerships with Support Groups

Summary							
Respondents	Count	Weighted Mean	Inter-pretation	Variance			
Teachers	4	3.62	HI	0.03393			
Administrators	4	3.71	HI	0.01829			
Parents	4	3.29	MI	0.00167			
Community	4	3.60	HI	0.00737			
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F _{critical}	Evaluation
Between Groups	0.4034	3	0.1345	8.781	0.0024	3.490	Significant
Within Groups	0.1838	12	0.0153				
Total	0.5872	15					

regards the extent of implementation of the guiding principles of the ABC program along engagement in partnerships with support groups were essentially dissimilar.

With a significant F' , a posteriori test was applied to pinpoint which groups of means differed significantly. Table 30 shows that the mean difference of 0.32 between the teachers and parents was significant, that when tested for its significance yielded a computed F' -value of 13.386, greater than the critical F' -value of 10.470 at $\alpha=0.05$ level. Likewise, the mean difference of 0.42 between school administrators and parents was also significant with a computed F' -value of 23.059, greater than the critical F' -value of 10.470 at $\alpha=0.05$ level. Finally,

Table 30

**Scheffe's Test in Comparing the Perceptions of the Four Groups of
Respondents on the Extent of Implementation of the Guiding
Principles of the ABC Program along Engagement in
Partnerships with Support Groups**

Pairs	Difference in Means	F'-Value		Evaluation
		Computed	Critical	
Teachers and School Administrators	-0.10	1.307	10.470	Not Significant
Teachers and Parents	0.32	13.386	10.470	Significant
Teachers and Community	0.01	0.013	10.470	Not Significant
School Administrators and Parents	0.42	23.059	10.470	Significant
School Administrators and Community	0.11	1.582	10.470	Not Significant
Parents and Community	-0.31	12.562	10.470	Significant

the mean difference of -0.31 between parents and community was also significant with a computed F'-value of 12.562, greater than the critical F'-value of 10.470 at $\alpha=0.05$ level. Therefore, both hypotheses of no differences were rejected. It indicated that the perceptions of aforesaid groups were essentially different. While the descriptive correlation were both "highly implemented", it is by nature of a high mean obtained by the school administrators over the teachers, parents and community, that indicated that the school administrators were more inclined to believe that the extent of implementation of the guiding principles of the ABC program among them along engagement in partnerships with support groups was really "highly implemented."

Usage of a purposive, intentional, proactive, experiential and action-oriented approach. Table 31 presents the result of the comparative analysis among the perceptions of the four groups of respondents relative to the extent of implementation of the guiding principles of the ABC program along usage of a purposive, intentional, proactive, experiential and action-oriented approach.

It may be recalled that the perceptions of the four groups of respondents arrived at the following values: teachers, 3.64 (highly implemented); school administrators, 3.74 (highly implemented); parents, 3.35 (moderately implemented); and community, 3.72 (highly implemented). Consequently, the following mean differences were generated: between teachers and school administrators, -0.10; between teachers and parents, 0.29; between teachers and community, -0.08; between school administrators and parents, 0.39; between school administrators and community, 0.02; and between parents and community, -0.37. To ascertain if these noted variation in the means were significant, the one-way ANOVA was employed.

The result of the ANOVA test showed a computed F-value of 8.781 which turned greater than the critical F-value of 3.490 at .05 level of significance and $df = 3$ and 12. This signified that the noted disparities in the mean values were significant. This led to the rejection of the corresponding null hypothesis to this effect. This denoted that the perceptions of the four groups of respondents as regards the extent of implementation of the guiding principles of the ABC

Table 31

**Comparison of the Perceptions of the Four Groups of Respondents on the
Extent of Implementation of the Guiding Principles of the ABC
Program along Usage of a Purposive, Intentional, Proactive,
Experiential and Action-Oriented Approach**

Summary							
Respondents	Count	Weighted Mean	Inter- pre- tation	Variance			
Teachers	4	3.64	HI	0.09423			
Administrators	4	3.74	HI	0.04883			
Parents	4	3.35	MI	0.00040			
Community	4	3.72	HI	0.00269			
ANOVA							
Source of Variation	SS	df	MS	F	P- value	F _{critical}	Evaluation
Between Groups	0.38602	3	0.12867	3.521	0.0489	3.490	Significant
Within Groups	0.43848	12	0.03654				
Total	0.82450	15					

program along usage of a purposive, intentional, proactive, experiential and action-oriented approach were essentially dissimilar.

With a significant F' , a posteriori test was applied to pinpoint which groups of means differed significantly. Table 32 shows that the mean difference of 0.39 between school administrators and parents was significant with a computed F' -value of 18.325, greater than the critical F' -value of 10.470 at $\alpha=0.05$ level. Therefore, both hypotheses of no differences were rejected. It indicated that the perceptions of aforesaid groups were essentially different. While the descriptive correlation were both "highly implemented", it is by nature of a high

Table 32

**Scheffe's Test in Comparing the Perceptions of the Four Groups of
Respondents on the Extent of Implementation of the Guiding
Principles of the ABC Program along Usage of a Purposive,
Intentional, Proactive, Experiential and
Action-Oriented Approach**

Pairs	Difference in Means	F'-Value		Evaluation
		Computed	Critical	
Teachers and School Administrators	-0.10	0.547	10.470	Not Significant
Teachers and Parents	0.29	4.603	10.470	Not Significant
Teachers and Community	-0.08	0.350	10.470	Not Significant
School Administrators and Parents	0.39	18.325	10.470	Significant
School Administrators and Community	0.02	0.022	10.470	Not Significant
Parents and Community	-0.37	7.493	10.470	Not Significant

mean obtained by the school administrators over the parents, that indicated that the school administrators were more inclined to believe that the extent of implementation of the guiding principles of the ABC program among them along usage of a purposive, intentional, proactive, experiential and action-oriented approach was really "highly implemented."

Fostering self-motivation for character development and personal renewal. Table 33 presents the result of the comparative analysis among the perceptions of the four groups of respondents relative to the extent of implementation of the guiding principles of the ABC program along fostering self-motivation for character development and personal renewal.

It may be recalled that the perceptions of the four groups of respondents arrived at the following values: teachers, 4.14 (highly implemented); school administrators, 4.13 (highly implemented); parents, 3.43 (moderately implemented); and community, 3.90 (highly implemented). Consequently, the following mean differences were generated: between teachers and school administrators, 0.01; between teachers and parents, 0.71; between teachers and community, 0.24; between school administrators and parents, 0.70; between school administrators and community, 0.23; and between parents and

Table 33

**Comparison of the Perceptions of the Four Groups of Respondents on the
Extent of Implementation of the Guiding Principles of the ABC
Program along Fostering Self-Motivation for Character
Development and Personal Renewal**

Summary							
Respondents	Count	Weighted Mean	Inter- pre- tation	Variance			
Teachers	5	4.14	HI	0.01587			
Administrators	5	4.13	HI	0.01777			
Parents	5	3.43	MI	0.00927			
Community	5	3.90	HI	0.03952			
ANOVA							
Source of Variation	SS	df	MS	F	p-value	F _{critical}	Evaluation
Between Groups	1.6571	3	0.5524	26.804	1.77E-06	3.239	Significant
Within Groups	0.3297	16	0.0206				
Total	1.9868	19					

community, -0.47. To ascertain if these noted variation in the means were significant, the one-way ANOVA was employed.

The result of the ANOVA test showed a computed F-value of 26.804 which turned greater than the critical F-value of 3.239 at .05 level of significance and $df = 3$ and 16. This signified that the noted disparities in the mean values were significant. This led to the rejection of the corresponding null hypothesis to this effect. This denoted that the perceptions of the four groups of respondents as regards the extent of implementation of the guiding principles of the ABC program along fostering self-motivation for character development and personal renewal were essentially dissimilar.

With a significant F' , a posteriori test was applied to pinpoint which groups of means differed significantly. Table 34 shows that the mean difference of 0.71 between the teachers and parents was significant, that when tested for its significance yielded a computed F' -value of 61.177, greater than the critical F' -value of 9.717 at $\alpha=0.05$ level. Likewise, the mean difference of 0.70 between school administrators and parents was also significant with a computed F' -value of 59.466, greater than the critical F' -value of 9.717 at $\alpha=0.05$ level. Finally, the mean difference of -0.47 between parents and community was also significant with a computed F' -value of 26.808, greater than the critical F' -value of 9.717 at $\alpha=0.05$ level. Therefore, both hypotheses of no differences were rejected. It indicated that the perceptions of aforesaid groups were essentially different. While the descriptive correlation were both "highly implemented", it is by

Table 34

**Scheffe's Test in Comparing the Perceptions of the Four Groups of
Respondents on the Extent of Implementation of the Guiding
Principles of the ABC Program along Fostering Self-
Motivation for Character Development and
Personal Renewal**

Pairs	Difference in Means	F'-Value		Evaluation
		Computed	Critical	
Teachers and School Administrators	0.01	0.012	9.717	Not Significant
Teachers and Parents	0.71	61.177	9.717	Significant
Teachers and Community	0.24	6.990	9.717	Not Significant
School Administrators and Parents	0.70	59.466	9.717	Significant
School Administrators and Community	0.23	6.420	9.717	Not Significant
Parents and Community	-0.47	26.808	9.717	Significant

nature of a high mean obtained by the teachers over the school administrators, parents and community, that indicated that the teachers were more inclined to believe that the extent of implementation of the guiding principles of the ABC program among them along engagement in partnerships with support groups was really "highly implemented."

Making education, research and development an integral part of the ABC program. Table 35 presents the result of the comparative analysis among the perceptions of the four groups of respondents relative to the extent of implementation of the guiding principles of the ABC program along making education, research and development an integral part of the ABC program.

Table 35

**Comparison of the Perceptions of the Four Groups of Respondents on the
Extent of Implementation of the Guiding Principles of the ABC
Program along Making Education, Research and
Development an Integral Part of
the ABC Program**

Summary							
Respondents	Count	Weighted Mean	Inter- pre- tation	Variance			
Teachers	4	3.90	HI				
Administrators	4	3.92	HI				
Parents	4	3.41	MI				
Community	4	3.86	HI				
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F _{critical}	Evaluation
Between Groups	0.7208	3	0.24025	12.978	0.00045	3.490	Significant
Within Groups	0.2222	12	0.01852				
Total	0.9430	15					

It may be recalled that the perceptions of the four groups of respondents arrived at the following values: teachers, 3.90 (highly implemented); school administrators, 3.92 (highly implemented); parents, 3.41 (moderately implemented); and community, 3.86 (highly implemented). Consequently, the following mean differences were generated: between teachers and school administrators, -0.02; between teachers and parents, 0.49; between teachers and community, 0.04; between school administrators and parents, 0.51; between school administrators and community, 0.06; and between parents and

community, -0.45. To ascertain if these noted variation in the means were significant, the one-way ANOVA was employed.

The result of the ANOVA test showed a computed F-value of 12.978 which turned greater than the critical F-value of 3.490 at .05 level of significance and $df = 3$ and 12. This signified that the noted disparities in the mean values were significant. This led to the rejection of the corresponding null hypothesis to this effect. This denoted that the perceptions of the four groups of respondents as regards the extent of implementation of the guiding principles of the ABC program along making education, research and development an integral part of the ABC program were essentially dissimilar.

With a significant F' , a posteriori test was applied to pinpoint which groups of means differed significantly. Table 36 shows that the mean difference of 0.49 between the teachers and parents was significant, that when tested for its significance yielded a computed F' -value of 25.929, greater than the critical F' -value of 10.470 at $\alpha=0.05$ level. Likewise, the mean difference of 0.51 between school administrators and parents was also significant with a computed F' -value of 28.089, greater than the critical F' -value of 10.470 at $\alpha=0.05$ level. Finally, the mean difference of -0.45 between parents and community was also significant with a computed F' -value of 21.868, greater than the critical F' -value of 10.470 at $\alpha=0.05$ level. Therefore, both hypotheses of no differences were rejected. It indicated that the perceptions of aforesaid groups were essentially different. While the descriptive correlation were both "highly implemented", it is by

Table 36

**Scheffe's Test in Comparing the Perceptions of the Four Groups of
Respondents on the Extent of Implementation of the Guiding
Principles of the ABC Program along Making Education,
Research and Development an Integral
Part of the ABC Program**

Pairs	Difference in Means	F'-Value		Evaluation
		Computed	Critical	
Teachers and School Administrators	-0.02	0.043	10.470	Not Significant
Teachers and Parents	0.49	25.929	10.470	Significant
Teachers and Community	0.04	0.173	10.470	Not Significant
School Administrators and Parents	0.51	28.089	10.470	Significant
School Administrators and Community	0.06	0.389	10.470	Not Significant
Parents and Community	-0.45	21.868	10.470	Significant

nature of a high mean obtained by the school administrators over the teachers, parents and community, that indicated that the school administrators were more inclined to believe that the extent of implementation of the guiding principles of the ABC program among them along making education, research and development an integral part of the ABC program was really "highly implemented."

**Extent to Which the Program is Effective in
Shaping the Character of the Pupils
and Students as Perceived by
the Respondents**

Table 38 provides the information regarding the perceptions of the four groups of respondents on the extent to which the ABC program is effective in

Table 38

Extent the Program is Effective in Shaping the Character of Pupils and Students as Perceived by the Four Groups of Respondents

Indicators	Teachers		Adminis- trators		Parents		Communi- ty	
	WM	I	WM	I	WM	I	WM	I
1. The ABC program inculcates in the pupils and students proper values and attitudes they should assume in school, at home and in the community	3.80	HE	3.86	HE	3.34	ME	3.72	HE
2. The ABC program helps the pupils and students to develop character as their way of living	3.92	HE	3.95	HE	3.10	ME	3.21	ME
3. The ABC program strengthens virtues such as love of God, love of country and love of fellowmen	4.01	HF	3.96	HE	3.19	ME	3.41	ME
4. The ABC program builds confidence among pupils and students and change their outlook in life	3.81	HE	3.83	HE	3.14	ME	3.31	ME
5. The ABC program helps the pupils and students realize their social responsibility and as future leaders of the community so that they need to clarify and redirect their values	3.92	HE	4.00	HE	3.29	ME	3.61	HE
6. The ABC program develops the total personality of the pupils and students in such a way that they are morally upright	3.92	HE	3.97	HE	3.34	ME	3.71	HE
Total	23.38		23.57		19.40		20.97	
Grand Weighted Mean	3.90	HE	3.93	HE	3.23	ME	3.50	ME

Legend: 4.51 - 5.00 Extremely Effective (EE)
 3.51 - 4.50 Highly Effective (HE)
 2.51 - 3.50 Moderately Effective (ME)
 1.51 - 2.50 Slightly Effective (SE)
 1.00 - 1.50 Not Effective (NE)
 WM Weighted Mean I Interpretation

shaping the character of the pupils and students. There were six indicators considered in this area.

From Table 38, it can be gleaned that teachers viewed all the indicators depicting the effectiveness of the program in shaping the characters of the pupils and students as "highly effective" with weighted means ranging from 3.80 to 4.01. Indicators 3 and 4 were rated with the highest and least weighted means, respectively, corresponding to the statements stating: "The ABC program strengthens virtues such as love of God, love of country and love of fellowmen;" and "The ABC program builds confidence among pupils and students and change their outlook in life."

Taken as a whole, the teachers viewed the effectiveness of the ABC program in shaping the character of the pupils and students as "highly effective" being indicated by the grand weighted mean of 3.90.

Likewise, Table 38 reveals that the school administrators, also, viewed all indicators along the effectiveness of the ABC program in shaping the character of the pupils and students as "high effective" with weighted means ranging from 3.83 to 4.00. Indicators numbers 5 and 4 obtained the highest and the least weighted means, respectively. These corresponded to the statements stating: "The ABC program helps the pupils and students realize their social responsibility and as future leaders of the community so that they need to clarify

and redirect their values;" and "The ABC program builds confidence among pupils and students and change their outlook in life."

Taken as a whole, the school administrators considered the ABC program as "highly effective" in shaping the character of the pupils and students as manifested by the grand weighted mean of 3.93.

Furthermore, Table 38 also reveals that the parents opined that all indicators that depict the effectiveness of the ABC program in shaping the character of the pupils and students were "moderately effective" with weighted means ranging from 3.10 to 3.34. Indicators numbers 1 and 5 equally obtained the highest weighted mean corresponding to the following: "The ABC program inculcates in the pupils and students proper values and attitudes they should assume in school, at home and in the community;" and "The ABC program develops the total personality of the pupils and students in such a way that they are morally upright." On the other hand, indicator number 2 obtained the least weighted mean with the statement stating, "The ABC program helps the pupils and students to develop character as their way of living."

Taken as a whole, the parents considered the ABC Program as "moderately effective" in shaping the character of the pupils and students. This was manifested by the grand weighted mean of 3.23.

Also, Table 38 reveals that the community-respondents assessed three indicators depicting the effectiveness of the ABC program in shaping the

character of the pupils and students as “highly effective” with weighted means ranging from 3.61 to 3.72. Numbers 1 and 5 obtained the highest and the least weighted means, respectively which corresponded to the following: “The ABC program inculcates in the pupils and students proper values and attitudes they should assume in school, at home and in the community;” and “The ABC program helps the pupils and students realize their social responsibility and as future leaders of the community so that they need to clarify and redirect their values.” The remaining three indicators along this area was considered by this group of respondents as “moderately effective.”

Taken as a whole, the community considered the ABC program as “moderately effective” in shaping the character of the pupils and students. This was supported by the grand weighted mean of 3.50.

In summary, the two groups of respondents, namely: teachers and school administrators, arrived at the same adjectival assessment of the ABC program. They considered it as “highly effective” in shaping the character of the pupils and students. But they differed in the numerical rating. While the teachers gave a grand mean of 3.90, the school administrators gave 3.93. On the other hand, the other two groups of respondents, namely: parents and community, arrived also at the same adjectival rating of the foregoing area. They considered it as “moderately effective.” But, they, too, differed in the numerical assessment. The parents gave a grand weighted mean of 3.23 while the community gave 3.50.

Comparison of the Perceptions of the Four Groups of Respondents on the Extent the Program is Effective in Shaping the Character of the Pupils and Students

Table 39 presents the result of the comparative analysis among the perceptions of the four groups of respondents relative to the extent of the (ABC) program is effective in shaping the character of the pupils and students.

Table 39

Comparison of the Perceptions of the Four Groups of Respondents on the Extent the Program is Effective in Shaping the Character of Pupils and Students

Summary							
Respondents	Count	Weighted Mean	Inter-pretation	Variance			
Teachers	6	3.90	HE	0.00627			
Administrators	6	3.93	HE	0.00454			
Parents	6	3.23	ME	0.01087			
Community	6	3.50	ME	0.04655			
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F _{critical}	Evaluation
Between Groups	2.01243	3	0.67081	39.332	1.41E-08	3.098	Significant
Within Groups	0.34110	20	0.01706				
Total	2.35353	23					

It may be recalled that the perceptions of the four groups of respondents arrived at the following values: teachers, 3.90 (highly effective); school administrators, 3.93 (highly effective); parents, 3.23 (moderately effective); and community, 3.50 (moderately implemented). Consequently, the following mean

differences were generated: between teachers and school administrators, -0.03; between teachers and parents, 0.67; between teachers and community, 0.40; between school administrators and parents, 0.70; between school administrators and community, 0.43; and between parents and community, -0.27. To ascertain if these noted variation in the means were significant, the one-way ANOVA was employed.

The result of the ANOVA test showed a computed F-value of 39.332 which turned greater than the critical F-value of 3.098 at .05 level of significance and $df = 3$ and 20. This signified that the noted disparities in the mean values were significant. This led to the rejection of the corresponding null hypothesis to this effect. This denoted that the perceptions of the four groups of respondents as regards the extent the program is effective in shaping the character of the pupils and students were essentially dissimilar.

With a significant F' , a posteriori test was applied to pinpoint which groups of means differed significantly. Table 40 shows that the mean difference of 0.67 between the teachers and parents was significant, that when tested for its significance yielded a computed F' -value of 78.939, greater than the critical F' -value of 9.294 at $\alpha=0.05$ level. The mean difference of 0.40 between the teachers and community was significant, that when tested for its significance yielded a computed F' -value of 28.136, greater than the critical F' -value of 9.294 at $\alpha=0.05$ level. Likewise, the mean difference of 0.70 between school administrators and

Table 40

Scheffe's Test in Comparing the Perceptions of the Four Groups of Respondents on the Extent the Program is Effective in Shaping the Character of Pupils and Students

Pairs	Difference in Means	F'-Value		Evaluation
		Computed	Critical	
Teachers and School Administrators	-0.03	0.158	9.294	Not Significant
Teachers and Parents	0.67	78.939	9.294	Significant
Teachers and Community	0.40	28.136	9.294	Significant
School Administrators and Parents	0.70	86.166	9.294	Significant
School Administrators and Community	0.43	32.515	9.294	Significant
Parents and Community	-0.27	12.819	9.294	Significant

parents was also significant with a computed F'-value of 86.166, greater than the critical F'-value of 9.294 at $\alpha=0.05$ level. Also, the mean difference of 0.43 between the school administrators and community was significant, too, that when tested for its significance yielded a computed F'-value of 32.515, greater than the critical F'-value of 9.294 at $\alpha=0.05$ level. Finally, the mean difference of -0.27 between parents and community was also significant with a computed F'-value of 12.819, greater than the critical F'-value of 9.294 at $\alpha=0.05$ level. Therefore, both hypotheses of no differences were rejected. It indicated that the perceptions of aforesaid groups were essentially different. While the descriptive correlation were both "highly effective", it is by nature of a high mean obtained by the school administrators over the teachers, parents and community, that indicated that the school administrators were more inclined to believe that the

extent of effectiveness of the program in shaping the character of the pupils and students was really "highly effective."

**Problems Met by the School Administrators
and Teachers in Implementing the
ABC Program**

Table 41 reveals the problems met by the school administrators and teachers in the implementation of the ABC program. There were four problems identified in this study.

It can be gleaned from Table 41 that the teachers considered one problem as "highly a problem." This corresponded to problem number 3 with the statement stating: "Parents seem not cooperating with the teachers in shaping the character of their children," with a weighted mean of 4.00. The remaining three identified problems were considered by this group as "moderately a problem" with weighted means ranging from 3.19 to 3.45. Problems numbers 4 and 1 were rated by this group of respondents with the highest and least weighted means, respectively. There were: "Lack of training and competency among the teachers in this program; and "The molding of the character of the pupils and students is constrained by the restriction of the law towards corporate punishment."

Taken as a whole, the teachers considered the problems met in the implementation of the ABC program as "moderately a problem" being shown by the grand weighted mean of 3.46.

Table 41

**Problems met by the School Administrators and Teachers in the
Implementation of the ABC program**

Problems Met	Teachers		Administrators		Combined	
	WM	I	WM	I	WM	I
1. The molding of the character of the pupils and students is constrained by the restriction of the law towards corporate punishment	3.19	MP	3.01	MP	3.16	MP
2. Pupils and students tend to be rebellious and therefore teaching the right values and attitudes seem difficult	3.21	MP	2.78	MP	3.14	MP
3. Parents seem not cooperating with the teachers in shaping the character of their children	4.00	HP	3.53	HP	3.92	HP
4. Lack of training and competency among the teachers in this program	3.45	MP	3.03	MP	3.38	MP
Total	13.85		12.35		13.60	
Grand Weighted Mean	3.46	MP	3.09	MP	3.40	MP
Legend:	4.51 – 5.00	Extremely a Problem	(EP)			
	3.51 – 4.50	Highly a Problem	(HP)			
	2.51 – 3.50	Moderately a Problem	(MP)			
	1.51 – 2.50	Slightly a Problem	(SP)			
	1.00 – 1.50	Not a Problem	(NP)			
	WM	Weighted Mean	I	Interpretation		

On the other hand, Table 41 presents the perception of the school administrators on the extent of effectiveness of the ABC program in shaping the character of the pupils and students. They considered also one problem as “highly a problem.” This corresponded to problem number 3 with the statement

stating: "Parents seem not cooperating with the teachers in shaping the character of their children," with a weighted mean of 3.53. The remaining three problems were considered by this group as "moderately a problem."

Taken as a whole, the school administrators also considered the problems met in the implementation of the ABC program as "moderately a problem" being indicated by the grand weighted mean of 3.09.

In summary, the combined assessment of the two groups of respondents regarding the problems met in the implementation of the ABC program arrived at a combined mean of 3.40 which signified that such problems were just "moderately a problem" as indicated by the combined grand weighted mean of 3.40.

Curriculum Redirection Evolving From the Findings

The DepEd Region VIII has been in the limelight for the last four years or so because of its high academic performance based on the National Achievement Test (NAT). Albeit, it is worthwhile to note that while Region VIII is number one in national ranking of academic excellence, can the DepEd Region VIII be proud of the character excellence of the pupils.

This brings the idea that if there is a need to feed the minds (cognitive) of pupils and students, there is likewise a pressing need to feed and develop the heart (affective). This means that the schools and the public should teach the values and virtues that are necessary to make people feel that they are not merely

following the endeavor towards academic excellence but that they are the heart of soul of it. Character Education then spells out this end; character education that treats various aspects in education – moral, civic, and most importantly, character development (Ragrag, 2008).

Numerous laudable character education programs which were either taught as a separate subject area or integrated in all subjects areas in the curriculum have existed in the past. All these programs provided active involvement in the democratic processes in the school and in the community. However, because of its multi-faceted composition, character education has become difficult concept to address in school. Educators and other critics contend that character education is an indoctrination of values contrary to what is taught at home, read in newspapers, and seen in movies or TV (Otten, 2000). If the selected values, however, are outcomes of decisions involving all stakeholders in the school community, then they should not be in conflict with those in the general environment.

In the study, parents perceived the implementation of the guiding principles of the ABC program, hence a data appreciation be provided to this sector focusing on the objectives, framework of the ABC and its accomplishment. Also, parents and community showed lesser perception on the effectiveness of the ABC program in shaping the character of the pupils and students, therefore proper information be disseminated to them in order to carry out curriculum

redirections among the pupils and students. The foregoing should be included in the topic for discussion during the PTA meetings.

Also, the curriculum redirection that may be effected based on the findings of the study is simply the integration of the values or character education in all learning areas so that pupils and students be fully equipped with the necessary values and attitude as a productive citizen of the community.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings with the corresponding conclusions drawn from the findings and the recommendations based on the conclusions drawn from the findings of the study.

Summary of Findings

Hereunder are the major findings of the study:

1. The mean age of the teacher-respondents was 46.60 years old with a standard deviation (SD) of 11.19 years. Moreover, majority of the teachers belonged to the female sex, accounting for 326 or 86.02 percent.
2. Majority of the teacher-respondents were married, accounting for 338 or 89.18 percent, while the 34 or 8.97 percent were singles, and two or 0.53 percent were widowed.
3. One hundred sixty of the teacher-respondents or 42.22 percent were masters degree holders while 145 or 38.26 percent were baccalaureate degree holders with masteral units; 41 of them or 10.82 percent were baccalaureate holders, and nine or 2.37 percent were masters degree holders with doctoral units.
4. One hundred fourteen or 37.99 percent of the teachers were Teacher IIIs while 68 or 17.94 percent were Teacher Is and 65 or 17.15 percent

were Master Teacher Is. Sixty-one of them or 16.60 percent were Teacher IIs, 31 or 8.18 percent were Master Teacher IIs and three or 0.79 percent were Master Teacher IIIs. The remaining seven or 1.85 percent did not disclose their teaching position for unknown reason.

5. The mean years of experience accumulated by the teacher-respondents as teachers was pegged at 18.48 years with a SD of 10.16 years.

6. The mean monthly family income earned by the teacher-respondents was calculated at PhP 24,923.51 with SD of PhP 5,132.10.

7. The mean trainings attended by the teachers were: international, 1 training; national 1.79 with SD of 1.14; regional, 2.14 with SD of 1.30; division, 7.23 with SD of 3.64; and school, 3.58 with SD of 3.18.

8. The mean age of the school administrator-respondents was set at 53.69 years old with SD of 7.19 years old.

9. Majority of school administrator-respondents were married, accounting for 60 or 77.92 percent while six or 7.79 percent were single, and only one or 1.30 percent was widowed. Ten or 12.99 percent of the school administrator-respondents failed to state their civil status.

10. Twenty six of the school administrator-respondents or 33.77 percent were Ph. D. or Ed. D. degree holders while 20 or 25.97 percent were MA or MS degree holders, 19 or 24.68 percent were MA/MS degree holders with doctoral units, and eight or 10.39 percent were baccalaureate degree holders with masteral units.

11. Thirty of the school administrator-respondents or 38.96 percent were PSDS while 25 or 32.47 percent were appointed as Principal I; eight or 10.39 percent were Principal II and the other school administrators were distributed to the other positions. There were three or 3.89 school administrators who did not state their positions.

12. The mean number of years accumulated by the school administrators as school managers was pegged at 27.19 years with SD of 8.46 years.

13. The mean monthly family income earned by the school administrator-respondents was pegged at PhP 32,857.61 with SD of PhP 7,960.24.

14. The mean trainings attended by the school administrators were: international, 2.13 with SD of 2.70; national 2.55 with SD of 3.42; regional, 4.47 with SD of 3.57; division, 17.05 with SD of 7.05; and school, 3.06 with SD of 5.58.

15. The teachers, school administrators and community-respondents arrived at the same perception of the implementation of the guiding principles of ABC along promotion of human values. They considered them "highly implemented" however they varied in the numerical assessment. The teachers gave a grand weighted mean of 4.04 while the school administrators gave 3.06 and the community-respondents gave 3.77. On the other hand, the parent-respondents considered them as "moderately implemented" with a grand weighted mean of 3.37.

16. The three of the respondents, namely: teachers; school administrators; and community-respondents arrived at a consensus the guiding principles of the ABC program along definition of brilliance in character holistically was "highly implemented" but they differed in the numerical assessment of the same. The teachers gave a grand weighted mean of 4.04 while the school administrators gave 4.02 and the community-respondents gave 3.78. On the other hand, the parent-respondents differed in their perception with the foregoing consideration. The considered the guiding principles of the ABC program along definition of brilliance in character holistically as "moderately implemented" with a grand weighted mean of 3.37.

17. The three of the four groups of respondents that viewed the implementation of the guiding principles of the ABC program along creation of caring moral community arrived at the same adjectival perception. They considered it as "highly implemented" but they differed in the numerical rating. The teachers and school administrators gave the same grand weighted mean of 4.17 while the community-respondents gave 3.64. On the other hand, the parents gave a different perception on the implementation of the foregoing program. This group considered it as "moderately implemented" with a grand weighted mean of 3.31.

18. The three groups, namely: teachers; school administrators; and community-respondents unanimously agreed that the guiding principles of the ABC program along push for a committer moral leadership were "highly

implemented” but they differed in the numerical assessment. The teachers gave a grand weighted mean of 4.14 while the school administrators gave 4.19 and the community respondents gave 3.90. The parents, on the other hand, considered the implementation of the foregoing as “moderately implemented” with a grand weighted mean of 3.43.

19. The teachers, school administrators and community arrived at the same adjectival perception as regards the implementation of the guiding principles of the ABC program along push for a committer moral leadership. They considered it as “highly implemented.” However, they differed in the numerical assessment; the teachers gave a grand weighted mean of 3.62 while the school administrators gave 3.71 and the community gave 3.60. The parents differed in their perception towards the foregoing. Adjectively, they considered the guiding principles of the ABC along this area as “moderately implemented” with a numerical assessment of 3.29.

20. The teachers, school administrators and community arrived at the same adjectival rating on the extent of implementation of the guiding principles of the ABC program along usage of a purposive, intentional, proactive, experiential and action-oriented approach. They considered it as “highly implemented” but they differed in the numerical rating. The grand weighted means were 3.64, 3.74 and 3.72 for the teachers, school administrators and community, respectively. The parents, on the other hand, maintained that the foregoing was “moderately implemented” with a numerical rating of 3.35.

21. The teachers, school administrators and the community arrived at the same adjectival rating on the implementation of the guiding principles of the ABC program along fostering self-motivation for character development and personal renewal. They considered them as "highly implemented." But, numerically, they differed from each other. The teachers gave a grand weighted mean of 4.14 while the school administrators gave 4.13 and the community gave 3.90. The teachers gave a differed perception on the foregoing. They considered them "moderately implemented" with a numerical assessment of 3.43.

22. The teachers, school administrators and the community arrived at the same adjectival rating on the implementation of the guiding principles of the ABC program along making education, research and development an integral part of the ABC program. They considered them as "highly implemented." But, numerically, they differed from each other. The teachers gave a grand weighted mean of 3.90 while the school administrators gave 3.92 and the community gave 3.86. The teachers gave a differed perception on the foregoing. They considered them "moderately implemented" with a numerical assessment of 3.41.

23. The perceptions of the four groups of respondents were proved to be dissimilar. The school administrators tend to have higher perception than the other three groups.

24. The two groups of respondents, namely: teachers and school administrators, arrived at the same adjectival assessment of the ABC program. They considered it as "highly effective" in shaping the character of the pupils

and students. But they differed in the numerical rating. While the teachers gave a grand mean of 3.90, the school administrators gave 3.93. On the other hand, the other two groups of respondents, namely: parents and community, arrived also at the same adjectival rating of the foregoing area. They considered it as "moderately effective." But, they, too, differed in the numerical assessment. The parents gave a grand weighted mean of 3.23 while the community gave 3.50.

25. The assessment of the four groups of respondents on the effectiveness of the ABC program in shaping the character of the pupils and students differed significantly from each other.

26. The combined assessment of the two groups of respondents regarding the problems met in the implementation of the ABC program arrived at a combined mean of 3.40 which signified that such problems were just "moderately a problem."

Conclusions

From the findings of the study, the following conclusions were drawn:

1. The teachers were in their late 40s but still active in the service; as they were still far from retirement, they could be possibly promoted to the higher level in the hierarchy of the teaching position; predominantly female, a usual observation in the roster of teachers in the Department of Education (DepEd) where the females always outnumbered the male counterparts.

2. The teachers had families to sustain and attend to. Probably, their teaching profession served as the main source of their monthly income which they used to finance the basic needs of the family members.

3. Except for some, the teacher-respondents pursued advance education. This denoted the teachers possessed more than the minimum education requirement for the teaching position. Impliedly, they are educationally qualified and ready for any advancement in position and in responsibilities.

4. Most of the teachers had been promoted to the higher teaching position with few who are still at the lowest teaching position. This implied that the teachers manifested their desire for advancement in the teaching position so that they upgraded their educational qualification to be promoted.

5. The teacher-respondents had been in the teaching profession for almost 19 years, an indication that they were able to sustain their profession with zeal and inspiration, otherwise they would not be in this endeavor for such a long time.

6. The teacher-respondents earned monthly income that they used to sustain their family with their basic as well as their educational needs.

7. The teacher-respondents, when given the chance, attended several trainings in the different levels. This implied that the teachers had the desire to upgrade their teaching skills through attendance to in-service trainings. It appeared that most of the trainings attended by the teacher-respondents were in

the division level. But there were still other teacher-respondents who lacked relevant trainings and therefore, administrators should consider sending them at any level.

8. The school administrators were about 54 years old at the prime of their age and still active in the service.

9. Like the teachers, the school administrators were also responsible with respective families to sustain. Most probably, the salary they received being a school administrator served as their main source to defray the basic and educational needs of the family members.

10. The school administrator-respondents had pursued advanced education. This indicated that they did not settle themselves as baccalaureate degree holders but they continued their learning to upgrade their supervisory skills.

11. The school administrator-respondents clustered around the different administrative positions. This implied that some were promoted and the rest were for promotion.

12. The school administrator-respondents had been school heads for quite a longer period an indication that they had acquired already the expertise and competence in managing educational institution.

13. The school administrator-respondents had a regular monthly income earned which they used to defray the basic and educational needs of the family members.

14. The school administrator-respondents updated their supervisory and management skills by attending relevant trainings. The most trainings they attended was in the division level.

15. The teachers, school administrators and community respondents usually arrived at the same perception as regards the extent of implementation of the guiding principles of ABC program along the eight identified parameters. The considered the implementation as high. The parents, on the other hand, were not satisfied with the implementation of the program for always considered it in moderation in all the eight parameters.

16. The null hypothesis of no significant differences in the perception of the four groups of respondents as regards the implementation of the guiding principles of the ABC program was rejected.

17. The teachers and school administrators viewed the ABC program as highly effective while the other two respondents, the parents and community manifested discontentment with the program as they considered it moderately effective.

18. The null hypothesis of no significant differences in the perception of the four groups of respondents as regards the effectiveness of the ABC program in shaping the character of the pupils and students was rejected.

19. There were problems met by the teachers and school administrators in the implementation of the ABC program but such problems were manageable as they were just moderately felt by the.

Recommendations

Based on the conclusions drawn from the findings of the study, the following are the recommendations:

1. Of the four respondents of the study, the parents somewhat dissatisfied with the implementation of the ABC program along the eight identified parameters. Probably, they were not well informed with the process, hence, teachers and school administrators should provide data appreciation with this group of respondents as regards the objectives of the program and the current status as to its accomplishments.

2. The community as well, although expressed that the implementation of the program was high, but they showed very low numerical rating in the assessment, therefore, they should be given also data appreciation session appraising the current status of implementation and the accomplishment.

3. Also, the parents and community manifested dissatisfaction on the effectiveness of the ABC program in shaping the character of the pupils and students, it might be proper that they be informed as regards the current status of the implementation and the accomplishment of the program.

4. In the concept of the SBM scheme, parents and community served as external stakeholders, their participation could be solicited, particularly in finding solutions to the problems met by the teachers and school administrators in the implementation of the ABC program.

5. In order to help the pupils and students in shaping their character, values education should be made integral part of every subject area taught in school. School officials should revisit the present curriculum and recommend to the curriculum planners for the integration of values education in all the learning areas of the pupils and students.

6. Another study be conducted to validate the finding of the study.

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Male, Trevvor and Hvizdak, Marianne, "The Effects of Pre-Service Training and Experience on Preparation for the Principalship in England," Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, W A, April 10-14, 2001.

Palomares, Luis batanaz and Castillo, Jose Luis Alvarez, "Professional Profile of Principalship in Educational Institutions in Spain," Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA, April 10-14, 2001.

Southworth, Geoff, "School Leadership in English Schools at the Close of the 20th Century: Puzzles, Problems and Cultural Insights," Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 24-28, 2000.

Veronica, Gail S. and Young, John W., "The Influence of Principal Transformational Leadership Style on High School Proficiency Test Results in New Jersey Comprehensive and Vocational-Technical High Schools," Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA, April 10-14, 2001.

Weindling, Dick, "Stages of Headship: A Longitudinal Study of the Principalship," Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 24-28, 2000.

A P P E N D I C E S

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

October 8, 2012

Dear Respondents,

Greeting!

The undersigned is currently conducting a study entitled, "Assessment of Project Advancing Brilliance in Character (ABC) in the Division of Samar: Basis for Curriculum Redirection," as one of the requirements for the degree in Doctor of Philosophy with the College of Graduate Studies, Samar State University, City of Catbalogan, this school year 2012 - 2013.

As potent source of information relevant to the aforecited study, the undersigned requests for your wholehearted assistance and cooperation by answering the attached questionnaire as honestly as you can. Rest assured that any information given as the result of this study will be treated with strict confidentiality and shall be presented in statistical form without reference to a particular person.

Thank you for your support and cooperation.

Very truly yours,

ESTER NATIVIDAD D. ALVAREZ
Researcher

Attachment: as stated

QUESTIONNAIRE
(For Teachers)

PART I. PROFILE OF RESPONDENTS

Direction: Kindly supply information called for by writing in the space provided or by checking appropriate box.

Name: (optional) _____ Age: _____

Sex: ☐ Male ☐ Female

Civil Status: ☐ Single ☐ Separated/Divorced
 ☐ Married ☐ Annulled
 ☐ Widowed ☐ Others, specify: _____

Educational Attainment: ☐ Ph. D. / Ed. D. / D. A. / etc.
 ☐ With doctoral units
 ☐ M. A. / M. S. / etc.
 ☐ With master's units
 ☐ Baccalaureate

Position: ☐ Master Teacher III ☐ Teacher III
 ☐ Master Teacher II ☐ Teacher II
 ☐ Master Teacher I ☐ Teacher I
 ☐ Others, specify: _____

Years of Teaching Experience: _____

Average Monthly Family Income: _____

Relevant Trainings Attended (for the last five years):

Level	No. of Trainings Attended
International	
National	
Regional	
Division	
School (in-house)	

PART II. EXTENT OF IMPLEMENTATION OF THE GUIDING PRINCIPLES OF ABC PROGRAM

Direction: Below are the guiding principles of ABC program, kindly assess the extent of implementation of these guiding principles based on your own perception by checking appropriate column using the following scales:

- 5 - Extremely Implemented (EI)
- 4 - Highly Implemented (HI)
- 3 - Moderately Implemented (MI)
- 2 - Slightly Implemented (SI)
- 1 - Not Implemented (NI)

Guiding Principles of ABC Program	Extent of Implementation				
	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
A. Promotion of Human Values					
1. The ABC program values human dignity among children by instilling appropriate character					
2. The ABC program clarifies values among pupils and students with respect to proper moral and conduct					
3. The ABC program redirect inappropriate values of pupils and students that they should manifest in school					
4. The ABC program helps the pupils and students realize the value of man and his importance in the society					

5. The ABC program builds confidence among pupils and students as co-existent with other people in the society					
6. The ABC program strengthens the idea of equality among people in the society					
7. Others, specify: _____					
B. Definition of Brilliance in Character Holistically					
1. Character Education or Values Education is considered one of the learning areas for pupils and students					
2. The ABC program makes the pupils and students realize the importance of character in the individual					
3. The ABC program builds pupils and students total personality					
4. The ABC program advocates that character helps in the intellectual development of the pupils and students					
5. Others, specify: _____					
C. Creation of Caring Moral Community					
1. The ABC program helps pupils and students to realize and assume values on the love of God, love of country and love of fellowmen					
2. The ABC program helps pupils and students realize their social responsibility to the community					
3. The ABC program encourages the pupils and students to take active role in the development of the community					
4. The ABC program helps pupils and students realize that character should be a way of life and not only manifested in school but also in the community					

5. The ABC program instills in the minds of the pupils and students that the strength of the community depends upon the values and attitudes of the constituency					
6. Others, specify: _____					
D. Push for a Committer Moral Leadership					
1. The ABC program teaches that the pupils and students are the future leaders of the community					
2. The ABC program teaches that good leadership emanates from leaders with good values and character					
3. The ABC program teaches pupils and students to be morally upright in school, at home and in the community					
4. Others, specify: _____					
E. Engagement in Partnerships with Support Groups					
1. The ABC program invites active participation of stakeholders in school activities					
2. The ABC program prepares a School Improvement Plan where the support groups take active participation					
3. The ABC program solicits support from various NGOs and other organization for the development of the school					
4. The ABC program invites assistance from the different stakeholders, financial and otherwise to provide facilities to develop pupils and students					
5. Others, specify: _____					
F. Usage of a Purposive, Intentional, Proactive, Experiential and Action-Oriented Approach					
1. The ABC program hands-on the pupils and students to pragmatism					

2. The ABC program applies application every after the lessons where pupils and students learn to apply learning to actual situation					
3. The ABC program encourages pupils and students to assume the character they developed at home, in school and in the community as a way of life					
4. The ABC program sees to it the development of character among pupils and students by monitoring and evaluating them					
5. Others, specify: _____					
G. Fostering Self-Motivation for Character Development and Personal Renewal					
1. The ABC program teaches pupils and students to grow in character					
2. The ABC program motivates pupils and students to be self-reliant and confident					
3. The ABC program redirect the perspective of the pupils and students towards life and their future					
4. The ABC program develops pupils and students to have a strong moralistic personality					
5. The ABC program encourages pupils and students to accept mistake and change character for the better					
6. Others, specify: _____					
H. Making Education, Research and Development an Integral Part of the ABC Program					
1. The ABC program does not allow stagnation but encourages development through simple action researches					
2. The ABC program advocates continuous learning so that monitoring and evaluation of the program is an integral part					

3. The ABC program teaches pupils and students the appropriate character to assume as vital component of the society					
4. The ABC program considers every observation from pupils and students as a learning avenue for developing them					
5. Others, specify: _____					

PART III. EXTENT OF EFFECTIVENESS OF THE ABC PROGRAM IN SHAPING THE CHARACTER OF THE PUPILS AND STUDENTS

Direction: Below are the indicators that depict the effectiveness of the ABC program in shaping the character of the pupils and students, kindly assess its extent of effectiveness based on your own perception by checking appropriate column using the following scales:

- | | |
|--------------------------|------|
| 5 - Extremely Effective | (EE) |
| 4 - Highly Effective | (HE) |
| 3 - Moderately Effective | (ME) |
| 2 - Slightly effective | (SE) |
| 1 - Not Effective | (NE) |

Effectiveness of the ABC Program in Shaping Character of Pupils and Students	Extent of Effectiveness				
	5 (EE)	4 (HE)	3 (ME)	2 (SE)	1 (NE)
1. The ABC program inculcates in the pupils and students proper values and attitudes they should assume in school, at home and in the community					
2. The ABC program helps the pupils and students to develop character as their way of living					
3. The ABC program strengthens virtues such as love of God, love of country and love of fellowmen					
4. The ABC program builds confidence among pupils and students and change their outlook in life					

5. The ABC program helps the pupils and students realize their social responsibility and as future leaders of the community so that they need to clarify and redirect their values					
6. The ABC program develops the total personality of the pupils and students in such a way that they are morally upright					
7. Others, specify: _____					

PART IV. PROBLEMS ENCOUNTERED IN THE IMPLEMENTATION OF THE ABC PROGRAM

Direction: Below are the identified problems encountered by the teachers in the implementation of the ABC program. Kindly assess each by checking appropriate column using the following scale:

- 5 - Extremely a Problem (EP)
- 4 - Highly a Problem (HP)
- 3 - Moderately a Problem (MP)
- 2 - Slightly a Problem (SP)
- 1 - Not a Problem (NP)

Problem Encountered	Extent of the Problem				
	5 (EP)	4 (HP)	3 (MP)	2 (SP)	1 (NP)
1. The molding of the character of the pupils and students is constrained by the restriction of the law towards corporate punishment					
2. Pupils and students tend to be rebellious and therefore teaching the right values and attitudes seem difficult					
3. Parents seem not cooperating with the teachers in shaping the character of their children					
4. Lack of training and competency among the teachers in this program					
5. Others, specify: _____					

Thank you very much . . .

The Researcher

QUESTIONNAIRE
(For School Administrators)

PART I. PROFILE OF RESPONDENTS

Direction: Kindly supply information called for by writing in the space provided or by checking appropriate box.

Name: (optional) _____ Age: _____

Sex: ☐ Male ☐ Female

Civil Status: ☐ Single ☐ Separated/Divorced

☐ Married ☐ Annulled

☐ Widowed ☐ Others, specify: _____

Educational Attainment: ☐ Ph. D. / Ed. D. / D. A. / etc.

☐ With doctoral units

☐ M. A. / M. S. / etc.

☐ With master's units

☐ Baccalaureate

Position: ☐ PSDS ☐ Head Teacher II

☐ Principal III ☐ Head Teacher I

☐ Principal II ☐ Teacher-In-Charge

☐ Head Teacher III ☐ Others, specify: _____

Years of Administrative Experience: _____

Average Monthly Family Income: _____

Relevant Trainings Attended (for the last five years):

Level	No. of Trainings Attended
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Effectiveness of the ABC Program in Shaping Character of Pupils and Students	Extent of Effectiveness				
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7. Others, specify: _____					

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Direction: Below are the identified problems encountered by the teachers in the implementation of the ABC program. Kindly assess each by checking appropriate column using the following scale:

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|--------------------------|------|
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| 3 - Moderately a Problem | (MP) |
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| 1 - Not a Problem | (NP) |

Problem Encountered	Extent of the Problem				
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1. The molding of the character of the pupils and students is constrained by the restriction of the law towards corporate punishment					
2. Pupils and students tend to be rebellious and therefore teaching the right values and attitudes seem difficult					
3. Parents seem not cooperating with the teachers in shaping the character of their children					
4. Lack of training and competency among the teachers in this program					
5. Others, specify: _____					

Thank you very much . . .

The Researcher

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

October 8, 2012

Tinahud nga Tigbaton,

Maupay nga katalahun!

An nakapirma ha ilarum amo in naghihimu hin pagsusi nga gin-uluhan, "Assessment of Project Advancing Brilliance in Character (ABC) in the Division of Samar: Basis for Curriculum Redirection," komo usa nga rekesitos han degree nga Doctor of Philosophy ha College of Graduate Studies, Samar State University, City of Catbalogan, hini nga tuig-panutduan 2012 – 2013.

Komo usa nga surok han mga impormasyon hini nga pagsusi, an nakapirma ha ilarum naghahangyo han imo hul-os nga kooperasyon pinaagi han pagbaton han kalakip nga pamakiana. An ngatanan nga impormasyon nga imo ighahatag dida hiton pamakiaana deri ibubulgar ha bisan kan kanay nga tawo. Ini iprepresentar pinaagi han mga tables ngan iba pa nga statistical presentations.

Salamat han imo suporta ngan kooperasyon.

An matinalahun,

ESTER NATIVIDAD D. ALVAREZ
Tagsusi

Kalakip: Pamakiana

PAMAKIANA
(Para han mga Kag-anak ngan han Komunidad)

Kategorya han Tagbaton:

☐ Kag-anak

☐ Komunidad

**UNA NGA PARTE. AN KABUG-ATON HAN PAG IMPLEMENTAR HAN
MGA GIYA NGA PRINSIPYO HAN PROGRAMA NGA ABC**

Direksyon: Ha ubos amo an mga giya nga prinsipyo han programa nga ABC, alayon pag kita han kabug-aton han pag implementar hini nga mga giya ng prinsipyo han programa base han imo panlantaw pina-agi han pag badlis han tama nga kolum gamit an masunod nga matalaan:

- | | |
|---------------------------------|-------|
| 5 - Ura-Ura nga Pag-implementar | (UP) |
| 4 - Hataas nga Pag-implementar | (HtP) |
| 3 - Igo la nga Pag-implementar | (IP) |
| 2 - Habubo nga Pag-implementar | (HbP) |
| 1 - Dire gin limplementar | (DI) |

Mag giya han Pag-implementar han Programa ABC	Kagub-aton han Pag-implementar				
	5 (UP)	4 (HtP)	3 (IP)	2 (HbI)	1 (DI)
A. Pag-aghat han Tawhunon nga Kina-ya					
1. An program han ABC nagkilala han dignidad han tawo dida han mga kabataan pinaagi han pag tutdo han tama nga pamatasan					
2. An programa han ABC amo in nagbabansay han mga kinaiya ha mga kabataan ngan estudyante ngadto han tama nga kinaiya ngan batasan					
3. An program han ABC nagtatama han dire asya nga kinaiya han mga kabataan ngan estudyante nga angay nira ipakita ha eskuylahan					

4. An program han ABC amo in nabulig han mga kabataan ngan estudyante pagpasabut han kinaiya han tawo ngan han kaimportante hito ha sosyedad					
5. An programa han ABC amo in nag papakusog han kompyansa han mga kabataan ngan estudyante komo kaparte han mga tawo nga naukoy ha sosyedadbuilds					
6. An programa han ABC amo in nagpapakusog han idea han pagpaparehas han mga tawo ha sosyedad					
7. Iba pa, ilista: _____					
B. An Kabug-usan nga Kahulugan han Kahiibaru pinaagi han Pamatasan					
1. An Edukasyon han Pamatasan o an Values Education ginkilala nga usa nga bahin han pag-aradman han mga kabataan nga mga estudyante					
2. An program ABC an nakakahimo han mga kabataan o mga estudyante nga makasabut han kaimportante han kina-iyha usa ka tawo					
3. An programa han ABC nakakahimo han mga kabataan o mga estudyante nga mapa upay an ira personalidad					
4. An programa han ABC nabulig pagmalatumat nga an batasan nakakabulig ha intelektuwal nga pag-uswag han mga kabataan o mga estudyante					
5. Iba pa, ilista: _____					
C. Paghimo hin Komunidad nga May Kinaiya hin Pagmangno					
1. An programa hanABC nakakabulig han mga kabataan nga mga estudyante nga makilala ug himuon nga kinaiya ang batasan han paghigugma ha Dios, paghigugma han nasud ngan an paghigugma han igkasi mulupyo					

2. An programa han ABC nakakabulig han mga kabataan o mga estudyante nga Makita an ira responsabilidad ha ira komunidad					
3. An programa han ABC nag-aaghat han mga kabataan or mga estudyante ng aktibo nga umapi han higwaus pankauswagan ha komunidad					
4. An program han ABC nabulig han mga kabataan o estudyante pagpasabut nga an batasan angay mahimo igkinabuhi nga iginpapakita dire la ha eskuylahan pero magin ha komunidad					
5. An programa han ABC nag hahamutang ha utok han mga kabataan o estudyante nga an kusog han komunidad na depende han pamatasan ngan gawi han mga mulopyo					
6. Iba pa, ilista: _____					
D. Duso para han Hul-os nga Liderato nga may Moral					
1. An program han ABC natututdo nga mga kabataan o mga estudyante amo an masunod nga mga lider han komunidad					
2. An program han ABC amo in nagtututdo nga an maupay nga liderato nagtikang han mga lider nga may maupay nga pamatasan ngan gawi					
3. An programa han ABC natututdo ha mga kabataan o estudyante nga maginn tangkod ngan tuptup ha eskulahan, ha panimalay nga ha komunidad					
4. Iba pa, ilista: _____					

E. Pakigburublig han mga Grupo nga Nasuporta					
1. An programa han ABC nag-imbatar hin aktibo nga pagpartisipar han nga magburulig han mga aktibidades han eskuylahan					
2. An programa han ABC nag-andam han plano para han kauswagan han eskwelahan nga diin an mga grupo nga nasuporta amo in aktibo nga napartisipar					
3. An programa ABC naaro hin bulig tikang han magkadirudilain nga NGO ngan iba pa nga organization nga nabulig han pagpa-uswag han eskwelahan					
4. An programa han ABC nag-imbatar hin tabang tikang ha magkadirudilain nga mga stakeholders, pinaagi han pinansyal ngan iba pa nga ha pag pauswag han mga estudyante					
5. Iba pa, ilista: _____					
F. Paggamit han Purposive, Intentional, Proactive, Experiential ngan Action-Oriented Approach					
1. An programa han ABC nag hands-on han mga estudyante han pragmatism					
2. An program han ABC nag aplikar han ha kada katatapos han leksyon diin an mga estudyante na babaro pag aplikar han ira nahibaruan ngadto han tinuod nga sitwasyon					
3. An program han ABC nag-aghat han mga estudyante nga magpakita han angay nga kinaiya nga ira nabaruan ha ira panimalay, ha eskuwelahan nga ha komunidad komo ira mga gawi					

4. An program han ABC nanginginano han kauswagan han mga gawi han mga estudyante pinaagi han pag monitor ngan pag ebalwar ha ira					
5. Iba pa, ilista: _____					
G. Pagpauswag han Self-Motivation prara han Character Development ngan Personal Renewal					
1. An programa han ABC nagtututdo ha mga estudyante nga magtubo ha ira gawi					
2. An programa han ABC nag-aghat han mga estudyante nga magin self-reliant ngan confident					
3. An programa han ABC nagredirect han perspective han mga estudyante ngadto han ira kinabuhi ngan han ira kabubuwason					
4. An programa han ABC nagpauswag han mga estudyante ngadto han mabaskog nga moralistic nga personalidad					
5. An programa han ABC nga-aghat han mga estudyante nga karawton an sayop nga han pagbag-o han kinaiya ngadto han kaupayan					
6. Iba pa, ilista: _____					
H. Paghimo han Edukasyon, Research ngan Development nga Kaparte han Programa han ABC					
1. An programa han ABC deri natugot han kahubya pero nag-aaghat han pag-ursa pinaagi han simple nga action researches					
2. An programa han ABC nag-undong han padayon nga pag-aradman basi an pagpanginano nga pag ebalwar han program magin kaparti hito					

3. An programa han ABC nagtututdo han mga estudyante han kaangayan nga gawi nga angay nira himuon ha sosyedad					
4. An programa han ABC nagkilala han ngatanan nga mga naobserbahan tikang han mga estudyante nga paagi han pag-aram para han ira kauswagan					
5. Iba pa, ilista: _____					

PART II. AN KABUG-ATON HAN PAGIGIN EPEKTIBO HAN PROGRAMAM HAN ABC HA PAG TADONG HAN MGA GAWI HAN MGA ESTUDYANTE

Deriksyon: Ha ubos amo an mga indikaytor nga nagmamalatumat han ka epetibo han programa han ABC ha pagtadong han mga kinaiya han mga estudyante, alayon pagkita ha kabug-aton pinaagi han imo kalugaringon nga paglantaw pinaagi han pag tsek han tama nga kolum gamit an masunod:

- 5 - Ura-ura Kaepektibo (UK)
- 4 - Hataas nga Kaepektibo (HK)
- 3 - Igo la nga Kaepektibo (IK)
- 2 - Tuman la nga Kaepektibo (TK)
- 1 - Deri Epektibo (DE)

Indekeytor	Kabug-aton han Kaepektibo				
	5 (UK)	4 (HK)	3 (IK)	2 (TK)	1 (DE)
1. An programa han ABC nagbutang dida han mga estudyante han tama nga mga pamatasan ngan gawi nga ira angay ipakita ha eskwelahan, balay nga komunidad					
2. An programa han ABC nabulig ha mga estudyante pagpauswag han ira kinaiya komo ira na ginawian					

3. An programa han ABC nagpakusog han mga pamatasan pareho han paghigugma ha Dios, paghigugma ha nasud ngan paghigugma han igkasi mulopyo han nasud					
4. An programa han ABC nagtitindog hin kompyansa ha mga estudyante ngan nagbabalhin han ira panan-aw ha kinabuhi					
5. An programa han ABC nabulig han mga estudyante nga makilala an ira responsibilidad pansosyal ngan komo mga leaders ha maabot nga panahon salid kinahanglan nira ma klaro ngan maredirect an ira mga pamatasan					
6. An program han ABC nagpapauswag han bug-os nga personalidad han mga estudyante ha paagi nga may ada hira matadong nga moralidad					
7. Iba pa, ilista: _____					

Salamat hin madamo ...

An Tagsusi

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September 28-October 1, 2012

**Seminar-Workshop on Oral English Communication and Public Speaking for
Teacher and Non-Teaching Personnel**
World Class Language Center
DepEd Region Office
Catbalogan IIIC ES, Catbalogan, Samar
December 3-4, 2011

Public Accountability and Integrity Forum
Civil Service Commission

Updates and Fiscal/Financial Management
College of Graduate Studies, Samar State University
Catbalogan City, Samar
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Division Training of Trainers on Music and Arts in the K-12 Curriculum
DepEd Samar Division
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**Orientation/Training-Workshop for Early Language Literacy and Numeracy
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DepEd Region Office
Candahug, Palo, Leyte
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