

**THE EXTENT OF IMPLEMENTATION OF ADVANCING BRILLIANCE IN
CHARACTER (ABC) PROGRAM IN GANDARA II DISTRICT:
ITS RELATION TO GRADE V PUPILS' BEHAVIOR**

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Master of Arts in Education (M.A.Ed.)
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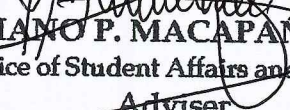
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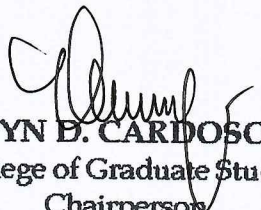
In partial fulfilment of the requirements for the degree, **MASTER OF ARTS IN EDUCATION**, this thesis entitled "**THE EXTENT OF IMPLEMENTATION OF ADVANCING BRILLIANCE IN CHARACTER (ABC) PROGRAM IN GANDARA II DISTRICT: ITS RELATION TO GRADE V PUPILS' BEHAVIOR**", has been prepared and submitted by **PACIFICO C. TAMAYO**, who having passed the comprehensive examination and pre-oral defense is hereby recommended for final oral examination.

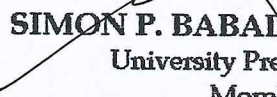
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DEDICATION

This piece of work is lovingly dedicated to

My beloved wife, Silvia and

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whose affection, love, encouragement and prayers

make me able to get a successful endeavor.

Pacifico

ABSTRACT

This study determined the effect of the Advancing Brilliance in Character (ABC) program in the behaviour and academic performance of Grade V pupils in the District of Gandara II- Matuguinao during the school year 2008-2009. This study employed the descriptive research design intended to determine the effectiveness of character education programs and teachers' competence in teaching the subject to grade V pupils. The subjects of the study were based on the seven core values as follows: health/harmony, truth/tolerance, love and goodness, sustainable human development, global spirituality, peace/justice, and nationalism/globalism. The result of the t-test for comparing the perceptions of the teachers and parents on the extent to which the pupil-respondents manifest the core values along health and harmony, truth and tolerance, sustainable human development, global spirituality, peace and justice, nationalism and globalism was not significant. In terms of the comparison of the teachers and parents on the extent to which the pupil-respondents manifest the core values along love and goodness was significant. A very satisfactory performance was achieved by the pupil-respondents as perceived by the teachers and parents on the extent to which the pupils manifest the seven core values along: health and harmony, truth and tolerance, love and goodness, sustainable human development, global spirituality, peace and justice, and nationalism and globalism. There is a need to enhance the teaching-learning competencies of teachers handling the character education subject.

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGMENT	iii
DEDICATION	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
Chapter	
1 THE PROBLEM AND ITS SETTING	1
Introduction	1
Statement of the Problem	5
Hypotheses	8
Theoretical Framework	9
Conceptual Framework	11
Significance of the Study	13
Scope and Delimitation	15
Definition of Terms	16
2 REVIEW OF RELATED LITERATURE AND STUDIES	20
Related Literature	20
Related Studies	33
3 METHODOLOGY	40
Research Design	40
Instrumentation	41

Validation of Instrument	42
Sampling Procedure	43
Data Gathering Procedure	46
Statistical Treatment of Data	47
4 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	50
Pupil-Respondents' Profile	50
Teacher and Administrator-Respondents' Profile	54
Pupil-Respondents' Parents Profile	63
Extent of Implementation of the ABC Program in Gandara II District as Perceived by the Teachers and Administrators	70
Comparison of Perceptions between Teacher- and Administrator-Respondents on the Extent of Implementation of the ABC Program along the Four Components	78
Relationship on the Extent of Implementation of The ABC Program as Perceived by the Teacher-Respondents and their Profile Variates	83
Relationship on the Extent of Implementation of the ABC Program as Perceived by Administrator-Respondents and their Profile Variates	91
Comparison of Perceptions between Teacher- and Parent-Respondents on the Extent to Which Pupil-Respondents Manifest the Seven Core Values	100
Comparison of Perceptions between Teacher- and Parents on the Extents to Which the Pupils Manifest the Seven Core Values and the Parent-Related Variates	113
Relationship on the Extent to which the Parent-Related Variates	137

Relationship between Teacher-Respondents’ Perception on the Extent of Implementation of the ABC Program and the Extent to Which Pupils Manifest the Seven Core Values	154
Problems Encountered by the Administrative and Teachers Relative to the Implementation of the ABC Program	167
5 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION	170
Summary of Findings	170
Conclusions	179
Recommendations	181
BIBLIOGRAPHY	183
APPENDICES	187
CURRICULUM VITAE	212
LIST OF TABLES	215
LIST OF FIGURES	224

Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

To attain and develop pupils' character, teachers who are considered as front liners in teaching the subject especially in character education must be first highly motivated and should possess proper attitude and conduct have geared towards norms and standards in a society. They must be ready at all times in order to meet the needs of the learners in the classroom (DepEd Manual, 2007: 16).

Numerous character education programs which were either taught as a separate subject or integrated in all subject areas in the curriculum had existed in the past such as, the Moral recovery Program (MRP), Values Education Program (VEP) and the National Culture of Excellence (NCE). All of these programs provided active involvement in the development of pupils' character.

Despite of the character that were developed and taught in school among the pupils, nowadays, most of the young generations seem to have lost their respect to their parents and elders in which they are not aware and concerned on their values (Selorio, 1989: 14).

Based on the data gathered in terms of the number of children in conflict with the law for the year 2006 and 2007 in Region VIII were as follows: 1) detained at the BJMP jail were 44; 2) 4.5 percent committed for a crime of rape; 3)

2.3 percent for acts of lasciviousness; 4) 6.8 percent for murder; 5) 2.3 percent for homicide; 6) 6.8 percent for drug-related cases; 7) 31.8 percent for theft, and 8) 6.8 percent for robbery (Save the Children UK Philippines Programme, 2002).

Former Sen. Leticia Ramos Shahani expressed her concern that the Filipino citizen's need is national discipline since our country, the Philippines is built through values and ethics where most of the Filipinos have already lack individual discipline, disunited and personalistic (Foronda, 1993: 361).

In support and recognition of this issues and problems among young generations concerning their values and character, the DepEd Region-8 has embarked on a program geared towards making the classroom instruction more meaningful through the inception of a unique character building program which is a product of a consensus of the stakeholders in the educational arena known as the Advancing Brilliance in Character (ABC) program. The rationale of the ABC program is anchored on human philosophy with human dignity as the overarching value alongside with seven core values corresponding with the seven dimensions of the human person (DepEd Order No. 14, s. 2007).

Moreover, the government has introduced and supported the character education as the most potent force in order to unify and integrate their children at present. As a support to the 1987 Philippine Constitution, it has envisioned of a "just and humane society which calls for a share of love, equality and peace.

In so far as their thrust is concern, the DepEd Region-8 has created and introduced the ABC program focused on character development which is a

holistic approach in nature that connects moral dimension of education to the social and civic realms of the learner's lives. Basic attitudes and values of the society are identified and reinforced in the school and community. Education is value-laden, as the society determines what will or will not be modeled. While others contend that moral are "caught, not taught" and classroom life is saturated with moral dimension (Ryan, 1996).

Likewise, the teachers should play as a role model inside the classroom whatever he does and perform is always observed by the pupils in the classroom. The way he/she speaks, posture as well as his/her actions is always reflected in the pupils' mind which in turn becomes their idol even outside the school premises.

The situation cited by the researcher was observed in Gandara II-Matuguinao District as implemented on school year 2007 -2008 by the DepEd Region-8 on the ABC program which aims to: 1) promote human values as bases for brilliance in character; 2) define brilliance in character holistically to include thinking, feeling and acting; 3) create a caring moral community where everyone gets to know, respect and care about one another as human persons and to share the responsibility of building each other's character; 4) push for a committed moral leadership that sets models and consistently fosters high standards of integrity ad accountability, mutual respect and deep sense of responsibility; 5) engage in partnerships with support groups in the enhancement of values among the young and adults such as families, religious groups, youth groups

and media; 6) use of purposive, intentional, proactive, experiential and action-oriented approach and discover other indigenous effective ways to character development and personal renewal that is from within, and 8) make education research and development an integral part of the ABC program for a well-organized and systematic implementation, intervention, monitoring, and character development of the region (Bautista, 2005).

Based on the annual report of pupils' promotion for the school year 2007 - 2008 where the present study was conducted, it was found out that pupils has forget and lost their character relative to their studies. As shown on the record that there were five percent of Grade V pupils who left their studies in school due to misbehavior inside the classroom, 91 percent of them were retained while four percent transferred to another school due to poor study habits and absenteeism. All of these records were categorized as pupils having problems.

Consequently, character education as well as values formation is very necessary in order to develop the learner's potential and ability but it can be nothing if his character and values is not integrated and adopted to him. It is in this present study that character education must be taught and properly oriented both the teachers and the pupils in the classroom and parents should also monitor the behavior of their children when they are at home. Experiences acquired by the pupils in school are considered important and vital in terms of the development of personality in order to become good and self-disciplined citizen of the country.

It is therefore, in the light of this study that the researcher wanted to know the extent of implementation of ABC program its relation to the behavior of Grade V pupils in the District of Gandara II-Matuguinao which is implemented by DepEd Region-8.

Statement of the Problem

This study determined the effect of Advancing Brilliance in Character (ABC) program in the behavior and academic performance of Grade V pupils in the District of Gandara II - Matuguinao during the school year 2008-2009.

Specifically, it sought answers to the following questions:

1. What is the profile of the pupil-respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 average grade in grade IV character education, and
 - 1.4 study habits?

2. What is the profile of the teacher-respondents in terms of:
 - 2.1 age;
 - 2.2 sex;
 - 2.3 average family income per month;
 - 2.4 teaching experience, and
 - 2.5 educational background?

3. What is the profile of the parent-respondents in terms of:

- 3.1 age and sex;
 - 3.2 average family income per month;
 - 3.3 educational background;
 - 3.4 occupation, and
 - 3.5 family size?
4. What is the extent of implementation of the ABC program in Gandara II District as perceived by the teachers and administrators, in terms of:
- 4.1 objectives;
 - 4.2 program content;
 - 4.3 structural framework, and
 - 4.4 strategies?
5. Is there a significant difference between the perceptions of the teachers and administrators on the extent of implementation of the ABC program along the four components?
6. Is there a significant relationship between the extent of implementation of the ABC program as perceived by teacher-respondents and their profile variates?
7. Is there a significant relationship between the extent of implementation of the ABC program as perceived by administrator-respondents and their profile variates?

8. What is the extent to which the pupil-respondents manifest the following core values as perceived by their teachers and their parents:

- 8.1 health and harmony;
- 8.2 truth and tolerance;
- 8.3 love and goodness;
- 8.4 sustainable human development;
- 8.5 global spirituality;
- 8.6 peace and justice, and
- 8.7 nationalism and globalism?

9. Is there a significant difference between the perceptions of teachers and parents on the extent to which the pupil-respondents manifest the seven core values?

10. Is there a significant relationship between the extent to which the pupils manifest the core values and the following:

- 10.1 teacher-related variates, and
- 10.2 parent-related variates?

11. Is there a significant relationship between the extent of implementation of the ABC program and the extent to which pupils manifest the seven core values?

12. What are the problems encountered by the administrators and teachers relative to the implementation of the ABC program?

13. What implications may be derived from the findings of the study?

Hypotheses

Based on the aforelisted specific question, the following hypotheses were drawn and tested:

1. There is no significant difference between the perceptions of the teachers and administrators on the extent of implementation of the ABC program along the four components.

2. There is no significant relationship between the extent of implementation of the ABC program along the four components, and the following:

2.1 teacher-related variates, and

2.2 administrator-related variates.

3. There is no significant difference between the perceptions of teachers and the parents on the extent to which the pupil-respondents manifest the seven core values.

4. There is no significant relationship between the extent to which the pupils manifest the core values and the following:

5.1 pupil-related variates, and

5.2 parent-related variates.

5. There is no significant relationship between the extent of implementation of the ABC program and the extent to which pupils manifest the seven core values.

Theoretical Framework

This study is anchored on Harris Theory of Law and Education (Dizon et al. 1992: 59) when he states on the learners' discipline that all educational institutions shall teach the rights and duties of citizenship; strengthen ethical and spiritual values; develop moral character, and personal discipline.

The development of character of a person is a constitutional command that is required of all schools to perform their responsibility in shaping the behavior of young people under their care. The need to assess the effectiveness in terms of the implementation of the ABC program its relation to the behavior of Grade V pupils in the District of Gandara II-Matuguinao is very necessary in order to identify, the strengths and weaknesses of the program.

Tyrell (1990: 282) stresses the importance of values dimension of education. She states that "the goal to society like justice, freedom, truth and peace cannot be achieved without a change of values and attitudes of an individual." This implies that to bring about a whole person, knowledge, skills, values and attitudes is needed so that his potentials is shaped for his own good and for the sake of society.

Another theory that is essential to character education of the pupils in the classroom is that of Bandura's Theory of Social Learning (www.nsch.gov.ph) when he cited that "people learn through observing other's behavior, attitudes and outcomes of those behaviors."

This means that most human behavior is learned observationally through modeling; from observing others, one form an idea of how new behavior are performed, and on later occasions, this coded information served as guide for action. Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral and environmental influences necessary conditions for effective modeling.

Based from the social theory of Bandura, some other factors that identify and contribute more in terms of the effectiveness of the program like the ABC program, its relation to the behavior of the Grade V pupils in the District of Gandara II-Matuguinao must be properly emphasized would lead to the ineffectiveness and inefficiency of the program, therefore, an immediate solution and action to the program being implemented is needed to overcome such kind of problem that may come out, since they may be able to contribute positive effects of behavior and even may also improve their academic performance in their subjects as well. Instruction should be effective and efficient on the part of the teaching strategies of the teachers so that desirable behavior and attitudes of the pupils will be developed.

The behavior they have acquired and learned in the classroom through the program implementation of ABC is considered as a complicated task where its goal and objectives are realized. In order to develop the behavior and academic performance of the pupils, teachers, therefore, should exert their effort to make their lessons more interesting and motivating. Hence, as stated by

Bandura in his ideas on social learning theory, most human behavior is learned observationally through modeling, from observing others, that one forms an idea of how new behavior are performed, and on later occasions this coded information serves as a guide for action.

The implementation of the ABC program of Grade V pupils in the District of Gandara II-Matuguinao can be associated with the Bandura's Social Learning Theory considering its success and failure on the implementation of the program.

Conceptual Framework

This study focused on the status of Advancing Brilliance in Character (ABC) program in terms of the seven core values and its relation on the behavior of Grade V pupils in the District of Gandara II-Matuguinao. The factors that are concerned are the seven core values of an individual which are: health and harmony; truth and tolerance; love and goodness; sustainable human development, global spirituality; peace and justice, and nationalism and globalism.

Considering the outcome of this study, the collected data was used as basis in making the proposal training program for character education. Factors that would be identified as a problem or barriers during the implementation of the program and persons concerned must be informed with an appropriate action for the improvement of the program, the conceptual diagram of the study is reflected in Figure 1.

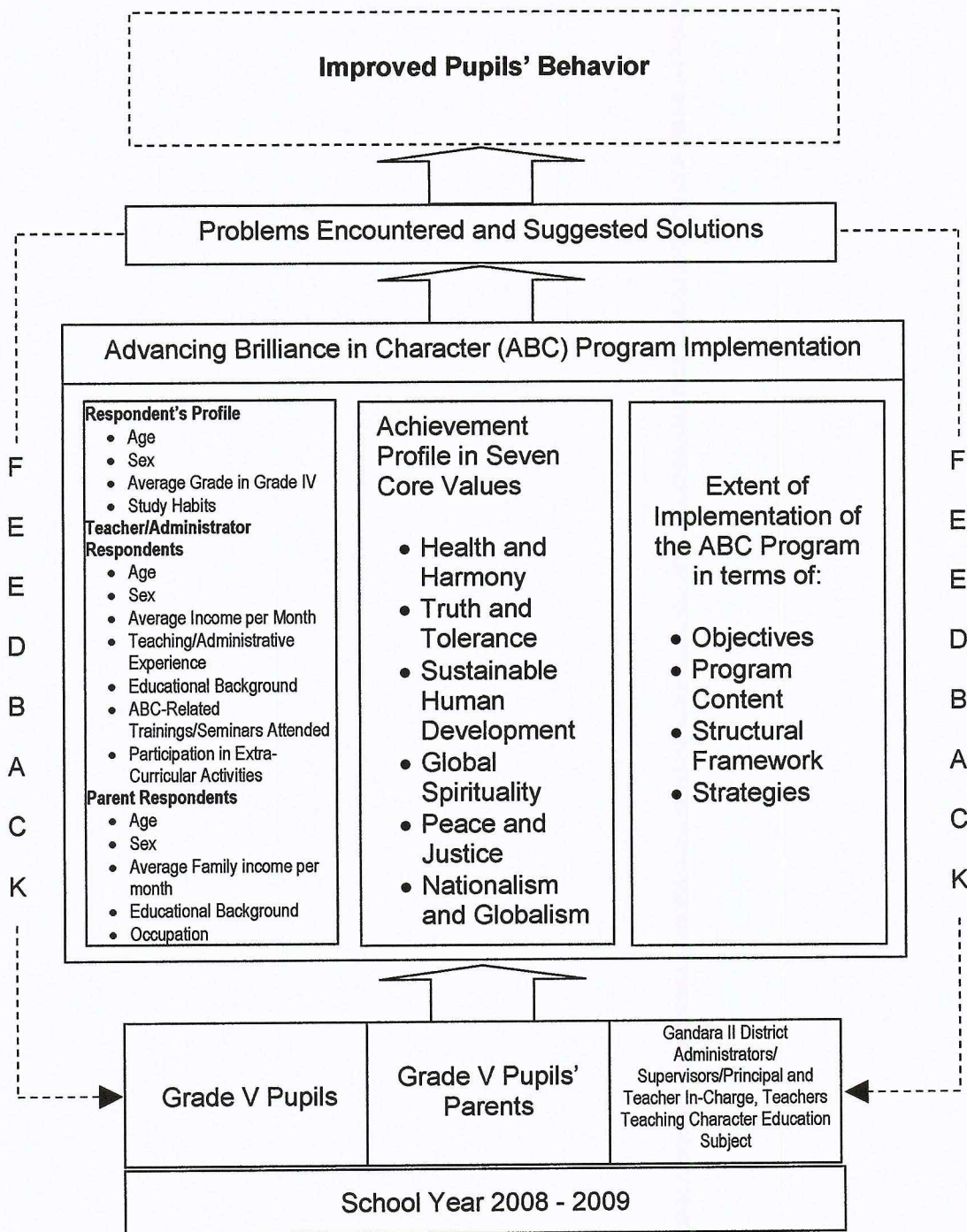


Figure 1. Conceptual Framework of the Study

Significance of the Study

This study was conducted in order to find out the extent of implementation of the ABC program in Gandara II District: its relation to Grade V pupils' behavior. The data that was collected relative to the factors that contribute in terms of effectiveness of the program on the behavior of the pupils must be given importance, on the other hand, the data that may served as obstacle or problem in the implementation of the program was taken into consideration and an immediate solution should be given to be able to improve and sustain the program. The results of this study were expected to be of great help to the following persons:

To the school heads/administrators. The findings of this study would be useful to the heads/administrators and the teachers in the strengthening of behavior in character education program as well as its implementation of the ABC program in Gandara II district in relation to Grade V pupils' behavior. Loop holes as well as problems would be identified and analyzed utilizing the outcome of this investigation and would serve as baseline data.

To the teachers. Strong points as well as weak points of the ABC program would be identified and it would provide also basis for character education to the teachers concerned that they should make necessary adjustment in connection with the desired quality standard on the implementation of the ABC program.

To the pupils. It is very necessary and appropriate to conduct the study on the extent of implementation of the ABC program in Gandara II district: its relation to Grade V pupils' behavior in which the learners nowadays are already exposed to other sources of information such as: computers, television, internet, radio, books, movies, and magazines wherein their behavior and performance in academic subjects are sometimes affected because of misbehavior. Hence, the result of this study was expected to enlighten the learners on their core values implemented by the ABC program in which they need orientation of the character education program.

To the parents. The result of this study would be useful to the parents especially in strengthening the character of their children as well as improving desirable values and attitudes so that their children would become productive citizens in the country.

To the Region VIII DepEd Officials. The results of this study would serve as a baseline data for them to formulate policies regarding the strengthening of right character and values for the whole region.

To the future researchers. The data collected in this study would provide insights into the problem that heed further studies and investigation as well as it also enlighten and direct other future researchers to come up possible solution of the problem in which they thought it would improve the implementation of the ABC program in terms of the behavior of Grade V pupils in the District of Gandara II.

Scope and Delimitation

This study determined the extent of implementation of Advancing Brilliance in Character (ABC) program in Gandara II district in relation to the behavior of grade V pupils. The status of implementation of the ABC program in terms of instruction of the seven core values such as: health and harmony, truth and tolerance, love and goodness, sustainable human development, global spirituality and justice and nationalism and globalism were assessed to determine its strength and weaknesses in the ABC program implementation of the District of Gandara II.

A questionnaire was administered to the pupils on the core values of character education to ensure that the Grade V pupils had internalized their attitudes and values they had learned and acquired in school. Their grades in the different core values of the subjects were determined and taken into consideration whether the extent of implementation of the ABC program in terms of the behavior of Grade V pupils in Gandara II district was properly implemented.

The subjects of the study were 195 grade V pupils who were officially enrolled in school year 2008-2009. The respondent of the study were the teachers who were teaching Character Education subject as well as their administrators in the different elementary schools in Gandara II district.

These elementary schools were as follows: Gandara II Central Elementary School; 2) Sto. Niño Elementary School; 3) Catorce de Agosto Elementary School; 4) Pizarro Elementary School; 5) Piñaplata Elementary School; 6) San Jose Elementary School; 7) San Agustin Elementary School; 8) Matuguinao Central Elementary School, and 9) San Pelayo Elementary School.

This study was conducted only in the District of Gandara II - Matuguinao.

Definition of terms

For clarity and understanding of the study, the following terms are herein defined conceptually and operationally.

Academic performance. This refers to the accomplishment or proficiency acquired by the pupils in a given skill or body of knowledge, (Good, 1975:7). As used in this study, it refers to the grades in Character Education Subject based on core values that the grade V pupils got.

Administrator. It is a person who administers a business or public affairs capable of organizing (Dictionary, 1991 : 22). In this study, it refers to the person who knows records of the incoming and outgoing activities of the grade V pupils in the district of Gandara II.

Advancing Brilliance in Character (ABC) program. Refers to a program intended for character development among the pupils of the DEPED in Eastern Visayas Region (DEPED Manual, 2006 :2-3). In this study, it refers to the status of

ABC program implementation of DEPED region 8 among grade V pupils in the district of Gandara II and its effect on their behavior and academic performance.

Behavior. This term refers to the way of behaving, conduct or action of a person, (Webster Universal Dictionary, 1978: 63). As used in this study, it refers to the values learned and acquired by grade V pupils in their character education subject through the implementation of Advancing Brilliance in Character (ABC) program of the DepEd.

Character education. It refers to the study of personality development of a person in a given curriculum (L.J. English Dictionary, 1995 : 132). In this study, it refers to the value learned by a grade V pupil in their character education subject.

Core values. These are values centered on human dignity with corresponding components like; health and harmony, truth and tolerance, love and goodness, sustainable human development, global spirituality, peace and justice, nationalism and globalism (L.J. English Dictionary, 1995 : 145). In this study, it refers to the seven identified core values to be learned by grade V pupils in the district of Gandara II in the ABC program implemented by DEPED.

Goodness. This term refers to the state of being good (Webster Universal Dictionary, 1975 : 229). In this study, it is one of the seven core values of the ABC program implementation by DepEd Region 8 among grade V pupils of Gandara II District.

Global spirituality. It refers to a spiritual journey which develops relationship with the Sacred Source of Life, human, nature, and future generation (DepEd-8 ABC Manual, 9). As used in the study, it is one of the seven core values of ABC program implemented by DepEd-8 among the Grade V pupils in the second district of Gandara.

Health and harmony. This refers to a state of physical, mental, and social well-being and not merely the absence of disease or infirmity. Harmony with nature relates with reverence and respect for life and responsibility for the natural environment (DepEd-8 ABC Manual, 9). In this study, it is one of the components of the seven core values of the ABC program implemented by DepEd-8 among Grade V pupils in the second district of Gandara.

Love and goodness. It refers to the will to extent one's self for the purpose of nurturing one's own or another's spiritual growth. The ability to love begins with the appreciation of one's own worth and a sense of one's power and goodness (DepEd-8 ABC Manual, 11). As used in this study, it is one of the seven core values of ABC program presently implementing DepEd-8 among Grade V pupils of Gandara II district.

Nationalism and globalism. Love of country is the foremost value; it implies a deep concern over the present and the future of the country and its people, as well as action to help in the nation's overall development. Solidarity and unity for the country must go beyond the boundaries of the nation toward global solidarity and international understanding (DepEd-8 ABC Manual, 11-12).

In this study, it is one of the components of the seven core values implemented by DepEd-8 among Grade V pupils in second district of Gandara.

Peace and justice. It is a virtue that seeks not self-interest, but for the good of others. Strengthening the family as the foundation of the nation is a primary goal. Respect for human rights is important in achieving a just and peaceful society, (DepEd-8 ABC Manual, 10-11). In this study, it is one of the seven core values implemented by DepEd-8 among Grade V pupils of Gandara II District.

Truth and tolerance. Love of truth implies the tireless and enthusiastic search for knowledge in all of its forms. Tolerance refers to disposition insensitivities (DepEd-8 ABC Manual, 10-11). In this study, it is one of the components of the seven core values implemented by DepEd-8 among Grade V pupils of Gandara II district.

Sustainable human development. This means that economic growth should be balanced by considerations of human and social well-being. There should be protection of the environment and wise use of researches (DepEd-8 ABC Manual, 11). In this study, it is one of the seven core values implemented by DepEd-8 among the Grade V pupils of the second district of Gandara.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter contains the materials reviewed for the purpose of getting more insights and ideas related to the problems of the study. These materials are arranged and formed as anchorage of the present study.

Related Literature

The DepEd program for character excellence was implemented through the preamble of the 1987 Philippine Constitution which states that:

“We the sovereign Filipino people imploring the aid of the almighty God, in order to build a just and humane society and establish a Government that shall embody our ideals and aspirations, promote the common good, conserve and develop our patrimony, and secure to ourselves and our posterity under the rule of law and a regime of truth, justice, freedom, love, equality and peace, in ordain and promulgate this constitution.”

Character education being a part of the elementary education curriculum is a process where attitudes and values are developed among the children in the classroom with the guidance and supervision of the teacher as the child interacts within his immediate environment.

The purpose of character education is to promote and develop values and attitudes of a human person geared towards building a just and humane society as practiced by countries where democracy exist (Sutaria, 1989: 108-114).

The goals and objectives of the DepEd program on character education is to develop among citizens in the country who are considered self-actualized individual having a sense of dignity, responsibility among his immediate environment, sense of nationalism and globalism, having faith with the Almighty as a human person.

Character education which started at the central and the local level must geared towards the following principles to wit: 1) promote human values as bases for brilliance in character; 2) define brilliance in character holistically to include thinking feeling and acting; 3) create a caring moral community where everyone gets to know, respect and care about one another, as human persons and to share responsibility of building each others character; 4) push for a committed moral leadership that sets models and consistently foster high standards of integrity and accountability, mutual respect and deep sense of responsibility; 5) engage in partnership with support groups in the enhancement of values among the young and adults such as families, religious groups, youth groups and media; 6) use a purposive, intentional, proactive, experiential and action-oriented approach and discover other indigenous effective ways to character development; 7) foster self-motivation for character development and personal renewal that is rooted from within , and 8) make education research and development an integral part of the ABC program for a well-organized and systematic implementation, intervention, monitoring and the character development of the region (DepEd Values Education Manual, 1997).

Human being as a person has philosophical principles that served as guide and foundation of the ABC program, it can be found on his actions, understanding and responses based on his historical and cultural practices that he adopt on his environment. The Preamble of the 1987 Constitution states that the task of education is to assist and help the culture of the Filipinos by way of controlling the environment through the utilization of human and non-human resources; make appropriate structure and institutions for the attainment of a just and humane society.

As a person in the society, his physical, mental, moral and spiritual well-being is recognized and accepted within his environment in which his physical being has physiological needs having knowledge that focus into the outside world. As moral person, he is looking for the good where his orientation is to the Almighty God being the Creator of everything. His family is the basic unit of the community where he belongs. And his aim is to achieve for the welfare and common good which result to human development (Gregorio, 1990: 43).

The ABC program through the development of character education among the children in the elementary level has seven core values framework namely: 1) global spirituality, it refers to a spiritual journey which develops relationship with the sacred source of life, humans, nature and future generations, it also cultivates faith in God; 2) health and harmony, where health is used to mean the absence of disease. Harmony with nature relates with reverence and respect for life and responsibility for the natural environment; 3)

Truth and tolerance, it implies the tireless and enthusiastic search for knowledge in all its form, tolerance refers first and foremost to a disposition of the mind which calls for the eradication of prejudices and insensitivities; 4) love and goodness, includes love for one's self for the purpose of nurturing one's own or another's spiritual growth. The ability to love begins the appreciation one's own worth and a sense of one's own power and goodness, these enable a person to reach out to others; 5) Peace and justice, at the bottom of all efforts to build a just and peaceful society is the presence of a creative good will in persons. It is a virtue that seeks not self-interest but the good in others. Strengthening the family as the foundation of the nation is a primary goal. Respect for human rights is very important in achieving a just and peaceful society, likewise, the society also needs to be characterized by a genuine concern for the common good and by cooperation; 6) Sustainable human development, human well-being cannot be equated with economic growth alone. Hence, what is called for is the type of development that is characterized by a balance between economic and social development. This means that social costs, such as the exploitation and ill-treatment of workers should not be allowed in the guise of achieving quick economic growth. Economic growth should always be balanced by considerations of human and social well-being. Economic development should also be sustainable. This means that there should be protection of the environment and wise use of resources; 7) Nationalism and globalism, within the Philippines, love of country is the foremost value, it implies a deep concern over

the present and the future of the country and its people, as well as action to help in the nation's overall development. This calls for heroism which mainly means living life of selflessness and sacrifice to attain a higher good which is the good of the country. Solidarity and unity for the country must go beyond the boundaries of the nation toward global solidarity and international understanding. All humans have common basic needs and aspirations despite differences. The world is an interdependent human/global community and has only one common home, the Earth, and therefore a common future (DepEd Values Education Framework, 2002).

The transformation of values and character among the children is difficult where it requires a certain process of values formation such as cognitive, affective and human behavior. As a human person, he perceives himself what is right for him and decides and acts on it. These values can be acquired by the learners in the classroom, at home and his immediate environment, the community. As the child grows older, he is more concerned and aware of the outside world applying his behavior on the environment.

With these, some other ways and strategies through the implementation of the ABC program are now prepared and implemented so that parents as well as teachers who are teaching the character education subject would not find it hard in developing the pupils.

To ensure the functional and effective implementation of the Advancing Brilliance in Character program, structured components are established such as

the inclusion of Technical Education Institutes and in the Basic Education where all teachers teach values through the curriculum, hence, shall prepare with the leadership of the school head and supervisors, a comprehensive and integrated matrix, for values education. Character education in the elementary level shall be the core for character building for children giving greater emphasis on the development of moral and spiritual core values in an expanding environment approach, that is, from God to self, to family and others, to the community and the country, and the world.

Meanwhile, every home will be an extension of the classrooms and the learning environment. This means that whatever is taught in school especially in the formation of values among the learners, follow-up of the parents in the home is very necessary. Home study habits of the children should be monitored also by the parents. Children should open their problem on their parents.

However, the community shall play an important role in the attainment of mission, vision and objectives of the school. The most important measure of a nation is not the GNP, but the character of its people. It helps create an environment where children are free to explore their values. The community served as a strong venue towards the delivery of character education initiatives and it can be made possible through role modeling among the elders to develop their character.

The core values within the ABC program framework should find their way through programs and projects with coordinated efforts of GO's, NGO's,

and government school officials to foster right values as leaders of the community.

The church provides spiritual guidance and nourishes the mind and the soul of the people. It teaches moral norm and standards that can be applied to all human endeavors in all places at all times. As a refuge of people, who are in need of moral and spiritual guidance, the church play a vital role in modeling the right values and character. Honesty and integrity in business should be an integral part of the entrepreneurial scheme.

Such kind of program for character development need to tapped expertise of school officials, community leaders, church leaders, businessmen as well as the parents for the attainment of the mission, vision and goals of the ABC program. The integration of efforts of different sectors in the society would help to achieve the goals and objectives of the ABC program more viable and sustainable.

Along this line, some strategic and reinforcement are infused among the pupils in the classroom to inculcate their values/character. These are the following: 1) classification of values that engages the learners in active evaluation of the belief, choice of behavior, and decision ,making in order to apply these in the environment; 2) development of morality, in which, it is a process of working out a sense through the development of individual social experience where the outcome is accepted by the group; 3) analysis of values, as another approach consists of identifying the character, assessing the truth and reality to arrive wise

decision. This would help develop the learners to apply his logical thinking in dealing with his immediate environment; 4) the modification of character as another strategy in character development specifies that in any change of behavior of the learners would take place if he is exposed to challenges in the environment. Some traditional values of the Filipinos such as authoritarianism, personalism, "pakikisama" system, "hiya" and "utang na loob" are re-examined considering their positive and negative effect on it. A modification of this behavior is expected, hence, accepted behavior and values among the learners will be achieved.

On the other hand, values development and character education can be integrated in the different subject areas in the elementary and secondary level, since character is a part of his education. The acquisition of knowledge and skills among the learners in any subject is very important, but it requires him also of his attitudes and values. The nature and kind of discipline of learner would identify his values and attitudes where his image and family background is involved.

Therefore, the failure and success of values and character education program whether it is integrated in the different subject areas or as a separate subject is dependent on the creativity of the teachers handling the subject. It can be done through making a situationer where attitudes of the children can be developed. Such acquisition of values and attitudes would allow the learners to clarify and assess their values in terms of their social environment.

According to Soriano (1982:82-85), the characters and attitudes of the learners are reflected on their actions and responses on his environment. The purpose of character education is to guide the child to be able to choose wisely his values in which he will act on it.

On the other hand, Punsalan (1989:45-48) cited that moral character can be developed in the classroom by means of the development of habits, mutual understanding and proper attitudes for the welfare of the children. Moral character recognizes the development of moral values and attitudes such as respect, courtesy, and helpfulness in the elementary curriculum. This can only be made possible if the purpose of the character education are infused or integrated during the actual classroom teaching of the subject.

She reiterated further that the moral development of the youth is the joint responsibility and cooperative efforts of all educational institutions. The realization of this program would be dependent on the kind management the implementers are applying on the said ABC program as well as the cooperation among the school officials, parents, church leaders, government agencies, LGU's, media, and businessmen.

However, the National Board of Education suggested specific goals and objectives to attain personal discipline that states:

To guide our people with the use of leisure so that it may contribute to their personal growth and promote the welfare of the community.

Character education in the Philippines is based on the concept that values is a composition of specific education such as: conducts, habits, and traits (Selerio, 1989:4).

Moral character is included in the 1987 Philippine Constitution due to its importance of character of a human person. As cited by Manuel L. Quezon, former President of the Republic of the Philippines when he said:

No nation can attain greatness without superior moral qualities. The national strength can be built only on character. A nation is nothing more or less than its citizenry. It is the people that make up the nation and therefore, it cannot be stronger than its component part." Palasigue; 1998:109)

It has been a common knowledge among our youth today that they lack already respect among elders, discourteous to their parents and teachers and other forms of misconduct. With these, the school, the home and the church as well as the community should look into this matter in trying to develop moral character since they are the institutions having more concerns of developing the values of the children.

Borromeo (1997:109) states that in order to develop moral character of a child, help him understand how his manners make you and other persons feel because of the children want to please their parents and parental unhappiness and disapproval in a powerful force. Allow for opportunities to learn about right manners and social behavior. If possible, and as parent, negative influences that the child may learn and adopt must be limited. Let him read the books and other children's stories that have moral messages.

He further stressed that teaching the child in the right attitude and good manners would add the individual's self-confidence as well his personality because for those who practice manners are at ease and they show gentleness and dignity as a human person. These are four social institutions which are involved in character development of a person, namely: 1) the family; 2) the peers within his environment; 3) the school, and 4) the church.

Family is considered a great factor in terms of developing moral character of a human person. Based on some educator's point of view, they believe that the family is the first agent responsible for molding the youth in the early childhood of a person so that they will become an accepted member of the outside world. In the family, emotions of love, tears and joy, right and wrong ideas and decisions are conveyed and observed by the child on his parents, elders and other members of the family. In terms of relationships in the family, the child is aware and learns on the real concept of religion, the comparison between good and bad, and other attitudes and beliefs.

The peers within the group are also a great factor that may influence character development of a child. This is true that when a child grows older and he enters into the period of adolescence, he become aggressive, independent on his own, he think less of what other people and other members of the family would say and advise, he always set on his own standard.

Another institution that may influence the character of a child is the school. The purpose of education in the country is to develop moral character

and discipline of a child. Teachers that are considered molders of the youth are also expected to import and integrate moral and spiritual discipline where most of these character developments are incorporated in the curriculum particularly in the elementary grade school level. It is the teacher in school where moral aspect of his personality is introduced on the child.

On the other hand, the church contribute much in terms of moral development of a child because for those who has faith in God and attend prayer and mass are more likely to develop their morale that resulted to the improvement of their standards and morality.

Lopez (1984:153) cited that the behavior of a person is associated with the influence of his peers in the environment. The behavior is most likely managed in the environment through positive or negative reinforcement. However, since the behavior of the child is flexible, it should be influenced in a positive and proper reinforcement.

Thorndike (1995:176) in his ideas on the law of exercise stated that the acquired knowledge of the learners in the classroom should be practiced at any given time to have desirable output. Pupils who are studying the character education specifically on the seven core values must practice the knowledge they have learned from the school, their home and in the community as well as teachers should practice the right attitude and behavior they impart to the learners since they are considered model in their respective places where they lived.

Morales (1998:133) cited also that in order to develop moral character of a child, parental guidance and acceptance is very ideal and effective way in terms of character development rather than physical or corporal punishment of a child.

In so far as the effect of the implementation of character education to the grade V pupils are concerned, in terms of the academic performance, Lewis (1995:11) suggested that the role of the teachers should include the total range of duties service or responsibilities they are expected to fulfill, including setting as examples of good values. The values they have to uphold could be those that are relevant to the individual such as work habits, self-discipline, patience and honesty and those that are seen socially cohesive such as sharing, kindness, cooperation and tolerance.

Specifically, the work values that teachers ought to convey to their learners extend from minimizing and maximizing learning in the classroom among the pupils.

However, teachers may use also actual process of the lesson to create the necessary interaction with the value of work. And finally, practical classroom activities are suggested to foster work values and moral character on the part of the learners in the classroom.

Such learning of moral character among the pupils in the classroom would help develop their competencies good work habits and academic performance in school. Based on the foregoing literature, moral character of

pupils are important factors that will foster academic performance of the learners in school.

Related Studies

The following studies presented are related to the presented study, major findings of various researchers cited in the study would contribute much in strengthening the discussion of this study which is about the Extent of Implementation of Advancing Brilliance in Character (ABC) program in Gandara II District: Its Relation to Grade V Pupils' Behavior. Character education teachers teaching in the elementary grade V level as well as the administrators of Gandara II District and other DepEd officials and implementers of the ABC program play a vital role in the implementation and realization of the program. Their expertises, abilities, skills, competence as well as their traits are great factors to be considered for the success and failure in the implementation of the ABC program.

Doak (2009) conducted a study entitled "The Effect of Character Education on Emotional Intelligence". The purpose of the study was to determine if the book *Sad, Mad, Glad* and subsequent character education lesson plans have an effect on children's emotional intelligence. Such results are important, because teaching children to be aware of their emotions helps them with self-regulation and social interaction. Fifty-four students, ages 5-11, from the MUGC Summer Enrichment Program participated in the study. It was hypothesized that emotional

intelligence scores obtained after the character education lesson plans would be significantly different compared to those obtained before. Results from paired samples t-tests showed no significant differences between the means, indicating that the *Sad, Mad, Glad* book and character education lessons did not significantly affect emotional intelligence.

The above study is similar to the present study since both studies focused on character education. However, the two studies differed in other variables and research design. The study of Doak was experimental in nature because it tried to find out the effect of character education on the emotional intelligence of the respondents. On the other hand the present study was purely descriptive in nature.

A study entitled “The Effects of Character Education on Student Behavior” was conducted by William in 2002. The purpose of the study was to determine how character education affected the behavior of students. The study involved observing student behavior; interviewing teachers, students, and parents to determine their perceptions of the effects of the character education program on student behavior; and reviewing disciplinary records to identify behavioral patterns. The findings from this study suggested that character education programs may have a positive effect on student behavior.

The study of William was very similar to the present study since both studies were centered on character education and values formation. The two

studies differed in terms of research design. The present study was descriptive in nature while the study of William was experimental in nature.

Berger (2005) conducted a study entitled "A Comparison of Character Education Programs and their Effects on Academic Achievement, Behavior, and Attendance". The determined whether significant relationships existed between character education and the number of incidents of crimes and violence, attendance rates, and academic achievement in Florida public schools. The study found a statistically significant relationship between those counties that effectively implemented a character education program in their elementary schools and student attendance, as compared to counties that did not effectively implement a character education program in their elementary schools. The study did not find a statistically significant relationship between those counties that effectively implemented a successful character education program in their elementary schools and student achievement, as compared to counties that did not effectively implement a character education program in their elementary schools. The study did not find a statistically significant relationship between those counties that effectively implemented a successful character education program in their elementary schools and lowered incidents of crime and violence, as compared to counties that did not effectively implement a character education program in their elementary schools.

The above cited stud dealt with character education just like the present study. However, the two studies were different in terms of research design. The

study of Berger was experimental in nature which determined the effect of character education programs on students' academic achievement while the present study was descriptive in nature.

A study of Acosta (2001) on the problems of their pupils met by classroom teachers were as follows: 1) disobedience, 2) lack of supervision of their parents, 3) unhealthy, 4) poor study habits, 5) economic insecurity, 6) failure of pupils to do their homework, 7) laziness in school works, 8) inattentive during classroom instruction, and 9) non-recitation of pupils during class standing and recitation. He further recommended that these misconducts of pupils in the classroom can be minimized and improved through counseling of the pupils.

On the other hand, Plamenco (2001) has a study which is similar to the present study. His study was designed to find out as to what moral and civic values had been acquired by the Grade VI pupils in Character Education in the Division of Nueva Viscaya and to identify which of these were manifested by the Grade VI pupils in relation with their behavior in school. Results and findings revealed the following to wit: 1) the grade VI pupils in urban areas and those in rural areas as well have acquired moral and civic values where they manifested these values in their behavior. Their moral values are as follows: 1) politeness, 2) honesty, 3) courtesy, 4) obedience, and 5) helpfulness. Moreover, the civic values include nationalism and patriotism.

The study of Plamenco has bearing with the present study because both studies dealt on the behavior and moral character of the pupils. However, they

may differ only on scope, venue and the respondents of the study because the present study is concerned more on the effect of the implementation of the ABC program in relation to the behavior and academic performance of grade V pupils in the district of Gandara - Matuguinao.

Fuentes (2001) revealed that the implementation of values education program in the secondary level has barriers and problems that should be addressed by the administrators of the school as well as teachers handling the subject. She further cited problems that affect the implementation of values education program in the secondary level as follows: 1) laxity of the teachers handling the subject, 2) lack of supervision of the administrators, 3) poor classroom management, 4) absenteeism of teachers handling the subject, 5) kind of discipline of teacher imparted to the pupils, and 6) lack of preparation of the teachers handling the subject. These problems according to her would greatly affect the behavior of the students in the secondary level. She further recommended that a thorough study and investigation should be done by the administrators to those teachers who are considered ineffective with their teaching in Values Education subject and all the problems cited must be taken into consideration for the success on the implementation of the values education program in the secondary level.

The present study has similarities with the present study because both studies are dealt on the behavior of the pupils as well as the attitudes and performance of teachers teaching the values education subject. However, they

may differ only on scope, subjects of the study as well the respondents involved in the study in the sense that the present study utilizes the grade VI pupils as subject of the study and the teachers handling the subject as respondents of the study.

In the study of Cadayong (2000), the researcher found out that the status of Values Education Program implementation as perceived by the administrators and teachers in terms of objectives, instructions, activities and physical facilities are found to be satisfactory. It means that the program is implemented well. He further stressed that the program implementation of Values Education in San Isidro District I Central Elementary School could be improved if everybody will cooperate in the pursuit of its objectives. There is a need to put more emphasis on the practice of values wherever those Grade VI pupils are.

The study of Cadayong was deemed related to the present study in terms of the nature of the problem. Both studies determined the extent of implementation of character education in public schools. The two studies differed in terms of respondents. The study of Cadayong involved grade VI pupils while the present study involved grade V pupils.

On the other hand, a study on the misbehavior of the pupils in Leyte II Central Elementary School was conducted by Espinoza (2000), she found out that the elementary school teachers had identified twelve behavioral problems namely: tardiness of pupils, 2) irregular in attendance, 3) poor study habits, 4) laziness, 5) lack of interest with their lesson, 6) discourtesy, 7) speaking indecent

words, 8) disrespect to person in authority, 9) unnecessary noise during classroom instruction, 10) quarreling, 11) absenteeism, and 12) dishonesty. She stressed further that poor classroom management and lack of teaching experience as well as the kind of discipline the teacher imparted to the pupils greatly affect on the causes of misbehavior of the pupils in the classroom.

The study cited above has similarities to the present research study because it considered values as well as attitudes as one of the factors to be considers. In addition, it considered itself in the relationship of a certain factor to the achievement of the learners. The difference, however, lies on the fact that the previous study cited utilized experimental research design whereas the present study employs a descriptive method of research.

The aforementioned studies pointed views and opinions based from the data they presented and analyzed. The ideas presented by some researchers would help the researcher in an in-depth presentation on the result and findings of the present study wherein moral character is the main concern of this study as an effect to the grade V pupils in the district of Gandara II – Matuguinao through the implementation of the ABC program.

Chapter 3

METHODOLOGY

This chapter discusses the methods and procedures that were used in the research study. Included in this chapter are the detailed descriptions of the research design, instrumentation, validation of the instrument, sampling procedure, data gathering procedure and statistical treatment of data.

Research Design

This study employed the descriptive research design intended to determine the effectiveness of character education program and teachers' competence in teaching the subject to grade V pupils.

The study determined the status of the ABC program as well as its extent of implementation of ABC program in Gandara II District: Its Relation to Grade V Pupils' Behavior considering its objectives, content, structured framework, answer a questionnaire in terms of their behavior and strategies. The subjects of the study were based on the seven core values as follows: health/harmony, truth/tolerance, love and goodness, sustainable human development, global spirituality, peace/justice, and nationalism/globalism. Problems that were encountered during the implementation of the ABC program were determined also.

To ensure that the goal and objectives of the study will be achieved, two sets of questionnaire were utilized to gather the needed data.

Instrumentation

This study used two sets of instruments which are composed of a questionnaire from pupil-respondents and the teacher-/administrator-respondents.

Pupil-respondents questionnaire. It consists of four major parts namely: Part I was the personal data of the pupils. Part II indicated their study habits towards the subject, while Part III also indicated their behavior in Character Education Subject, and Part IV indicated their academic performance based on the seven core values.

Teacher-respondents questionnaire. It consist of four major parts namely: Part I was the personal data or general information of the respondents; Part II indicated the status of implementation of the ABC program in terms of objectives, content, structured framework and strategies, and Part III showed the extent of effect of character education program on the Grade V pupils with the identified seven core values, and Part IV were the problems encountered during the implementation of the ABC program as well as its suggested solutions to the program.

Validation of the Instrument

The researcher utilized the test-retest method in the validation of the instrument where the first set of questionnaire was subjected first for a trial-run on the Grade V pupils in the first district of Gandara Central Elementary School. It was administered by the researcher during the class sessions. Based on the outcome of the questionnaire, it was evaluated and utilized as the pertinent data to answer the seven core values which are experienced by the Grade V pupils in Gandara II District.

On the other hand, the second set of the questionnaire was also subjected for a trial-run to the same students and teachers teaching character education program and administrators in the other District of Gandara I who are not involved in the study. Based on their reactions, comments as well as their responses were analyzed, in this connection; further revisions were done to suit their needs. And then, it was presented to the thesis adviser and the Dean of the College of Graduate Studies for her approval and the final copy of the questionnaire were reproduced.

The permission and approval to conduct the study from the Dean of the College of Graduate Studies were secured and the researcher made a request letter addressed to the Schools Division Superintendent of Samar Division asking permission to conduct such kind of study. Through the questionnaire, the researcher personally fielded to the respondents of the study to facilitate the distribution and its retrieval.

Sampling Procedure

This study selected nine respondent-schools in Matuguinao, Samar under the Gandara II district and they are as follows: 1) Gandara II Central Elementary School; 2) Sto. Niño Elementary School; 3) Catorse de Agosto Elementary School; 4) Pizarro Elementary School; 5) Piñaplata Elementary School; 6) San Jose Elementary School; 7) San Agustin Elementary School; 8) Matuguinao Central Elementary School, and 9) San Pelayo Elementary School as presented in table 1. These schools involved in the study are having Grade V pupils that served as the pupil-respondents of the study.

This study utilized the Grade V pupils as the pupil-respondents, the parents of the Grade V pupils as the parent-respondents, the teachers teaching character education subject in Grade V in the district of Gandara II, Matuguinao, samara for the School Year 2008 - 2009. The District Supervisor, principals, head teachers, teacher-in-charge served as the administrator-respondents of the study.

A purposive sampling technique was utilized by the researcher to ensure that all of the personnel involved in the implementation of the ABC program in the district of Gandara II was used. A total of 125 Grade V pupils served as subjects of the study, three teachers teaching character education subject, and one school administrator that served respondents of this study. The Sloven's formula was employed in this study to determine the sample size and stratified random sampling was also used in order to select the pupil-respondents of the study.

In Sto. Niño Elementary School it has 31 grade five pupils; one teacher teaching character education subject, and one head teacher who had answered the questionnaire; while the Catorse de Agosto Elementary School has 24 grade five pupils, one elementary school teacher teaching character education subject, and one school head teacher.

Table 1

The Subjects and the Respondents of the Study

Name of Elementary School in Matuguinao, Samar under Gandara II District	No. of Grade V Pupils	No. of Teachers	No. of School Administrators	Total
1. Gandara II Central Elem. School	125	3	1	129
2. Sto. Niño Elem. School	31	1	1	33
3. Catorse de Agosto Elem. School	24	1	1	26
4. Pizarro Elem. School	20	1	1	22
5. Piñaplata Elem. School	14	1	1	16
6. San Jose Elem. School	35	1	1	37
7. San Agustin Elem. School	22	1	1	24
8. Matuguinao Central Elem. School	95	2	1	98
9. San Pelayo Elem. School	11	1	1	13
Total	377	12	9	398

The Pizarro Elementary School has 20 grade five pupils, one elementary school teacher teaching character education, and one head teacher served as

subjects and respondents of the study. For Piñaplata Elementary School, it has 14 grade V pupils, one teacher teaching character education subject, and one head teacher that served as respondents of the study.

San Jose Elementary School has 35 Grade V pupils, one teacher teaching the character education subject, and one teacher-in-charge. All of them served as respondents and subjects of the study.

The San Agustin Elementary School, it has 22 Grade V pupils, one teacher who is teaching the character education subject, while one teacher-in-charge served as subjects and respondents of the study.

In Matuguinao Central Elementary School, it has 95 Grade V pupils; two teachers are teaching the character education subject, and one teacher-in-charge served as subjects and respondents of the study.

For San Pelayo Elementary School, it has only 11 Grade V pupils, one teacher teaching character education subject and one teacher teaching character education subject, and one head teacher. All of them served as subjects and respondents of the study.

Other schools covered by the second district of Gandara II - Matuguinao was not included in the administration of the questionnaire because their school was not offering complete elementary curriculum where their pupils are from Grade One only up to Grade III.

This study was conducted in the elementary schools of Gandara II - Matuguinao District which offers complete elementary curriculum.

Data Gathering Procedure

The researcher requested and asked permission from the Division Superintendent, supervisors, principals, teachers and his adviser concerned to allow him to field and administered the data gathering instruments into the respondents. The questionnaire was given to the pupil-respondents as well as to the teacher and administrator-respondents and they answered it accordingly.

The data needed in the study were gathered by the researcher and it was tallied, collected, analyzed and interpreted statistically. The percentage measure as well as the frequency count was utilized to analyze the data in Part I that indicate profile of the respondents.

This is usually done by means of dividing the number of respondents involved in the study and by the number of frequency. The weighted mean was used to be able to determine the status of character education program as perceived by the respondents on the four components identified. Part I of the questionnaire utilized the five descriptive rating namely: Outstanding (O), Very Satisfactory (VS), Satisfactory (S), Poor (P), and Needs Improvement (NI) with corresponding assigned weight of 5, 4, 3, 2, 1 respectively.

Each item has corresponding frequency and it was multiplied by the weight of the different columns in order to obtain its weighted frequency, and then, it was divided again by the total frequency to be able to arrive on its weighted average.

Scale	Assigned Weight
4.51 - 5.00	Outstanding (O)
3.51 - 4.50	Very Satisfactory (VS)
2.51 - 3.50	Satisfactory (S)
1.51 - 2.50	Poor (P)
1.00 - 1.50	Needs Improvement (NI)

To find out whether there is a significant difference in the perception of the two groups of respondents, the average mean, and t-test for Independent Sample at 0.05 level of significance was utilized.

The weighted average was used to determine the possible problems or barriers that were felt by the implementers and respondents on the implementation of the ABC program. There were five descriptive ratings that was used, namely: Very Serious, Serious, Averagely Serious, Least Serious, and Nor Serious with corresponding assigned weight of 5, 4, 3, 2, 1 respectively.

This was divided by the total frequency in order to arrive to the average weight which is interpreted using the attitude scale as follows:

Scale	Assigned Weight
4.51 - 5.00	Very Serious (VS)
3.51 - 4.50	Serious (S)
2.51 - 3.50	Averagely Serious (AS)
1.51 - 2.50	Least Serious (LS)
1.00 - 1.50	Not Serious (NS)

Statistical Treatment of Data

The data gathered from the respondents was carefully tallied, analyzed and interpreted qualitatively and quantitatively.

The following descriptive statistical tools were used as follows: frequency count, percentage, mean, and correlation was used. Inferential statistical tools like t-test were also used.

Frequency count and percentage. For simple numerical facts, the frequency count and percentage was utilized. This is specifically used for the presentation of the profile of the two groups of respondents.

Weighted mean. To obtain the perceptions of the two groups of respondents relative to the implementation of the ABC program implemented by the DepEd Region – 8 in the elementary grade level, specifically in the Gandara II Matuguinao District, the weighted mean of Walpole (1982: 24) will be used.

Pearson-product moment coefficient of correlation. This statistical tools was used to reject or accept the hypothesis that there is no significant relationship between the extent of implementation of the ABC program along the four components and the following pupil-related variates and parent-related variates, and there is no significant relationship between the extent to which the pupils manifest the core values and the following pupil-related and parent-related variates, and there is no significant relationship between the extent of implementation of the ABC program and the extent to which pupils manifest the seven core values.

This formula as suggested by (Guilford, 1973: 88) was used.

The significance of the computed coefficient of correlation was determined using the Fisher's t-test where the degree of relationship was

determined using the Fisher's t-test where the degree of relationship was determined by the size of the obtained r. Interpretations of the obtained t were as follows (Ebel, 1965: 202):

r from + 0.01 to + 0.19	:	negligible correlation
r from + 0.20 to + 0.39	:	low correlation
r from + 0.40 to + 0.59	:	moderate correlation
r from + 0.60 to + 0.79	:	moderately higher correlation
r from + 0.80 to + 1.00	:	high correlation

The reliability of the computed correlation was interpreted using the following scale:

<u>Reliability</u>	<u>Degree of Reliability</u>
0.95 - 0.99	Very high, rarely found teacher's made test
0.90 - 0.89	Fairly high, adequate for individual measurement
0.70 - 0.79	Rather low, adequate for group measurement but not very satisfactory for individual measurement

Moreover, the computation was facilitated using statistical software or SPSS for data analysis.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter covers the presentation, analysis, and interpretation of data gathered in the study.

Pupil-Respondents' Profile

The pupil-respondents' profile is presented in terms of age, sex, average grade in character education subject and study habits.

Age and sex. Table 2 shows the profile of the pupil-respondents in terms of their age and sex.

As shown in the table, one or 0.51 percent was at the age of 13, 108 or 55.38 percent were 12 years old, 70 or 35.90 percent were 11 years old, while 13 or 6.67 percent were at the age of 10, two or 1.03 percent were nine years old, and one or 0.51 percent have not specify in terms of his/her age.

Based on the data reflected in the table, the youngest among the pupil-respondents were nine years old while the oldest was 13 years old. The mean was pegged at a value of 11.48 years old with standard deviation of 0.68 years old.

Moreover, as reflected in the table, it shows that 82 were male pupil-respondents while 113 were female pupil-respondents. Majority of the pupil-respondents were females.

Table 2
Age and Sex Distribution of the Pupil-Respondents

Age (in years)	Sex		Total	Percent
	Male	Female		
13	1	0	1	0.51
12	50	58	108	55.38
11	27	43	70	35.90
10	3	10	13	6.67
9	0	2	2	1.03
Not Specified	1	0	1	0.51
Total	82	113	195	100.00
Mean	11.60 yrs.	11.39 yrs.	11.48 yrs.	-
SD	0.58 yr.	0.72 yr.	0.68 yr.	-

Average grade in character education subject. Table 3 presents the average grade of the pupil-respondents in character education subject.

As gleaned in the table, only one or 0.51 percent has a grade between 90 to 94, 48 or 24.62 percent has a grade between 85 to 89, while 120 or 61.54 percent got a grade between 80 to 84, 14 or 7.18 percent has a grade between 75 to 79, and one or 0.51 percent has not specify in terms of his/her grade in character education subject. Majority of the respondents in terms of their level of learning in character education subject were considered in average level. The

mean was pegged at a value of 83.52 percent with a standard deviation of 3.54 percent.

Table 3

Pupil-Respondents' Average Grade in Character Education Subject

Grade in Character Education Subject	Total	Percent
95 and above	1	0.51
90 - 94	11	5.64
85 - 89	48	24.62
80 - 84	120	61.54
75 - 79	14	7.18
Not Specified	1	0.51
Total	195	100.00
Mean	83.52	-
SD	3.54	-

Pupil-respondents' study habits. Table 4 shows the study habits among the pupil-respondents in character education subject.

As gleaned from the table, out of five indicators presented, it can be noted that three out of five indicators were rated the same that is "very satisfactory" with a highest weighted mean of 4.06 followed by 3.64 and 3.63. Furthermore, the lowest weighted mean was posted at a value of 3.23 which is interpreted as "satisfactory" especially on shows where teamwork and cooperation of organization is emphasized.

Table 4

Study Habits of the Pupil-Respondents

Study Habits	Responses					Total	Mean	Inter- pre- tation
	(O) 5	(VS) 4	(S) 3	(P) 2	(M) 1			
1. He/she worked his/her assignment before going to sleep and sees to it that every item is correct and has no mistake.	69	77	42	3	3	788	4.06	VS
2. He/she set aside a little time in school especially in studying and identifying the national heroes of the country.	33	74	72	12	3	704	3.63	VS
3. He/she always read books at home specifically on how a person shows his love and respect to the Almighty.	42	72	57	15	8	707	3.64	VS
4. He/she watched television shows and movies after supper especially on shows where teamwork and cooperation of organization is emphasized.	30	59	57	26	22	631	3.25	S
5. He/she woke up early in the morning to read the words of God in the Holy Bible.	42	46	49	28	29	626	3.23	S
Grand Mean	-	-	-	-	-	-	3.56	VS

Legend:

4.51 - 5.00 Outstanding (O)	1.51 - 2.50 Poor (P)
3.51 - 4.50 Very Satisfactory (VS)	1.00 - 1.50 Needs Improvement (NI)
2.51 - 3.50 Satisfactory (S)	

Generally, those groups of pupil-respondents have rated in terms of their study habits as “very satisfactory” as supported by corresponding grand mean of 3.56.

Teacher- and Administrator-Respondents' Profile

The teacher- and administrator-respondents profile is presented in terms of age, sex, monthly income, teaching/administrative experience, and educational background.

Age. Table 5 shows the profile of the teacher- and administrator-respondents in terms of their age.

Table 5

Age Distribution of the Teacher-Respondents

Age (in years)	Respondents' Category				Total	Percent
	Teacher		Administrator			
	f	%	f	%		
52 up	2	16.67	3	50.00	5	27.78
49 - 51	1	8.33	0	0.00	1	5.56
46 - 48	2	16.67	1	16.67	3	16.67
43 - 45	1	8.33	0	0.00	1	5.56
40 - 42	3	25.00	1	16.67	4	22.22
37 - 39	3	25.00	0	0.00	3	16.67
34 - 36	0	0.00	0	0.00	0	0.00
33 and below	0	0.00	1	16.67	1	5.56
Total	12	100.00	6	100.00	18	100.00
Mean	45.17 yrs.		50.67 yrs.		47.00 yrs.	
SD	8.32 yrs.		13.29 yrs.		10.19 yrs.	

As gleaned in the table, it shows that out of 12 teacher-respondents, two or 16.67 percent were at the age of 52 years old and above, one or 8.33 percent were at the age between 49 to 51 years old, while one or 8.33 percent were 43 to 45 years old, three or 25.00 percent were at the age between 40 to 42 years, three or 25.00 percent were also at the age between 37 to 39 years old, no one was at the age of 34 and below. Majority of the teacher-respondents were at the age between 37 to 42 years old.

Based on the data reflected on the table, the youngest among the teacher-respondents were at the age between 37 to 39 years old, while the oldest is 52 years old and above. The mean was pegged at a value of 45.17 years with a standard deviation of 8.32 years.

In terms of age among the administrator-respondents reflected in Table 5, it shows that three or 50.00 percent were at the age of 52 years old and above, no one was at the age between 46 to 48 years old, while no one was at the age between 43 to 45 years old, one or 16.67 percent was at the age between 40 to 42 years old, no one also was at the age between 34 to 39 years old, and one or 16.67 percent has an age of 33 years old and below. Majority of the administrator-respondents were already at the age of 52 years old and above, which means they are already matured enough in terms of administering the school in the DepEd. The youngest among the administrator-respondents was at the age of 33 years old and below. The mean was pegged at a value of 50.67 years with a standard deviation of 10.19 years.

Among the age of teacher- and administrator-respondents, it shows that five or 27.78 percent were at the age between 52 years old and above, one or 5.56 percent was at the age between 49 to 51 years old, three or 16.67 percent were at the age between 46 to 48 years old, while one or 5.56 percent was at the age between 43 to 45 years old, four or 22.22 percent were 40 to 42 years old, three 16.67 percent were 37 to 39 years old, no one was 34 to 36 years old, and one or 5.56 percent was 33 years old and below. Majority of the teacher- and administrator respondents were already at the age of 52 years old and above and the youngest was 33 years old and below. The mean was pegged at a value of 47 years with a standard deviation of 10.19 years.

Sex. Table 6 presents the profile of the teacher- and administrator respondents in terms of sex.

Table 6

Sex Distribution of the Teacher- and Administrator-Respondents

Sex	Respondents' Category				Total	Percent
	Teacher		Administrator			
	f	%	f	%		
Male	0	0.00	2	33.33	2	11.11
Female	5	41.67	1	16.67	6	33.33
Not Specified	7	58.33	3	50.00	10	55.56
Total	12	100.00	6	100.00	18	100.00

As shown in the table, it indicates that no one was among the male teacher-respondents, while five or 41.67 percent were female teacher-respondents and seven or 58.33 percent have not specified in terms of sex on the teacher-respondents.

Among the administrator-respondents, two or 33.33 percent were males, while one or 16.67 percent was a female and three or 50.00 percent have not specified in terms of their sex. Most of the teacher- and administrator-respondents were females. This can be implied that among the teachers and administrators in the DepEd Gandara II District were dominated already by females.

Average monthly family income. Table 7 presents the family income per month among the teacher- and administrator-respondents.

As gleaned in the table, it shows that no one among the teacher-respondents has an income of PhP30,000.00 per month, one or 8.33 percent has an income of PhP20,000.00, no one also has an income of PhP17,000.00 to PhP17,200.00, while one or 8.33 percent has an income of PhP14,297.00, no one has an income of PhP13,000.00, two or 16.67 percent has an income of PhP12,512.00, three or 25.00 percent has an income of PhP12,000.00, while one or 8.33 percent has an income of PhP11,207.00, one or 8.33 percent has an income or PhP10,898.00, and one or 8.33 percent has not specified in terms of his/her income among the teacher-respondents. The mean was pegged at a value of PhP13,240.00 with a standard deviation of PhP2,600.33.

Table 7

**Monthly Income Distribution of Teacher-
and Administrator-Respondents**

Income (in Pesos)	Respondents' Category				Total	Percent
	Teacher		Administrator			
	f	%	f	%		
30,000.00	0	0.00	1	16.67	1	5.56
20,000.00	1	8.33	0	0.00	1	5.56
17,200.00	0	0.00	1	16.67	1	5.56
17,000.00	0	0.00	2	33.33	2	11.11
16,000.00	1	8.33	0	0.00	1	5.56
14,297.00	1	8.33	0	0.00	1	5.56
13,000.00	0	0.00	2	33.33	2	11.11
12,512.00	2	16.67	0	0.00	2	11.11
12,215.00	1	8.33	0	0.00	1	5.56
12,000.00	3	25.00	0	0.00	3	16.67
11,207.00	1	8.33	0	0.00	1	5.56
10,898.00	1	8.33	0	0.00	1	5.56
Not Specified	1	8.33	0	0.00	1	5.56
Total	12	100.00	6	100.00	18	100.00
Mean	Php13,240.09		Php17,866.67		Php14,873.00	
SD	Php2,600.34		Php6,269.50		Php4,679.81	

Among the administrator-respondents, it shows that one or 16.67 percent has an income of Php30,000.00 per month, no one has an income of Php20,000.00, one or 16.67 percent has an income of Php17,200.00, while two or 33.33 percent has an income of Php17,000.00, no one has an income of Php16,000.00 and

PhP14,297.00, two or 33.33 percent has an income of PhP13,000.00, no one has an income between PhP10,898.00 to PhP12,512.00 among the administrator-respondents. The mean was pegged at a value of PhP17,866.67 with a standard deviation of PhP6,269.50.

On the overall monthly income, among the teacher- and administrator-respondents, it shows that one or .56 percent has an income of PhP30,000.00 per month, one or 5.56 percent also has an income of PhP20,000.00, one or 5.56 percent also has an income of PhP17,200.00, two or 11.11 percent has an income of PhP17,000.00, while one or 5.56 percent has an income of PhP16,000.00, one or 5.56 percent has an income of PhP14,297.00, two or 11.11 percent has a monthly income of PhP12,512.00, while one or 5.56 percent has a monthly income of PhP12,215.00, three or 16.67 percent has a monthly income of PhP11,207.00, one or 5.56 percent has an income of PhP10,898.00, and one or 5.56 percent has not specified in terms of his/her income per month. The mean was pegged at a value of PhP14,873.00 with a standard deviation of PhP4,679.00. This can be implied that the administrators has bigger income compared to the teachers in Gandara II District may be due to their qualifications and some other factors.

Teaching experience. Table 8 reflects the teaching and administrative experience of the respondents.

As reflected in the table, it shows that no one among the teachers has an experience of teaching within 42 years, one or 8.33 percent has 36 years of

Table 8

Teaching Experience of the Teacher-Respondents

Teaching Experience (in years)	Respondents' Category				Total	Percent
	Teacher		Administrator			
	f	%	f	%		
42	0	0.00	1	16.67	1	5.56
36	1	8.33	0	0.00	1	5.56
32	1	8.33	0	0.00	1	5.56
29	1	8.33	0	0.00	1	5.56
22	2	16.67	0	0.00	2	11.11
21	0	0.00	1	16.67	1	5.56
15	1	8.33	1	16.67	2	11.11
14	1	8.33	1	16.67	2	11.11
13	2	16.67	0	0.00	2	11.11
11	1	8.33	0	0.00	1	5.56
8	1	8.33	1	16.67	2	11.11
5	1	8.33	1	16.67	2	11.11
Total	12	100.00	6	100.00	18	100.00
Mean	18.33 yrs.		17.50 yrs.		18.05 yrs.	
SD	9.84 yrs.		13.25 yrs.		10.70 yrs.	

teaching experience, one or 8.33 percent has 32 years of teaching experience, one or 8.33 percent has 29 years, two or 16.67 percent has 22 years, no one has 21 years of teaching experience, while one or 8.33 percent has 15 years, one or 8.33 percent has 14 years, two or 16.67 percent has 11 years, one or 8.33 percent has eight years, and one or 8.33 percent has five years of teaching experience. Based

on the data reflected on the table, it shows that majority of the teacher-respondents have teaching experience of 22 years already in their teaching career.

The mean was pegged at a value of 18.33 with a standard deviation of 9.84 years.

Among the administrator-respondents, it shows that one or 16.67 percent has an experience of 42 years in his/her administration, no one has an experience between 22 to 36 years among the administrators, while, one or 16.67 percent has 21 years, one or 16.67 percent has 15 years, one or 16.67 percent has 14 years, no one has an experience between 11 to 13 years, one or 16.67 percent has eight years, and one or 16.67 percent has five years of experience in administration. The mean was pegged at a value of 17.50 years with a standard deviation of 13.25 years.

In terms of the overall teaching and administrative experience among the teachers and administrators, the table shows that one or 5.56 percent has already an experience of 42 years, one or 5.56 percent has 36 years, one or 5.56 percent has 32 years, one or 5.56 percent has 29 years, two or 11.11 percent has 22 years, one or 5.56 percent has 21 years, two or 11.11 percent has 15 years, while two or 11.11 percent has 14 years, two or 11.11 percent has 13 years, one or 5.56 percent has 11 years, two or 11.11 percent has eight years, and two or 11.11 percent has five years, respectively. The mean was pegged at a value of 18.05 years with a standard deviation of 10.7 years. This can be implied that both teacher- and

administrator-respondents are already old and matured in handling their positions as well as their professions.

Educational background. Table 9 presents the educational background of the teacher- and administrator-respondents.

Table 9

Educational Background of the Teacher- and Administrator Respondents

Educational Background	Respondents' Category			
	Teacher		Administrator	
	f	%		
MA (CAR)	1	8.33	1	16.67
with MA/MS units	1	8.33	0	0.00
Baccalaureate	9	75.00	5	83.33
Not Specified	1	8.33	0	0.00
Total	12	100.00	6	100.00

As gleaned on the table, it shows that among the teacher-respondents' educational background, one or 8.33 percent was MA (CAR), one or 8.33 percent with MA/MS units, while nine or 75.00 percent has not specified his/her degree finished.

Most of the teacher-respondents were baccalaureate degree holders. This implies that there is a need for them to go on further studies such as the masteral and doctoral degree programs to achieved quality education.

Among the administrator-respondents, it shows that one or 16.67 percent was MA (CAR), no one was among with MA/MS units and five or 83.33 percent were baccalaureate degree holders. This implies that on the side of administrator-respondents. Further study on the masteral and doctoral degree programs are still needed for them in order to improved their leadership on their respective stations in the DepEd.

Pupil-Respondents' Parents Profile

The pupil-respondents' parents is presented in terms of age, sex, average family income, educational background, occupation, and family size.

Age and sex. Table 10 shows the profile of the pupil-respondents' parents were at the age between 60 to 64 years old, 17 or 8.72 percent were 55 to 59 years old, 20 or 1026 percent were 50 to 54 years old, while 32 or 16.41 percent were 45 to 49 years old, 39 or 20 percent were at the age between 40 to 44 years old, 36 or 18.46 percent were at the age between 30 to 34 years of age, while four or 2.05 percent were 25 to 29 years old and 13 or 6.67 percent have not specified in terms of their age. The total number of parent-respondents was 195 where its mean was pegged at a value of 42.88 years with a standard deviation of 9.94 years.

Among the classification of sex of the pupil-respondents' parents it shows that 83 were males while 112 were females. Based on this data, it implies that pupil-respondents' parents were already dominated by female.

Table 10

Age and Sex Distribution of the Student-Respondents' Parents

Age (in years)	Sex		Total	Percent
	Male	Female		
60 - 64	4	0	4	2.05
55 - 59	10	7	17	8.72
50 - 54	5	15	20	10.26
45 - 49	19	13	32	16.41
40 - 44	10	29	39	20.00
35 - 39	15	21	36	18.46
30 - 34	10	20	30	15.38
25 - 29	1	3	4	2.05
Not Specified	9	4	13	6.67
Total	83	112	195	100.00
Mean	44.56 yrs.	41.67 yrs.	42.88 yrs.	-
SD	11.30 yrs.	8.69 yrs.	9.95 yrs.	-

Average monthly family income. Table 11 presents the average monthly income of the pupil-respondents' parents.

As shown in the table, it indicates that five or 2.56 percent of the pupil-respondents' parents has an income of PhP19,001.00 and above, no one has an income between PhP16,001.00 to PhP19,000.00, two or 1.03 percent has an income between PhP13,001.00 to PhP16,000.00, seven or 3.59 percent has an income per month between PhP10,001.00 to PhP13,000.00, while 10 or 5.13 percent has an income between PhP7,001.00 to PhP10,000.00, 40 or 20.51 percent has an income

between PhP4,001.00 to PhP7,000.00, 124 or 63.59 percent has an income of PhP4,000 and below, and seven or 3.59 percent have not specified in terms of their income per month for other reason.

Table 11

Average Monthly Family Income of the Pupil-Respondents' Parents

Income (in Pesos)	f	Percent
19,001 above	5	2.56
16,001 - 19,000	0	0.00
13,001 - 16,000	2	1.03
10,001 - 13,000	7	3.59
7,001 - 10,000	10	5.13
4,001 - 7,000	40	20.51
4,000 below	124	63.59
Not Specified	7	3.59
Total	195	100.00
Mean	Php 4,321.12	-
SD	Php 4,107.28	-

Based on this data reflected in the table, most of the pupil-respondents' parents were still under or below the poverty line survey of 2004 in Eastern Visayas. The mean was pegged at a value of PhP4,321.12 with a standard deviation of PhP4,107.28.

Educational background. Table 12 presents the educational background of the pupil-respondents' parents.

Table 12

Educational Background of the Pupil-Respondents' Parents

Educational Background	f	Percent
College Graduate	17	8.72
College Level	7	3.59
High School Graduate	23	11.79
High School Level	50	25.64
Elementary Graduate	18	9.23
Elementary Level	77	39.49
No Schooling	1	0.51
Not Specified	2	1.03
Total	195	100.00

As shown in the table, it can be gleaned that 17 or 8.72 percent were college graduates, seven or 3.59 percent were college level, 23 or 11.79 percent were high school graduates, while 50 or 25.64 percent were high school level, 18 or 9.23 percent were elementary graduate, 77 or 39.49 percent were elementary level, one or 0.51 percent have not gone to formal schooling, and two or 1.03 percent have not specified in terms of their educational background for no

other reason. The total number of pupil-respondents' parents were 195 where majority of them were only elementary level followed by high school level.

Occupation. Table 13 reflects the occupation of the pupil-respondents' parents.

Table 13

Occupation of the Pupil-Respondents' Parents

Occupation	Category				Total	%
	Father		Mother			
	f	%	f	%		
Farmer	50	60.24	35	31.25	85	43.59
Teacher	3	3.61	4	3.57	7	3.59
Government Employee	3	3.61	1	0.89	4	2.05
Laborer/Vendor	8	9.64	6	5.36	14	7.18
Driver	3	3.61	0	0.00	3	1.54
LGU official	6	7.23	8	7.14	14	7.18
Military	5	6.02	0	0.00	5	2.56
Others	3	3.61	2	1.79	5	2.56
Housekeeper	0	0.00	8	7.14	8	4.10
Housewife	0	0.00	48	42.86	48	24.62
Not Specified	2	2.41	0	0.00	2	1.03
Total	83	100.00	112	100.00	195	100.00

As gleaned in the table, it shows that among the pupil-respondents' father, 50 or 60.24 percent were farmers, three or 3.61 percent were teachers, three or 3.61 percent were government employees, eight or 9.64 percent were

laborers/vendors, three or 3.61 percent were drivers, while six or 7.23 percent were LGU officials, five or 6.02 percent were in the military, three or 3.61 percent were self-employed, and two or 2.41 percent have not specified in terms of their occupation. The total number of pupil-respondents' father was 83 wherein most of their source of income is farming followed by the laborers/vendors.

Among the pupil-respondents' mother, it shows that 35 or 31.25 percent were farmers, four or 3.57 percent were teachers, one or 0.89 percent was a government employee, six or 5.36 percent were vendors, eight or 7.14 percent were LGU officials, no one was connected in the military, two or 1.79 percent were employed, eight or 7.14 percent were housekeepers, and 48 or 42.86 percent were plain housewives. The total number of the pupil-respondents' mother was 112 wherein most of them were housewives followed by farming as their occupation.

Among the occupation of the pupil-respondents' parents, it shows that 85 or 43.59 percent were farmers, seven or 3.59 percent were teachers, four or 2.05 percent were government employees, 14 or 7.18 percent were laborers/vendors, three or 1.54 percent were drivers, 14 or 7.18 percent were LGU officials, five or 2.56 percent were connected in the military, five or 2.56 percent were self-employed, eight or 4.10 percent were housekeepers, while 48 or 24.62 percent were housewives, and two or 1.03 percent have not specified in terms of their occupation. It implies that most of the pupil-respondents' parents' occupation were engaged in farming followed by housewives and vendors.

Family size. Table 14 reflected the size of the family of the pupil-respondents' parents.

Table 14

Pupil-Respondents' Family Size

Family Size	f	Percent
14	1	0.51
13	3	1.54
12	8	4.10
11	6	3.08
10	19	9.74
9	21	10.77
8	28	14.36
7	30	15.38
6	35	17.95
5	24	12.31
4	8	4.10
3	11	5.64
Not Specified	1	0.51
Total	195	100.00
Mean	7 members	-
SD	2 members	-

As shown in the table, it indicates that one or 0.51 percent has 14 members of the family, three or 1.54 percent has 13 members, eight or 4.10 percent has 12 members, while six or 3.08 percent has 11 members, 19 or 9.74 percent has 10 members, 21 or 10.77 percent has nine members, 28 or 14.36 percent has eight

members, 30 or 15.38 percent has seven members, 35 or 17.95 percent has six members, 24 or 12.31 percent has five members, while eight or 4.10 percent has four members, 11 or 5.64 percent has three members, and one or 0.51 percent did not specify in terms of the size of their family. Most of the pupil- and parent-respondents' family size has six members, followed by seven members and eight members. Only few have 13 to 14 members in terms of family size. It can be implied that parents nowadays are already aware of population education wherein it has also an effect on their economic condition.

Extent of Implementation of the ABC Program in Gandara II District as Perceived by the Teachers and Administrators

The extent of implementation of the ABC program in Gandara II district as perceived by the teachers and administrators is presented in Table 15 in terms of objectives, program content, structural framework, and strategies.

Objectives. Table 15 shows that out of 10 indicators presented along objectives, all of them were rated as "highly implemented" as perceived by the teacher- and administrator-respondents with a highest weighted mean of 4.35 followed by 4.29, 4.21, 4.05, 3.96, 3.92, 3.79, 3.75, and 3.67, respectively. Furthermore, the lowest weighted mean was posted at a value of 3.67 which is interpreted also as "highly implemented" that the teachers, administrators, parents, and pupils have participated actively in the attainment of the goals and objectives of the ABC program.

Table 15

Extent of Implementation of the ABC Program as Perceived by the Teacher- and Administrator-Respondents along Objectives

Objectives	Respondents' Category				Combined Mean/ Interpretation	
	Teachers		Adm.			
	W. Mean/ Interpretation		W. Mean/ Interpretation			
1 The ABC program is properly disseminated by the implementers to the teachers, administrators, parents as well as its clientele.	3.58	HI	4.00	HI	3.79	HI
2 The ABC program is geared toward character development of the child in order for him to adapt changes in behavior which is accepted by his immediate environment.	3.75	HI	4.17	HI	3.96	HI
3 The ABC program is designed among pupils for responsible leadership as well as to become productive citizens of the society.	3.92	HI	4.17	HI	4.04	HI
4 The ABC program is task for total human development both the pupils and the teachers.	4.30	HI	4.40	HI	4.35	HI
5 The ABC program has goals and objectives which is anchored on the school's mission and vision.	4.25	HI	4.33	HI	4.29	HI
6 The ABC program formulates desirable values, attitudes and aspirations of the child and the teacher.	4.08	HI	4.33	HI	4.21	HI
7 Goals and objectives of the ABC program is assessed periodically to adjust the needs of the society.	3.67	HI	3.83	HI	3.75	HI
8 The teachers, administrators, parents and pupils has participated actively in the attainment of the goals and objectives of the ABC program.	3.33	HI	4.00	HI	3.67	HI
9 The ABC program is well-organized and properly disseminated to the clientele.	3.75	HI	3.83	HI	3.79	HI
10 The Teachers, administrators and pupils have understand fully in terms of the implementation of the ABC program.	3.67	HI	4.17	HI	3.92	HI
Total	38.30	-	41.23	-	39.77	-
Grand Mean	3.83	HI	4.12	HI	3.98	HI

Legend:

4.51 - 5.00	Fully Implemented	(FI)	1.51 - 2.50	Poorly Implemented	(PI)
3.51 - 4.50	Highly Implemented	(HI)	1.00 - 1.50	Not Implemented at All	(NI)
2.51 - 3.50	Implemented	(I)			

Generally, these group of respondents has rated in terms of the extent on the implementation of the ABC program along objectives as “highly implemented” as supported by the corresponding grand mean of 3.98.

Program content. Table 16 shows the extent of implementation of the ABC program as perceived by the teacher- and administrator-respondents along program content.

As gleaned in the table, it shows that out of seven indicators presented, two were rates as “fully implemented” which states that through the implementation of the ABC program, the teachers exerted their effort to disseminate information to the pupils in terms of love and truth, critical thinking creativity, openness, and respect for others, and respect for human rights in achieving a just and peaceful society is discussed by the teachers to the pupils whenever they have a class that posted a weighted mean value of 4.67 as perceived by the administrator-respondents, while six out of seven indicators presented were rated by themselves as “highly implemented” that posted a weighted mean value of 4.13, 4.29, 4.46, 4.42, 4.17, and 4.00, respectively.

Generally, these two groups of respondents has rated in terms of the extent of implementation of the ABC program along program content as “highly implemented” that posted a corresponding grand mean of 4.25.

Table 16

Extent of Implementation of the ABC Program as Perceived by the Teacher- and Administrator-Respondents Along Program Content

Program Content	Respondents' Category				Combined Mean w/ Interpretation	
	Teachers		Adm.			
	W. Mean/ Interpretation		W. Mean/ Interpretation			
1 Through the ABC program implementation, the teachers have imparted knowledge to the pupils in terms of cultivating faith in God.	4.08	HI	4.17	HI	4.13	HI
2 Health and harmony that include cleanliness, orderliness, physical fitness and environmental care are practiced by pupils and the teachers in the classroom.	4.08	HI	4.50	HI	4.29	HI
3 Through the implementation of the ABC program, the teacher exerted their effort to disseminate information to the pupils in terms of love of truth, critical thinking, creativity, openness and respect for others.	4.25	HI	4.67	FI	4.46	HI
4 Personal integrity, self-esteem, goodness, honesty, integrity, personal discipline, punctuality, courage, trust, compassion and service to others are always emphasized by the teacher during classroom instruction.	4.33	HI	4.50	HI	4.42	HI
5 Respect for human rights in achieving a just and peaceful society is discussed by the teacher to the pupils whenever he or she has a class.	3.92	HI	4.67	FI	4.29	HI
6 Through the implementation of the ABC program, the teacher explains the importance on the wise use of resources and protection of the environment.	4.00	HI	4.33	HI	4.17	HI
7 Nationalism and globalism that includes love of country, heroism, appreciation of heroes, cultural heritage freedom, responsibility, civic consciousness, committed leadership and global peace is well discussed by the teacher to the pupils during classroom instruction.	3.67	HI	4.33	HI	4.00	HI
Total	28.3	-	31.2	-	29.7	-
Grand Mean	4.05	HI	4.45	HI	4.25	HI

Legend:

4.51 – 5.00	Fully Implemented	(FI)	1.51 – 2.50	Poorly Implemented	(PI)
3.51 – 4.50	Highly Implemented	(HI)	1.00 – 1.50	Not Implemented at All	(NI)
2.51 – 3.50	Implemented	(I)			

Structural Framework. Table 17 presents the extent of implementation of the ABC program along structural framework as perceived by the teacher- and administrator respondents.

Table 17

**Extent of Implementation of the ABC Program as Perceived
by the Teacher- and Administrator-Respondents
Along Structural Framework**

Structural Framework	Respondents' Category				Combined Mean w/ Interpretation	
	Teachers		Adm.			
	W. Mean/ Interpretation		W. Mean/ Interpretation			
1 Structural components are established with the leadership of the Regional Office of the DepEd to ensure effective implementation of the ABC program.	4.25	HI	3.83	HI	4.04	HI
2 The inclusion of public and private schools in basic education institutions cooperate in the ABC program implementation.	3.73	HI	3.50	I	3.61	HI
3 Initial meetings are conducted by the ABC program implementers after launching of the program to identify strength and weaknesses.	3.50	I	3.50	I	3.50	I
4 There is a creation of Executive Committee, coordinators, consultants, and other members and they are always available.	3.42	I	3.50	I	3.46	I
5 DepEd Regional Office Task Force that includes the Chairman, Co-chairman, Coordinators and other members are also created to ensure that there is an effective implementation of the BAC program.	3.83	HI	4.00	HI	3.92	HI
6 Division Office Task Force in every province of the Region where the Schools Division Superintendent is the Chairman, Coordinators and other members are also created.	3.92	HI	4.17	HI	4.04	HI
7 The School and Community Task Force are always available who will monitor and supervise the implementation of the ABC program.	3.67	HI	3.33	I	3.50	I
Total	26.31	-	25.83	-	26.07	-
Grand Mean	3.76	HI	3.69	HI	3.72	HI

Legend:

4.51 - 5.00	Fully Implemented (FI)	1.51 - 2.50	Poorly Implemented (PI)
3.51 - 4.50	Highly Implemented (HI)	1.00 - 1.50	Not Implemented at All (NI)
2.51 - 3.50	Implemented (I)		

As shown in the table, it shows that out of seven indicators presented, four were rated by the two groups of respondents as “highly implemented” that posted a weighted mean value of 4.04 followed by 3.61, 3.92, and 4.04, respectively. The highest weighted mean was pegged at a value of 4.04 which states that “structural components are established with the leadership of the Regional Office of DepEd to ensure effective implementation of the ABC program and the Division Office Task Force in every province of the Region where the Schools Division Superintendent is the Chairman, Coordinators and other members are also created.” Furthermore, the lowest weighted mean was posted at a value of 3.46 interpreted as “implemented” which states that there is a creation of executive committee, coordinators, consultants, and other members and they are always available.

Generally, these two groups of respondents has rated in terms of the extent of implementation of the ABC program along structural framework as “highly implemented” as supported by the grand mean of 3.72.

Strategies. Table 18 reflects the extent of implementation of the ABC program along strategies as perceived by the teacher- and administrator respondents.

As shown in the table, out of 17 indicators presented, 14 were rated by these two groups of respondents as “highly implemented” that posted a weighted mean value of 4.13, followed by 4.08, 3.92, 3.83, 3.79, 3.75, 3.73, 3.71,

Table 18

**Extent of Implementation of the ABC Program as Perceived by the
Teacher- and Administrator-Respondents Along Strategies**

Strategies	Respondents' Category				Combined Mean w/ Interpretation	
	Teachers		Adm.			
	W. Mean/ Interpretation		W. Mean/ Interpretation			
1 Character education in the elementary level and values education in the secondary level is taught by the teachers as a separate subject in the curriculum.	4.33	HI	3.83	HI	4.08	HI
2 Character education served as the core values that will build character of children with greater emphasis on the development of moral and spiritual core values within the environment.	4.33	HI	3.83	HI	4.08	HI
3 Through the implementation of the ABC program, teaching and non-teaching personnel of the school act as caregiver, model, mentor at all times treating the pupils with love and respect, setting good example, supporting positive behavior, correcting hurtful actions through proper guidance.	4.00	HI	4.00	HI	4.00	HI
4 Teachers, supervisors and other school heads encouraged their pupils to participate in regular moral formation programs to strengthen their passion for brilliance in character.	3.92	HI	4.33	HI	4.13	HI
5 ABC program has evaluation components to gauge on the attainment of the program's vision.	3.83	HI	3.83	HI	3.83	HI
6 Moral character and values that are taught by teachers in school are monitored and follow-up by parents at home.	3.50	S	4.00	HI	3.75	HI
7 Openness of children towards their parents is encouraged.	4.18	HI	3.67	HI	3.92	HI
8 Seminar/symposium of parents towards the goals and objectives of the ABC program is being done by the school on a regular basis.	3.00	I	3.33	I	3.17	I

Strategies	Respondents' Category				Combined Mean w/ Interpretation	
	Teachers		Adm.			
	W. Mean/ Interpretation		W. Mean/ Interpretation			
9 There is an establishment of a strong home-school partnership.	3.45	I	4.00	HI	3.73	HI
10 The home served as an extension of the classroom learning, a laboratory of character development and practice.	3.58	HI	4.00	HI	3.79	HI
11 The community served as a strong venue towards the delivery of character education initiatives by providing adult role models to foster character development.	3.67	HI	3.83	HI	3.75	HI
12 The community helps the children and adults know one another as human persons, respect and care about one another within the group.	3.58	HI	3.67	HI	3.63	HI
13 The core values within the ABC framework find their way through programs and projects of the government and NGO's	3.08	I	3.67	HI	3.38	I
14 Through the implementation of the ABC program, the church provides spiritual guidance and nourishes the mind and the soul of every individual.	3.64	HI	3.83	HI	3.73	HI
15 Through the implementation of the ABC program, the church teaches moral norm and standards that is applied to all human endeavor in all places and for all times.	3.58	VS	3.83	HI	3.71	HI
16 The media served as a strong partner in promoting awareness among the pupils in terms of the activities undertaken by the ABC program.	3.42	I	3.67	HI	3.54	HI
17 The business sector plays an important role in the development of values and acceptable character of the children.	3.25	I	3.50	I	3.38	I
Total	62.36		64.83		63.59	
Grand Mean	3.67	HI	3.81	HI	3.74	HI

Legend:

4.51 - 5.00	Fully Implemented (FI)	1.51 - 2.50	Poorly Implemented (PI)
3.51 - 4.50	Highly Implemented (HI)	1.00 - 1.50	Not Implemented at All (NI)
2.51 - 3.50	Implemented (I)		

3.63, 3.54, 3.38, and 3.17, respectively. Furthermore, the highest weighted mean was pegged at a value of 4.13 interpreted as “highly implemented” which states that “teachers, supervisors, and other school heads encouraged their pupils to participate in regular moral formation programs to strengthen their passion for brilliance in character,” The lowest weighted mean was posted at a value of 3.17 interpreted as “implemented” which states that “seminar/symposium of parents towards the goals and objectives of the ABC program is being done by the school on a regular basis.”

Generally, these two groups of respondents has rated in terms of extent of implementation of the ABC program along strategies as “highly implemented” that posted a grand mean of 3.74.

Comparison of Perceptions Between Teacher- and Administrator-Respondents on the Extent of Implementation of the ABC Program Along the Four Components

This part of the chapter discusses the comparison of the perceptions of the teachers and administrators on the extent of implementation of the ABC program along the four components.

Objectives. Found in Table 19 are the results of the comparison of the two groups of respondents along objectives on the implementation of the ABC program.

Table 19

**Comparison of the Perceptions of the Teachers and Administrators
on the Extent of Implementation of the ABC
Program Along Objectives**

Statistic	Respondents' Category			
	Teachers		Administrators	
Mean	3.83	HI	4.12	HI
Variance	0.09		0.04	
Observations (n)	10.00		10.00	
df	18.00			
Computed t	-2.53			
p	0.02			
Critical t value	2.10			
Evaluation/Decision	Significant/Reject Ho			

Legend:

4.51 - 5.00	Fully Implemented (FI)	1.51 - 2.50	Poorly Implemented (PI)
3.51 - 4.50	Highly Implemented (HI)	1.00 - 1.50	Not Implemented at All (NI)
2.51 - 3.50	Implemented (I)		

As gleaned from the table, the teachers group pegged a grand mean of 3.83, while the administrators group pegged a value of 4.12. This registered a numerical difference of 0.29. Using the t-test to test the significance of this difference, the computed t turned out to be -2.53 which is smaller than the critical t-value of 2.10 at 0.02 level of significance and 18.00 degrees of freedom. Therefore, the hypothesis that there is no significant difference between the perceptions of the teachers and administrators relative to the extent of implementation of the ABC program was rejected.

The means that the teacher- and administrator- respondents were in the same perceptions relative to the extent of implementation of the ABC program along objectives where they have rated it objectively.

Program content. Presented in Table 20 are the results of the comparison of the teachers and administrators on the extent of implementation of the ABC program along program content.

Table 20

**Comparison of the Perceptions of the Teachers and Administrators
on the Extent of Implementation of the ABC
Program Along Program Content**

Statistic	Respondents' Category			
	Teachers		Administrators	
Mean	4.05	HI	4.45	HI
Variance	0.05		0.03	
Observations (n)	7.00		7.00	
df	12.00			
Computed t	-3.72			
p	0.003			
Critical t value	2.18			
Evaluation/Decision	Significant/Reject Ho			

Legend:

4.51 - 5.00	Fully Implemented (FI)	1.51 - 2.50	Poorly Implemented (PI)
3.51 - 4.50	Highly Implemented (HI)	1.00 - 1.50	Not Implemented at All (NI)
2.51 - 3.50	Implemented (I)		

As reflected in the table, it shows that the teachers' group pegged a grand mean of 4.05 while the administrators' group pegged a value of 4.45. This

registered a numerical difference of 0.4. Using the t-test to test the significance of this difference, the computed t turned out to be -3.72 which is smaller than the critical t-value of 2.18 at 0.03 level of significance and 12.00 degrees of freedom. Therefore, the hypothesis that there is no significant difference between the perceptions of the teachers and administrators relative to the extent of implementation of the ABC program along program content was rejected.

This can be implied that the teacher- and administrator-respondents have the same perceptions in terms of the extent of implementation of the ABC program along program content since they have rated it objectively.

Structural framework. Found in Table 21 are the results of the comparison of the teachers' and administrators' perception on the extent of implementation of the ABC program along structural framework.

Table 21

**Comparison of the Perceptions of the Teachers and Administrators
on the Extent of Implementation of the ABC
Program Along Structural Framework**

Statistic	Respondents' Category			
	Teachers		Administrators	
Mean	3.76	HI	3.69	HI
Variance	0.08		0.10	
Observations (n)	7.00		7.00	
df	12.00			
Computed t	0.43			
P	0.67			
Critical t value	2.18			
Evaluation/Decision	Not Significant/Accept Ho			

As shown in the table, the teachers group pegged a grand mean of 3.76 while the administrators group pegged a value of 3.69. This registered a numerical difference of -0.7. Using the t-test to test the significance of this difference, the computed t turned out to be 0.43 which is smaller than the critical t-value of 2.18, therefore, the hypothesis that there is no significant difference between the perceptions of the teachers and administrators on the extent of implementation of the ABC program along structural framework was rejected.

Strategies. Presented in Table 22 are the results of the comparison of the teachers' and administrators' perceptions on the extent of implementation of the ABC program along strategies.

Table 22

**Comparison of the Perceptions of the Teachers and Administrators
on the Extent of Implementation of the ABC
Program Along Strategies**

Statistic	Respondents' Category			
	Teachers		Administrators	
Mean	3.67	HI	3.81	HI
Variance	0.15		0.05	
Observations (n)	17.00		17.00	
df	32.00			
Computed t	-1.32			
p	0.20			
Critical t value	2.04			
Evaluation/Decision	Not Significant/Accept Ho			

The teachers group pegged a grand mean of 3.67 interpreted as “highly implemented” while the administrators’ group pegged a value of 3.81 interpreted as “highly implemented.” This registered a numerical difference of 0.14. To test the significance of this difference, the computed t turned out to be -1.32 which is very much smaller than the critical t -value of 2.04, therefore, the hypothesis that there is no significant difference between the perceptions of the teachers and administrators on the extent of implementation of the ABC program along strategies was rejected.

**Relationship on the Extent of Implementation
of the ABC Program as Perceived by
Teacher-Respondents and Their
Profile Variates**

Shown in Table 23 is the result of correlation analysis made between the teacher-related variates and the extent of implementation of the ABC program along objectives.

Objectives. For age and the extent of implementation of the ABC program along objectives, the computed r is 0.40 interpreted as negligible correlation. The t -value obtained is 1.38 which is lesser than the critical t -value of 2.23 and degrees of freedom of 10, this indicated that the age of the two groups of respondents has no relationship in terms of the extent of implementation of the ABC program along objectives.

Table 23

Correlation Between Extent of Implementation of the ABC Program Along Objectives and Teacher-Related Variates

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	0.40	1.38	NS
Average Family Income	0.01	0.03	NS
Teaching Experience	0.41	1.41	NS
Educational Attainment	0.31	1.02	NS

Legend:

t_c . computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 10$; critical $t = 2.23$

For the average family income and the extent of implementation of the ABC program along objectives, the computed r is 0.01 interpreted as negligible correlation. The t -value obtained is 0.03 which is lesser than the critical t -value of 2.23 and degrees of freedom of 10 at 0.05 level of significance. This means that the average family income of the two groups of respondents has no relationship on the extent based on the obtained correlation which is not significant.

For the teaching experience and the extent of implementation of the ABC program along objectives, the computed r obtained is 0.41 which is lesser than the critical t -value of 2.23 and degrees of freedom of 10 at 0.05 level of significance. This can be implied that the teaching experience of the teacher-

respondents is not correlated on the extent of implementation of the ABC program along objectives based on the obtained data which is no significant.

For educational attainment and the extent of implementation of the ABC program along objectives, the computed r obtained is 0.31 interpreted as negligible correlation. The computed Fisher's t -value of 1.02 which is lesser than the critical t -value of 2.23 and degrees of freedom of 10 at 0.05 level of significance. This means that the educational attainment is not significantly related in terms of the extent of implementation of the ABC program along objectives.

Program content. Found in Table 24 is the result of correlation analysis made between the teacher-related variates and the extent of implementation of

Table 24

Correlation Between Extent of Implementation of the ABC Program Along Program Content and Teacher-Related Variates

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	0.46	1.66	NS
Average Family Income	-0.40	1.38	NS
Teaching Experience	0.48	1.73	NS
Educational Attainment	0.54	2.02	NS

Legend:

t_c - computed Fisher's t -value evaluated at $\alpha = 0.05$, $df = 10$; critical $t = 2.23$

the ABC program along program content. For age and the extent of implementation of the ABC program along program content, the computed r is 0.46 interpreted as no significant relationship. The t -value obtained is 1.66 which is lesser than the critical t -value of 2.23 and degrees of freedom of 10 at 0.05 level of significance, this indicated that the age of the respondents has no relationships on the extent of implementation of the ABC program along program content.

For the average family income and the extent of implementation of the ABC program along program content, the computed r is -0.40 which is very much smaller than the critical t -value of 2.23 and degrees of freedom of 10 at 0.05 level of significance. This can be implied that the average family income of the respondents is not correlated with the extent of implementation of the ABC program along program content.

For the teaching experience of the teacher-respondents and the extent of implementation of the ABC program along program content, the computed r obtained is 0.48 which is interpreted as negligible correlation. The t -value obtained was 1.73 which is lesser than the critical t -value of 2.23 and degrees of freedom of 10 at 0.05 level of significance. This means that the teaching experience has no relationship of the extent of implementation of the ABC program along program content.

For educational attainment and the extent of implementation of the ABC program along program content, the computed r obtained is 0.54 which is lesser than the critical the critical t -value of 2.23 and degrees of freedom of 10 at 0.05

level of significance. The Fisher's t-test was utilized to find out if the computed correlation was significant. The result of the F-test was found to be 2.02 which is lesser than the critical t-value of 2.23. This implies that the educational attainment of the respondents has no correlation in terms of the extent of implementation of the ABC program along program content.

Structural framework. Found in Table 25 are the results of correlation analysis made between the teacher-related variates and the extent of

Table 25

Correlation Between Extent of Implementation of the ABC Program Along Structural Framework and Teacher-Related Variates

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	0.10	0.33	NS
Average Family Income	-0.25	0.80	NS
Teaching Experience	0.14	0.43	NS
Educational Attainment	0.17	0.54	NS

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 10$; critical $t = 2.23$

implementation of the ABC program along structural framework. For age and the extent of implementation of the ABC program along structural framework, the computed r is 0.10 interpreted as negligible correlation. The t-value obtained

is 0.33 which is lesser than the critical t-value of 2.23 and degrees of freedom of 10. This implies that the age of the teacher-respondents has no relationship in terms of the extent of implementation of the ABC program along structural framework based on the obtained correlation which is not significant.

For the average family income and the extent of implementation of the ABC program along structural framework, the computed r is -0.25 interpreted as negligible correlation. The computed t-value obtained was found to be 0.80 where it is lesser than the critical t-value of 2.23 and degrees of freedom of 10 at 0.05 level of significance. This means that the average family income of the teacher-respondents has no relationship on the extent of implementation of the ABC program along structural framework supported by the obtained correlation which is not significant.

For the teaching experience and the extent of implementation of the ABC program along structural framework, the computed r obtained is 0.14. The computed t obtained was 0.43 which is lesser than the critical t-value of 2.23 and degrees of freedom of 10 at 0.05 level of significance. This can be implied that the teaching experience of the teacher-respondents is not correlated on the extent of implementation of the ABC program along structural framework based on the obtained correlated data which is no significant.

For educational attainment and the extent of implementation of the ABC program along structural framework, the computed r obtained is 0.17 which is interpreted as negligible correlation. The computed t-value was found to be 0.54

which is lesser than the critical t-value of 2.23 and degrees of freedom of 10 at 0.05 level of significance. This means that the educational attainment is not correlated with the extent of implementation of the ABC program along structural framework which is supported by the obtained data which is not significant.

Strategies. Presented in Table 26 are the results of correlation analysis made between the teacher-related variates and the extent on the implementation of the ABC program along strategies.

Table 26

Correlation Between Extent of Implementation of the ABC Program Along Strategies and Teacher-Related Variates

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	0.01	0.02	NS
Average Family Income	-0.18	0.57	NS
Teaching Experience	0.06	0.18	NS
Educational Attainment	-0.17	0.54	NS

Legend:

t_c .computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 10$; critical $t = 2.23$

For age and the extent of implementation of the ABC program along strategies, the computed r was found to be 0.01 interpreted as no correlation. The computed t was 0.02 which is much lesser than the critical t-value of 2.23 and

degrees of freedom of 10 at 0.05 level of significance. This obtained data can be implied that the age of the respondents has no correlation with the extent of implementation of the ABC program as it is supported by its results of not significant.

For the average family income and the extent of implementation of the ABC program along strategies, the computed r obtained was -0.18 which is interpreted as no correlation. The computed F -test was found to be 0.57 which is very much lesser than the critical t -value of 2.23 and degrees of freedom of 10 at 0.05 level of significance. It can be implied based on this results that the average family income has no correlation in terms of the extent of implementation of the ABC program along strategies.

For the teaching experience and the extent of implementation of the ABC program along strategies, the computed r was found to be 0.06 interpreted as negligible correlation. The computed F -test was obtained at a value of 0.18 which is lesser than the critical t -value of 2.23 and degrees of freedom of 10 at 0.05 level of significance. This can be implied that the teaching experience is not correlated in terms of the extent of implementation of the ABC program along strategies.

For educational attainment and the extent of implementation of the ABC program along strategies, the obtained data using the computed r resulted at a value of -0.17 interpreted as no correlation. The computed F -test was found to be 0.54 which is lesser than the critical t -value of 2.23 and degrees of freedom of 10

at 0.05 level of significance. These results imply that the educational attainment has no relationship in terms of the extent of implementation of the ABC program along strategies as supported by the obtained data.

Relationship on the Extent of Implementation of the ABC Program as Perceived by Administrator-Respondents and Their Profile Variates

Shown in several tables are the result of correlation analysis made between the administrator-related variates and the extent of implementation of the ABC program along objectives.

Objectives. As it is reflected in Table 27, sex and the extent of implementation of the ABC program along objectives where the computed r is

Table 27

Correlation Between Extent of Implementation of the ABC Program Along Objectives and Administrator-Related Variates

Profile	r_{xy}	Fisher's t_c	Evaluation
Sex	0.92	4.85	S
Age	-0.26	0.54	NS
Average Family Income	0.44	1.55	NS
Teaching Experience	0.08	0.25	NS
Educational Attainment	-0.20	0.64	NS

Legend:

t_c . computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 4$; critical $t = 2.78$

found to be 0.92 which is interpreted as negligible correlation. The computed F-test resulted to 4.85 which is greater than the critical t-value of 2.78 with degrees of freedom of 4 at 0.05 level of significance. Based on these obtained data, it can be implied that sex of administrator-respondents has relationship with the extent of implementation of the ABC program along the objectives.

For age and the extent of implementation of the ABC program along objectives, the computed r resulted to be -0.26 which interpreted as no correlation. The computed F-test was 0.54 which is smaller than the critical t-value of 2.78 with degrees of freedom of 4 at 0.05 level of significance. This means that age of the respondents has no correlation with the extent of implementation of the ABC program along objectives as supported by the obtained data of not significant.

For average family income and the extent of implementation of ABC program along objectives, the computed r resulted to be 0.44 interpreted as negligible correlation. The computed F-test resulted at a value of 1.55 which is smaller than the critical t-value of 2.78 with degrees of freedom of four at 0.05 level of significance. These obtained results can be implied that the average family income has no correlation in terms of the extent of implementation of the ABC program along objectives as it is evaluated of not significant.

For the administrative experience and the extent of implementation of the ABC program along objectives, the computed r resulted to be 0.08 interpreted as negligible correlation. The computed F-test was found to be 0.25 which is

smaller than the critical t-value of 2.78 with degrees of freedom of four at 0.05 level of significance. These obtained results can be implied that the administrative experience has no correlation with the extent of implementation of the ABC program along objectives.

For educational attainment and the extent of implementation of the ABC program along objectives, the computed r resulted at a value of -0.20 which is no correlation. The computed F-test was found to be 0.64 which is smaller than the critical t-value of 2.78 with degrees of freedom of four at 0.05 level of significance. This obtained data can be implied that the educational attainment is not correlated with the extent of implementation of the ABC program along objectives as it is supported by the correlated data of not significant.

Program content. Found in Table 28 is the result of correlation analysis made between the administrator-related variates and the extent of implementation of the ABC program along program content. As reflected in the table, the computed r in terms of sex of administrator-respondents and the extent of implementation of the ABC program along program content was found to be 0.80 which is interpreted as moderately higher correlations. The computed F-test was 2.69 which is slightly smaller than the critical value of 2.78 and degrees of freedom of four at 0.05 level of significance. This obtained results can be implied that sex has no relationship with the extent of implementation of the ABC program along program content.

Table 28

**Correlation Between Extent of Implementation of the ABC
Program Along Program Content and
Administrator-Related Variates**

Profile	r_{xy}	Fisher's t_c	Evaluation
Sex	0.80	2.69	NS
Age	-0.26	0.54	NS
Average Family Income	0.52	1.91	NS
Teaching Experience	-0.06	0.18	NS
Educational Attainment	0.12	0.39	NS

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 4$; critical $t = 2.78$

For age and the extent of implementation of the ABC program along program content, the computed r obtained is -0.26 interpreted of having no correlation. The computed Fisher's t was found to be 0.54 which is very much lesser than the critical t -value of 2.78 with degrees of freedom of four at 0.05 level of significance. This result obtained can be implied that in terms of age of administrator-respondents it has no relationship with the extent of implementation of the ABC program along program content.

For average family income and the extent of implementation of the ABC program along program content, the computed r was found to be 0.52 which is interpreted as moderate correlation. The computed Fisher's t -value was 1.91 which is lesser than the critical t -value of 2.78 with degrees of freedom of four at

0.05 level of significance. These results can be implied that the average family income of the administrator-respondents is not correlated with the extent of implementation of the ABC program along program content which is supported by the obtained data of not significant.

For the administrative experience and the extent of implementation of the ABC program, the computed r found in Table 28 was -0.06 interpreted as no correlation. The computed t -value was found to be 0.18 which is smaller than the critical t -value of 2.78 with degrees of freedom of four at 0.05 level of significance. It can be implied based on these results that the administrative experience has no correlation with the extent of implementation of the ABC program along program content which is supported of not significant.

For the educational attainment and the extent of implementation of the ABC program along program content, the same table reflects that the computed r was found to be 0.12 interpreted of having no correlation. The computed Fisher's t -value of 2.78 with degrees of freedom of four at 0.05 level of significance. These results imply that the educational attainment has no correlation with the extent of implementation of the ABC program along program content.

Structural framework. Found in Table 29 are the results of correlation analysis made between the administrator-related variates in terms of sex, age, average family income, administrative experience and educational attainment

and the extent of implementation of the ABC program along structural framework.

Table 29

Correlation Between Extent of Implementation of the ABC Program Along Structural Framework and Administrator-Related Variates

Profile	r_{xy}	Fisher's t_c	Evaluation
Sex	0.93	5.00	S
Age	-0.23	0.47	NS
Average Family Income	0.34	1.15	NS
Teaching Experience	0.16	0.50	NS
Educational Attainment	-0.23	0.75	NS

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 4$; critical $t = 2.78$

For sex and the extent of implementation of the ABC program along structural framework, the result of the computed r was 0.93 which is interpreted as negligible correlation. The Fisher's t -value was 5.00 where this obtained data is greater than the critical t -value of 2.78 with degrees of freedom of four at 0.05 level of significance. These results can be implied that the sex of administrator-respondents is significantly correlated with the extent of implementation of the ABC program along structural framework.

For age and the extent of implementation of the ABC program along structural framework, the computed r was found to be -0.23 interpreted as no

correlation. The Fisher's t-value was 0.47 where it is very much smaller than the critical t-value of 2.78 with degrees of freedom of four at 0.05 level of significance. This means that the age of the administrator-respondents is not correlated with the extent of implementation of the ABC program along structural framework.

For average family income and the extent of implementation of the ABC program along structural framework, Table 29 shows that the computed r was 0.35 which is interpreted as low correlation. The computed Fisher's t has a value of 1.15 which is lesser than the critical t-value of 2.78 with degrees of freedom of four at 0.05 level of significance. This means that the average family income of the administrator-respondents has no correlation with the extent of the implementation of the ABC program.

For administrative experience and the extent of implementation of the ABC program along structural framework, the computed r was 0.16 interpreted as negligible correlation. The computed Fisher's t resulted to be 0.50 which is very much smaller than the critical t-value of 2.78 with degrees of freedom of four at 0.05 level of significance. The results can be implied that the administrative experience of the administrator-respondents has no correlation with the extent of the implementation of the ABC program along structural framework as it is supported by the obtained data of having not significant.

For educational attainment and the extent of implementation of the ABC program along structural framework, the computed r as reflected in Table 29 was

found to be -0.23 which is interpreted as no correlation. The computed Fisher's t was 0.75 which is very much smaller than the critical t -value of 2.78 with degrees of freedom of four at 0.05 level of significance. This means that the educational attainment of the administrator-respondents has no relationship with the extent of the implementation of the ABC program along structural framework as supported by the obtained data of having not significant.

Strategies. Found in Table 30 are the results of correlation analysis made between the administrator-related variates and the extent of implementation of the ABC program along strategies.

Table 30

**Correlation Between Extent of Implementation of the
ABC Program Along Strategies and
Administrator-Related Variates**

Profile	r_{xy}	Fisher's t_c	Evaluation
Sex	1.00	447.21	S
Age	-0.56	1.36	NS
Average Family Income	0.11	0.36	NS
Teaching Experience	-0.23	0.74	NS
Educational Attainment	0.08	0.25	NS

Legend:

t_c - computed Fisher's t -value evaluated at $\alpha = 0.05$, $df = 4$; critical $t = 2.78$

For sex and the extent of implementation of the ABC program along strategies, the computed r was found to be 1.00 which is interpreted as high correlation. The computed Fisher's t has a value of 447.21 which is very much greater than the critical t -value of 2.78 with degrees of freedom of four at 0.05 level of significance. This means that sex of the administrator-respondents has relationship with the extent of implementation of the ABC program along strategies as it is supported by the obtained data of having significant.

For age and the extent of implementation of the ABC program along strategies, the computed r was found to be -0.56 which is interpreted as having no correlation. The computed Fisher's t has a value of 1.36 which is smaller than the critical t -value of 2.78 with degrees of freedom of four at 0.05 level of significance. This implies that sex of the administrator-respondents has no relationship with the extent of implementation of the ABC program along strategies.

For average family income, administrative experience, and educational attainment the extent of implementation of the ABC program along strategies, the computed r were found to be 0.11, -0.23, and 0.08 which is interpreted as negligible correlation and no correlation. The computed Fisher's t were as follows: 0.36, 0.74, and 0.25 in which these obtained data is very much smaller than the critical t -value of 2.78 with degrees of freedom of four at 0.05 level of significance. These results of the administrator-respondents variates in terms of average family income, administrative experience, and educational attainment

have no relationship with the extent of implementation of the ABC program along strategies as supported by the results of the evaluation of having not significant.

Comparison of Perceptions Between Teacher- and Parent-Respondents on the Extent to Which Pupil-Respondents Manifest the Seven Core Values

This part of the chapter discusses the comparison of the perceptions of the teacher- and parent-respondents on the extent to which the pupil-respondents manifest the seven core values.

Health and harmony. Found in Table 31 are the results of comparison of the two groups of respondents along health and harmony which the pupil-respondents manifest it as one of the seven core values. As gleaned from the table, four out of five indicators presented, were rated by the teachers' group as "very satisfactory" that posted a weighted mean value of 3.83, 3.92, 3.83, and 3.83, respectively. Only one indicator was evaluated by the same group of respondents as "satisfactory" with a weighted mean value of 3.42 which states that "he/she is clean in thoughts, words and conscience." The highest weighted mean posted at a value of 3.92 that states that "he/she sees to it that working area is in order."

On the parents' group, all of the five indicators presented were rated themselves as "very satisfactory" that posted a weighted mean value of 3.94, 3.81, 3.76, 4.02, and 4.06, respectively. The highest weighted mean posted at a

value of 4.06 which states that “he/she keeps his personal things neat, clean, and orderly” while the lowest posted a weighted mean value of 3.76 which states that “he/she sees to it that working area is in order.”

Table 31

Extent to which Pupil-Respondents Manifest the Seven Core Values as Perceived by their Teachers and Parents along Health and Harmony

Indicators	Respondents' Category				Combined Mean w/ Interpretation	
	Teachers		Parents			
	W. Mean/ Interpretation		W. Mean/ Interpretation			
1 He/she is well-groomed.	3.83	VS	3.94	VS	3.89	VS
2 He/she is clean in thoughts, words and conscience.	3.42	S	3.81	VS	3.62	VS
3 He/she sees to it that working area is in order.	3.92	VS	3.76	VS	3.84	VS
4 He/she also encouraged his peers' work neat, orderly and clean.	3.83	VS	4.02	VS	3.92	VS
5 He/she keeps his personal things neat, clean and orderly.	3.83	VS	4.06	VS	3.95	VS
Total	18.83	-	19.59	-	19.21	-
Grand Mean	3.77	VS	3.92	VS	3.84	VS

Legend:

4.51 - 5.00 Outstanding (O)	1.51 - 2.50 Poor (P)
3.51 - 4.50 Very Satisfactory (VS)	1.00 - 1.50 Needs Improvement (NI)
2.51 - 3.50 Satisfactory (S)	

The teachers' group pegged a grand mean of 3.77 which is interpreted as “very satisfactory” while the parents' group pegged a grand mean value of 3.92

interpreted also as “very satisfactory.” Generally, these two groups of respondents has rated health and harmony using the five indicators as “very outstanding” with the result of combined mean of 3.84.

This means that these two groups of respondents have rated it objectively where they have the same perceptions to the extent in which the pupil-respondents manifest health and harmony being one of the seven core values presented.

Truth and tolerance. Found in Table 32 are the results of comparison of the two groups of respondents manifest it as one of the seven core values. As shown in the table, among the five indicators presented, all of them were rated by the teachers’ group as “very satisfactory” that posted a weighted mean value of 3.83, 3.91, 3.67, 3.58, and 3.58, respectively. The highest weighted mean pegged at a value of 3.91 which states that “he/she returns things that are borrowed at specified period.” While the lowest weighted mean posted a value of 3.58 which that states that “he/she is always honest at all times, and he/she tells the truth of what he hears and sees.”

The grand mean was pegged at a value of 3.72 which is interpreted as “very satisfactory.”

On the parents’ group, all of the five indicators presented were rated themselves as “very satisfactory” with corresponding weighted mean values of 3.85, 4.07, 3.66, 3.90, and 3.80, respectively. The highest weighted mean posted at a value of 4.07 which interpreted as “very satisfactory” which says that “he/she

always returns things that are borrowed at a specified period.” While the lowest weighted mean pegged at a value of 3.66. The grand mean pegged at a value of 3.85 interpreted as “very satisfactory.”

Table 32

Extent to which Pupil-Respondents Manifest the Seven Core Values as Perceived by their Teachers and Parents Along Truth and Tolerance

Indicators	Respondents' Category				Combined Mean w/ Interpretation	
	Teachers		Parents			
	W. Mean/ Interpretation		W. Mean/ Interpretation			
1 He/she notifies lost and found things to the owners.	3.83	VS	3.85	VS	3.84	VS
2 He/she always returns things that are borrowed at specified period.	3.91	VS	4.07	VS	3.99	VS
3 He/she is not tempted to cheat during examinations.	3.67	VS	3.66	VS	3.66	VS
4 He/she is honest at all times.	3.58	VS	3.90	VS	3.74	VS
5 He/she tells the truth of what he hears and sees.	3.58	VS	3.80	VS	3.69	VS
Total	18.58	-	19.27	-	18.93	-
Grand Mean	3.72	VS	3.85	VS	3.79	VS

Legend:

4.51 – 5.00	Outstanding	(O)	1.51 – 2.50	Poor	(P)
3.51 – 4.50	Very Satisfactory	(VS)	1.00 – 1.50	Needs Improvement	(NI)
2.51 – 3.50	Satisfactory	(S)			

Generally, these two groups of respondents were in common perceptions in terms of their evaluation of rated it objectively on the extent in which the pupil-respondents manifest truth and tolerance as one of the seven core values presented.

Love and goodness. Presented in Table 33 are the results of comparisons of the two groups of respondents along love and goodness which the pupil-respondents manifest it as one of the seven core values. As gleaned from the table, the teachers' group rated seven out of 10 indicators presented as "very satisfactory" with the weighted mean posted at a value of 3.58, 3.75, 3.92, 4.00, 3.83, 3.92, and 3.75, respectively. The highest weighted mean posted at a value of 4.00 which says "he/she obeys and follows command and order or his/her parents and supervisors" while the lowest weighted mean posted a value of 3.25 which that states that "he/she behaves well in public places." The grand mean was pegged at a value of 3.69 interpreted as "very satisfactory."

On the parents' group, they have rated all of the 10 indicators presented as "very satisfactory" that posted at weighted mean values of 3.95, 3.73, 3.90, 3.72, 3.77, 4.04, 3.96, 4.06, 3.89, and 3.83, respectively. The highest weighted mean posted at a value of 4.06 which says that "he/she adjusts and understands the situation among the members of the family."

Table 33

Extent to which Pupil-Respondents Manifest the Seven Core Values as Perceived by their Teachers and Parents along Love and Goodness

Indicators	Respondents' Category				Combined Mean w/ Interpretation	
	Teachers		Parents			
	W. Mean/ Interpretation		W. Mean/ Interpretation			
1 He/she listens when one is talking.	3.58	VS	3.95	VS	3.77	VS
2 He/she behaves well in public place.	3.25	S	3.73	VS	3.49	S
3 He/she respects elder ones in his community.	3.42	S	3.90	VS	3.66	VS
4 He/she expresses polite words when conversing to each other.	3.75	VS	3.72	VS	3.74	VS
5 He/she obeys and follows policies such as "First Come, First Served Basis".	3.50	S	3.77	VS	3.64	VS
6 He/she respects his parents as well as to his mentors.	3.92	VS	4.04	VS	3.98	VS
7 He/she obeys and follows command and order of his parents and supervisors.	4.00	VS	3.96	VS	3.98	VS
8 He/she adjusts and understands the situation among the members of the family.	3.83	VS	4.06	VS	3.95	VS
9 He/she asks permission when he goes out.	3.92	VS	3.89	VS	3.91	VS
10 He/she always asks forgiveness which he think he has done things not good to his peers.	3.75	VS	3.83	VS	3.79	VS
Total	36.92	-	38.86	-	37.89	-
Grand Mean	3.69	VS	3.89	VS	3.79	VS

Legend:

4.51 - 5.00	Outstanding	(O)	1.51 - 2.50	Poor	(P)
3.51 - 4.50	Very Satisfactory	(VS)	1.00 - 1.50	Needs Improvement	(NI)
2.51 - 3.50	Satisfactory	(S)			

Generally, these two groups of respondents have different perceptions in terms of their evaluation relative to one of the seven core values which is love and goodness since the teachers' group have rated three out of 10 indicators presented as "satisfactory" while the parents' group have rated all of them as "very satisfactory." With these results, this means that the teachers' group are not yet convinced and satisfied in terms of behavior of pupils, the way they respect with elder ones in the community and their obedience and policies to be followed in the classroom.

Sustainable human development. Found in Table 34 are the results of comparison of the two groups of respondents along sustainable human development. As shown in the table, the teachers' group rated four out of six indicators presented as "very satisfactory" with the corresponding weighted mean values, as follows: 3.64, 3.75, 3.67, and 3.67. The highest weighted mean posted at a value of 3.75 which states that "he/she is environment-friendly" while the lowest pegged at a value of 3.50 interpreted as "satisfactory" which says that "he/she is a responsible individual committed to perform his task to achieve effectiveness and efficiency."

The grand mean was pegged at a value of 3.62 interpreted as "very satisfactory."

On the parents' group, all of the six indicators presented were rated by themselves as "very satisfactory" that posted at a grand mean value 3.74.

Table 34

Extent to which Pupil-Respondents Manifest the Seven Core Values as Perceived by their Teachers and Parents Along Sustainable Human Development

Indicators	Respondents' Category				Combined Mean w/ Interpretation	
	Teachers		Parents			
	W. Mean/ Interpretation		W. Mean/ Interpretation			
1 He/she is wise and knows the use of available resources.	3.64	VS	3.59	VS	3.61	VS
2 He/she is a responsible individual committed to perform his task to achieve effectiveness and efficiency.	3.50	S	3.62	VS	3.56	S
3 He/she is more concern on the protection of the environment.	3.50	S	3.87	VS	3.68	VS
4 He/she is environment-friendly.	3.75	VS	3.97	VS	3.86	VS
5 He/she is oriented on the proper waste disposal within the environment.	3.67	VS	3.77	VS	3.72	VS
6 He/she does not allow exploitation and ill-treatment of workers in the guise of achieving quick economic growth.	3.67	VS	3.63	VS	3.65	VS
Total	21.72	-	22.44	-	22.08	-
Grand Mean	3.62	VS	3.74	VS	3.68	VS

Legend:

4.51 - 5.00 Outstanding (O)	1.51 - 2.50 Poor (P)
3.51 - 4.50 Very Satisfactory (VS)	1.00 - 1.50 Needs Improvement (NI)
2.51 - 3.50 Satisfactory (S)	

Generally, only one indicator was rated by these group of respondents as “satisfactory” that posted a combined mean value of 3.56, while all the rest, it was rated “very satisfactory.”

This means that the pupil-respondents have manifested sustainable human development very satisfactorily as perceived by both the teachers and the parent-respondents based on the indicators presented.

Global spirituality. Presented in Table 35 are the results of comparison of the two groups of respondents in terms of the extent to which pupil-respondents manifest the seven core values along global spirituality. As shown in the table, the teachers’ group rated four out of five indicators presented as “very satisfactory” with a highest weighted mean rating of 4.17 followed by 3.83, 3.67, and 3.67, respectively which states that “he/she has love and respect to the Almighty.” While the lowest mean pegged at a value of 3.30 which interpreted as “satisfactory” that says that “he/she follows the Ten Commandments of God found in the Holy Bible.” The grand mean posted a value of 3.73 interpreted as “very satisfactory.”

On the parents’ group, out of five indicators presented, all of them were rated as “very satisfactory” with a highest weighted mean that pegged a value of 4.32 followed by 3.95, 3.75, 3.69, and 3.63. The grand mean was pegged at a value of 3.87 which is interpreted as “very satisfactory.”

Table 35

**Extent to which Pupil-Respondents Manifest the Seven Core Values as
Perceived by their Teachers and Parents Along
Global Spirituality**

Indicators	Respondents' Category				Combined Mean w/ Interpret- ation
	Teachers		Parents		
	W. Mean/ Interpret- ation		W. Mean/ Interpret- ation		
1 He/she has love and respect to the Almighty.	4.17	VS	4.32	VS	4.24 VS
2 He/she always attends the mass during Sunday and other church-related activities.	3.67	VS	3.69	VS	3.68 VS
3 He/she is concern on his immediate members of the family and for others.	3.83	VS	3.95	VS	3.89 VS
4 He/she follows the Ten Commandments of God found in the Holy Bible.	3.30	S	3.75	VS	3.52 VS
5 He/she easily forgets mistakes of others.	3.67	VS	3.63	VS	3.65 VS
Total	18.63	-	19.33	-	18.98 -
Grand Mean	3.73	VS	3.87	VS	3.80 VS

Legend:

4.51 - 5.00	Outstanding	(O)	1.51 - 2.50	Poor	(P)
3.51 - 4.50	Very Satisfactory	(VS)	1.00 - 1.50	Needs Improvement	(NI)
2.51 - 3.50	Satisfactory	(S)			

Generally, based on the two evaluations of the two groups of respondents in terms of the extent to which pupil-respondents manifest the seven core values along global spirituality where the combined mean has pegged at a value of 3.80

interpreted as "very satisfactory" can be implied therefore, that they have rated it objectively.

Peace and justice. Found in Table 36 are the results of comparison of the two groups of respondents in terms of the extent to which pupil-respondents manifest the seven core values along peace and justice.

Table 36

Extent to which Pupil-Respondents Manifest the Seven Core Values as Perceived by their Teachers and Parents Along Peace and Justice

Indicators	Respondents' Category				Combined Mean w/ Interpretation	
	Teachers		Parents			
	W. Mean/ Interpretation		W. Mean/ Interpretation			
1 He/she always follows command and orders coming from his immediate superior.	3.58	VS	3.93	VS	3.76	VS
2 He/she wants that peace and unity always happened at home and the community.	3.92	VS	3.92	VS	3.92	VS
3 He/she respects the rights of others.	3.92	VS	4.15	VS	4.03	VS
4 He/she is more concern for the common good and for the masses.	3.73	S	3.88	VS	3.80	VS
5 He/she is fair to his peers at all times.	3.58	VS	3.64	VS	3.61	VS
6 He/she believes on teamwork and cooperation.	4.08	VS	3.99	VS	4.04	VS
Total	22.81		23.51		23.16	
Grand Mean	3.80	VS	3.92	VS	3.86	VS

Legend:

4.51 - 5.00	Outstanding	(O)	1.51 - 2.50	Poor	(P)
3.51 - 4.50	Very Satisfactory	(VS)	1.00 - 1.50	Needs Improvement	(NI)
2.51 - 3.50	Satisfactory	(S)			

As gleaned in the table, the teachers' group rated five out of five indicators presented as "very satisfactory" with a highest weighted mean rating of 4.08 followed by 3.92, 3.92, 3.73, and 3.58, respectively. Among the highest indicators it states that "he/she believes on teamwork and cooperation." The grand mean pegged at a value of 3.80 interpreted as "very satisfactory."

On the parents' group, all of the five indicators presented were rated by them as "very satisfactory" with a highest weighted mean value of 4.15 followed by 3.99, 3.93, 3.92, and 3.98, respectively. The grand mean was pegged at a value of 3.92 which is interpreted as "very satisfactory."

Generally, the assessment of the two groups of respondents in terms of the extent to which pupil-respondents manifest the seven core values along peace and justice wherein the combined mean has pegged at a value of 3.86 interpreted as "very satisfactory" can be implied that they have rated it objectively.

Nationalism and globalism. Found in Table 37 are the results of comparison of the two groups of respondents in terms of the extent to which pupil-respondents manifest the seven core values along nationalism and globalism.

On the teachers' group, among the 10 indicators presented, all of them were rated as "very satisfactory" where the highest weighted mean posted a value of 4.42 followed by 4.17, 4.08, 4.00, 3.92, 3.8, 3.82, 3.75, and 3.75, respectively which states that "he/she respects the Philippine flag as well as the

Table 37

Extent to which Pupil-Respondents Manifest the Seven Core Values as Perceived by their Teachers and Parents Along Nationalism and Globalism

Indicators	Respondents' Category				Combined Mean w/ Interpretation	
	Teachers		Parents			
	W. Mean/ Interpretation		W. Mean/ Interpretation			
1 He/she respects the Philippine flag as well as the national anthem.	4.42	VS	4.25	VS	4.33	VS
2 He/she loves the country, the Philippines by patronizing local products.	3.83	VS	3.85	VS	3.84	VS
3 He/she appreciates the Filipino heroes.	4.17	VS	4.01	VS	4.09	VS
4 He/she appreciates the cultural heritage, democracy, freedom and aw well as action to help country's overall development.	3.75	VS	3.78	VS	3.77	VS
5 He/she follows and obeys majority rule decision within the group.	4.08	VS	3.75	VS	3.92	VS
6 He/she shares his knowledge and skills in activities done by the group.	3.75	VS	3.82	VS	3.79	VS
7 He/she follows and obeys the rules and regulations, policy of the institution and the community.	3.75	VS	3.77	VS	3.76	VS
8 He/she follows and obeys his parents, elder ones, and those considered person-in-authority.	3.92	VS	4.06	VS	3.99	VS
9 He/she follows and obeys the law of the land as well as the constitution of the Philippines.	3.82	VS	3.82	VS	3.82	VS
10 He/she always offers help and assistance in school and in the community.	4.00	VS	4.00	VS	4.00	VS
Total	39.48	-	39.11	-	39.30	-
Grand Mean	3.95	VS	3.91	VS	3.93	VS

Legend:

4.51 – 5.00	Outstanding	(O)	1.51 – 2.50	Poor	(P)
3.51 – 4.50	Very Satisfactory	(VS)	1.00 – 1.50	Needs Improvement	(NI)
2.51 – 3.50	Satisfactory	(S)			

national anthem.” The grand mean pegged at a value of 3.95 interpreted as “very satisfactory.”

On the parents’ group, they have also the same evaluation with that of the teachers’ group where 10 indicators presented were rated by themselves as “very satisfactory” that posted a grand mean value of 3.93.

Generally, the assessment of the two groups of respondents in terms of the extent to which pupil-respondents manifest the seven core values along nationalism and globalism were the same since they rated it objectively.

Comparison of Perceptions Between Teachers and Parents on the Extent to which the Pupil-Respondents Manifest the Seven Core Values

This part of this chapter discusses the comparison of the perceptions of the two groups of respondents on the extent to which the pupil-respondents manifest the seven core values.

Health and harmony. Found in Table 38 are the results of comparison of the two groups of respondents along health and harmony which the pupil-respondents manifest it as one of the seven core values.

As gleaned in the table, the teachers’ group pegged a grand mean of 3.77 which is interpreted as “very satisfactory” while the parents’ group pegged a value of 3.92 interpreted also as “very satisfactory.”

Table 38

**Comparison of the Perceptions of the Teachers and Parents on the
Extent to Which the Pupil-Respondents Manifest the Seven
Core Values Along Health and Harmony**

Statistic	Respondents' Category			
	Teachers		Parents	
Mean	3.77	VS	3.92	VS
Variance	0.04		0.02	
Observations (n)	5.00		5.00	
df	8.00			
Computed t	-1.43			
p	0.19			
Critical t value	2.31			
Evaluation/Decision	Not Significant/Accept Ho			

Legend:

4.51 - 5.00	Outstanding	(O)	1.51 - 2.50	Poor	(P)
3.51 - 4.50	Very Satisfactory	(VS)	1.00 - 1.50	Needs Improvement	(NI)
2.51 - 3.50	Satisfactory	(S)			

This registered a numerical difference of 0.15. Using the appropriate statistical tool to test the significance of this difference, the computed t turned out to be -1.43 which is lesser than the critical t-value of 2.31 at 0.19 level of significance and 8.00 degrees of freedom. Therefore, the hypothesis that there is no significant difference the perceptions of the teachers and parents relative to the extent to which the pupil-respondents manifest health and harmony being one of the seven core values was accepted.

Truth and tolerance. Found in Table 39 are the results of comparison of the two groups of respondents along truth and tolerance which the pupil-respondents manifest it as one of the seven core values.

Table 39

Comparison of the Perceptions of the Teachers and Parents on the Extent to Which the Pupil-Respondents Manifest the Seven Core Values Along Truth and Tolerance

Statistic	Respondents' Category			
	Teachers		Parents	
Mean	3.72	VS	3.85	VS
Variance	0.02		0.02	
Observations (n)	5.00		5.00	
df	8.00			
Computed t	-1.48			
p	0.18			
Critical t value	2.31			
Evaluation/Decision	Not Significant/Accept Ho			

Legend:

4.51 - 5.00	Outstanding	(O)	1.51 - 2.50	Poor	(P)
3.51 - 4.50	Very Satisfactory	(VS)	1.00 - 1.50	Needs Improvement	(NI)
2.51 - 3.50	Satisfactory	(S)			

As shown in the table, the teachers' group pegged a grand mean of 3.72 interpreted as "very satisfactory" while the parents' group pegged a value of 3.85

interpreted also as “very satisfactory.” This registered a numerical difference of 0.13. Applying the appropriate statistical tool to test the significance of this difference, the computed t turned out to be -1.18 which is smaller than the critical t -value of 2.31 at 0.18 level of significance and 8.00 degrees of freedom.

The hypothesis that there is no significant difference between perceptions of the teachers and parents in relation to the extent the pupil-respondents manifest truth and tolerance as one of the seven core values was therefore accepted.

Love and goodness. Found in Table 40 are the results of comparison of the two groups of respondents along love and goodness which the pupil-respondents manifest it as one of the seven core values.

As gleaned from the table, the teachers’ group pegged a grand mean of 3.69 interpreted as “very satisfactory” while the parents’ group pegged a value of 3.89 interpreted also as “very satisfactory.”

This registered a numerical difference of 0.2. Applying the appropriate statistical tool to test the significance of this difference, the computed t turned out to be 2.24 which is greater than the critical t -value of 2.10 at 0.04 level of significance and 18.00 degrees of freedom.

The hypothesis that there is no significant difference between perceptions of the teachers and parents relative to the extent the pupil-respondents manifest love and goodness as one of the seven core values was therefore rejected.

Table 40

**Comparison of the Perceptions of the Teachers and Parents
on the Extent to Which the Pupil-Respondents Manifest
the Seven Core Values Along Love
and Goodness**

Statistic	Respondents' Category			
	Teachers	Parents		
Mean	3.69	VS	3.89	VS
Variance	0.06		0.01	
Observations (n)	10.00		10.00	
df	18.00			
Computed t	-2.24			
p	0.04			
Critical t value	2.10			
Evaluation/Decision	Significant/Reject Ho			

Legend:

4.51 – 5.00	Outstanding	(O)	1.51 – 2.50	Poor	(P)
3.51 – 4.50	Very Satisfactory	(VS)	1.00 – 1.50	Needs Improvement	(NI)
2.51 – 3.50	Satisfactory	(S)			

Sustainable human development. Found in Table 41 are the results of comparison of the two groups of respondents along sustainable human development which the pupil-respondents manifest it as one of the seven core values.

The table shows that the teachers' group pegged a grand mean of 3.62 interpreted as "very satisfactory" while the parents' group pegged a value of 3.74 interpreted also as "very satisfactory."

Table 41

**Comparison of the Perceptions of the Teachers and Parents
on the Extent to Which the Pupil-Respondents Manifest
the Seven Core Values Along Sustainable
Human Development**

Statistic	Respondents' Category	
	Teachers	Parents
Mean	3.62	3.74
Variance	0.01	0.02
Observations (n)	6.00	6.00
df	10.00	
Computed t	-1.59	
p	0.14	
Critical t value	2.23	
Evaluation/Decision	Not Significant/Accept Ho	

Legend:

4.51 - 5.00	Outstanding	(O)	1.51 - 2.50	Poor	(P)
3.51 - 4.50	Very Satisfactory	(VS)	1.00 - 1.50	Needs Improvement	(NI)
2.51 - 3.50	Satisfactory	(S)			

The numerical difference registered was found to be 0.12. Utilizing the appropriate statistical tool to test the significance of this difference, the computed t turned out to be -1.59 which is very much smaller than the critical t-value of 2.23 at 0.14 level of significance and 10.00 degrees of freedom. Therefore, the hypothesis that there is no significant difference between perceptions of the teachers and parents relative to the extent the pupil-respondents manifest sustainable human development as one of the seven core values was accepted.

Global spirituality. Found in Table 42 are the results of comparison of the two groups of respondents along global spirituality which the pupil-respondents manifest it as one of the seven core values.

Table 42

**Comparison of the Perceptions of the Teachers and Parents
on the Extent to Which the Pupil-Respondents Manifest
the Seven Core Values Along Global
Spirituality**

Statistic	Respondents' Category			
	Teachers		Parents	
Mean	3.73	VS	3.87	VS
Variance	0.10		0.08	
Observations (n)	5.00		5.00	
df	8.00			
Computed t	-0.74			
p	0.48			
Critical t value	2.31			
Evaluation/Decision	Not Significant/Accept Ho			

Legend:

4.51 - 5.00	Outstanding	(O)	1.51 - 2.50	Poor	(P)
3.51 - 4.50	Very Satisfactory	(VS)	1.00 - 1.50	Needs Improvement	(NI)
2.51 - 3.50	Satisfactory	(S)			

As shown in the table, the teachers' group pegged a grand mean of 3.73 interpreted as "very satisfactory" while the parents' group pegged a value of 3.87 interpreted also as "very satisfactory." Applying the appropriate statistical tool to test the significance of this difference, the computed t turned out to be -0.74

which is very much smaller than the critical t-value of 2.31 at 0.48 level of significance and 8.00 degrees of freedom. With these results, therefore, the hypothesis that there is no significant difference between perceptions of the teachers and parents relative to the extent the pupil-respondents manifest global spirituality as one of the seven core values was accepted.

Peace and justice. Found in Table 43 are the results of comparison of the two groups of respondents along peace and justice which the pupil-respondents manifest it as one of the seven core values.

Table 43

Comparison of the Perceptions of the Teachers and Parents on the Extent to Which the Pupil-Respondents Manifest the Seven Core Values Along Peace and Justice

Statistic	Respondents' Category			
	Teachers	Parents		
Mean	3.80	VS	3.92	VS
Variance	0.04		0.03	
Observations (n)	6.00		6.00	
df	10.00			
Computed t	-1.09			
P	0.30			
Critical t value	2.23			
Evaluation/Decision	Not Significant/Accept Ho			

Legend:

4.51 - 5.00	Outstanding	(O)	1.51 - 2.50	Poor	(P)
3.51 - 4.50	Very Satisfactory	(VS)	1.00 - 1.50	Needs Improvement	(NI)
2.51 - 3.50	Satisfactory	(S)			

As shown in the table, the teachers' group pegged a grand mean of 3.80 interpreted as "very satisfactory" while the parents' group pegged a value of 3.92 interpreted also as "very satisfactory." Utilizing the appropriate statistical tool to test the significance of this difference, the computed t turned out to be -1.09 which is very much smaller than the critical t -value of 2.23 at 0.30 level of significance and 8.00 degrees of freedom. Therefore, the hypothesis that there is no significant difference between perceptions of the teachers and parents in relation to the extent the pupil-respondents manifest the seven core values along peace and justice was accepted.

Nationalism and globalism. Found in Table 44 are the results of comparison of the two groups of respondents along nationalism and globalism which the pupil-respondents manifest it as one of the seven core values.

The table shows that the teachers' group pegged a grand mean of 3.95 interpreted as "very satisfactory" while the parents' group pegged a value of 3.91 interpreted also as "very satisfactory."

Using the appropriate statistical tool to test the significance of this difference, the computed t turned out to be 0.43 which is very much smaller than the critical t -value of 2.10 at 0.67 level of significance and 18.00 degrees of freedom. Therefore, the hypothesis that there is no significant difference between perceptions of the teachers and parents relative to the extent the pupil-respondents manifest the seven core values along nationalism and globalism was accepted.

Table 44

**Comparison of the Perceptions of the Teachers and Parents
on the Extent to Which the Pupil-Respondents Manifest
the Seven Core Values Along Nationalism and
Globalism**

Statistic	Respondents' Category			
	Teachers		Parents	
Mean	3.95	VS	3.91	VS
Variance	0.05		0.03	
Observations (n)	10.00		10.00	
df	18.00			
Computed t	0.43			
p	0.67			
Critical t value	2.10			
Evaluation/Decision	Not Significant/Accept Ho			

Legend:

4.51 - 5.00	Outstanding	(O)	1.51 - 2.50	Poor	(P)
3.51 - 4.50	Very Satisfactory	(VS)	1.00 - 1.50	Needs Improvement	(NI)
2.51 - 3.50	Satisfactory	(S)			

**Relationship on the Extent to Which the Pupils
Manifest the Seven Core Values and the
Teacher-Related Variates**

Shown in several tables are the results of correlation analysis made between the teacher-related variates and the extent to which the pupils manifest the core values along health and harmony.

Health and harmony. As reflected in Table 45, age and the extent to which the pupils manifest the core values along health and harmony, the computed r resulted to be -0.35 interpreted as low negative correlation. The t -value obtained has a value of 1.17 which is lesser than the critical t -value of 2.23 with degrees of freedom of 10 at 0.05 level of significance. This indicated that the age of the respondents has no correlation in terms of the extent to which the pupils manifest the core values along health and harmony.

Table 45

Correlation Between Extent to Which the Pupils Manifest the Core Values Along Health and Harmony and Teacher-Related Variates

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	-0.35	1.17	NS
Average Family Income	0.13	0.40	NS
Teaching Experience	-0.29	0.97	NS
Educational Attainment	-0.02	0.06	NS

Legend:

t_c - computed Fisher's t -value evaluated at $\alpha = 0.05$, $df = 10$; critical $t = 2.23$

For average family income and the extent to which the pupils manifest the core values along health and harmony, the computed r is 0.13 interpreted as negligible correlation. The t -value obtained is said to be 0.40 which is lower than

the critical t-value of 2.23 with degrees of freedom of 10 at 0.05 level of significance, this indicated that the average family income of the respondents has no correlation on the extent to which pupils manifest the core values along health and harmony as supported by the obtained data evaluated of not significant.

For teaching experience and the extent to which the pupils manifest the core values along health and harmony, the computed r resulted to be -0.29 interpreted as low negligible correlation. The Fisher's t-value obtained was 0.97 which is lower than the critical t-value of 2.23 with degrees of freedom of 10 at 0.05 level of significance, this indicated, however, that the teaching experience has no relationship on the extent to which pupils manifest the core values along health and harmony as supported by the obtained data evaluated of not significant.

For educational attainment and the extent to which the pupils manifest the core values along health and harmony, the computed r is found to be -0.02 which is lower than the critical t-value of 2.23 with degrees of freedom of 10 at 0.05 level of significance, this indicated that the educational attainment is not correlated on the extent to which pupils manifest the core values along health and harmony as supported by the obtained data evaluated of not significant based on the evaluation.

Truth and tolerance. Found in Table 46 are the results of correlation analysis made between the teacher-related variates the extent to which the pupils manifest the core values along truth and tolerance.

Table 46

**Correlation Between Extent to Which the Pupils Manifest the
Core Values Along Truth and Tolerance and
Teacher-Related Variates**

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	-0.55	2.08	NS
Average Family Income	0.22	0.70	NS
Teaching Experience	-0.56	2.13	NS
Educational Attainment	-0.58	2.27	S

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 10$; critical $t = 2.23$

For age and the extent to which the pupils manifest the core values along truth and tolerance, the computed r was -0.55 interpreted as low negative correlation. The Fisher's t -value resulted to 2.08 which is lower than the critical t -value of 2.23 with degrees of freedom of 10 at 0.05 level of significance, this means that the age of the respondents is not correlated with the extent to which the pupils manifest the core values along truth and tolerance.

For average family income and the extent to which the pupils manifest the core values along truth and tolerance, the computed r resulted to be 0.22 interpreted as negligible correlation. The Fisher's t -value resulted to 0.70 which is very much lower than the critical t -value of 2.23 with degrees of freedom of 10 at 0.05 level of significance.

This can be implied that the average family income has no significant relationship with the extent to which the pupils manifest the core values along truth and tolerance.

For teaching experience and the extent to which the pupils manifest the core values along truth and tolerance, the computed r is -0.56 interpreted as low negative correlation. The t -value obtained was 2.13 which is lower than the critical t -value of 2.23 with degrees of freedom of 10 at 0.05 level of significance. This implies that the teaching experience of the respondents is not significantly related to which pupils manifest the core values along truth and tolerance.

For educational attainment and the extent to which the pupils manifest the core values along truth and tolerance, the computed r was resulted to be -0.58 interpreted as low negative correlation. The t -value obtained was found to be 2.27 which is higher than the critical t -value of 2.23 with degrees of freedom of 10 at 0.05 level of significance. This means that the educational attainment of the respondents has relationship in terms of the extent to which pupils manifest the core values along truth and tolerance.

Love and goodness. Found in Table 47 are the results of correlation analysis made between the teacher-related variates the extent to which the pupils manifest the core values along love and goodness.

For age and the extent to which the pupils manifest the core values along love and goodness, the computed r was resulted to be -0.51 which is interpreted as low negative correlation. The Fisher's t -value obtained was 1.86 which is

Table 47

**Correlation Between Extent to Which the Pupils Manifest the
Core Values Along Love and Goodness and
Teacher-Related Variates**

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	-0.51	1.86	NS
Average Family Income	0.21	0.68	NS
Teaching Experience	-0.47	1.67	NS
Educational Attainment	-0.42	1.48	NS

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 10$; critical $t = 2.23$

lower than the critical t-value of 2.23 with degrees of freedom of 10 at 0.05 level of significance, this indicated that the age of the respondents is not correlated with the extent to which the pupils manifest the core values along love and goodness.

For average family income and the extent to which the pupils manifest the core values along love and goodness, the computed r resulted to be 0.21 interpreted as negligible correlation. The Fisher's t-value was 0.21 interpreted as negligible correlation. The Fisher's t-value was found to be 0.68 which is lower than the critical t-value of 2.23 with degrees of freedom of 10 at 0.05 level of

significance. This indicated the average family income of the respondents has no significant relationship with the extent to which the pupils manifest the core values along love and goodness.

For teaching experience and the extent to which the pupils manifest the core values along love and goodness, the computed r resulted to be -0.47 interpreted as low negative correlation. The t -value obtained was 1.67 which is lower than the critical t -value of 2.23 with degrees of freedom of 10 at 0.05 level of significance. This result implies that the teaching experience of the respondents has no correlation with the extent to which pupils manifest the core values along love and goodness.

For educational attainment and the extent to which the pupils manifest the core values along love and goodness, the computed r resulted to be -0.42 as low negative correlation. The obtained Fisher's t -value was 1.48 which is higher than the critical t -value of 2.23 with degrees of freedom of 10 at 0.05 level of significance. This means that the educational attainment of the respondents, it has no correlation with the extent to which the pupils manifest the core values along love and goodness.

Sustainable human development. Found in Table 48 are the results of correlation analysis made between the teacher-related variates the extent to which the pupils manifest the core values along sustainable human development.

Table 48

**Correlation Between Extent to Which the Pupils Manifest the
Core Values Along Sustainable Human Development and
Teacher-Related Variates**

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	-0.40	1.39	NS
Average Family Income	0.24	0.78	NS
Teaching Experience	-0.39	1.33	NS
Educational Attainment	-0.36	1.24	NS

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 10$; critical $t = 2.23$

For age and the extent to which the pupils manifest the core values along sustainable human development, the computed r was resulted to be -0.40 which is interpreted as low negative correlation. The Fisher's t -value obtained was 1.39 which is lower than the critical t -value of 2.23 with degrees of freedom of 10 at 0.05 level of significance. This means that the age of the respondents has no correlation with the extent to which the pupils manifest the core values along sustainable human development as supported by the sustained data of not significant.

For average family income and the extent to which the pupils manifest the core values along sustainable human development, the computed r was 0.24 interpreted as negligible correlation. The Fisher's t -value resulted to be 0.78

which is very much lower than the critical t-value of 2.23 with degrees of freedom of 10 at 0.05 level of significance. This result would mean that the average family income of the respondents is not correlated with the extent to which the pupils manifest the core values along sustainable human development as supported by the obtained data of not significant.

For teaching experience and the extent to which the pupils manifest the core values along sustainable human development, the computed r resulted to be -0.39 interpreted as low negative correlation. The Fisher's t-value resulted to be 1.33 which is lower than the critical t-value of 2.23 with degrees of freedom of 10 at 0.05 level of significance. This indicated that the teaching experience of the respondents is not correlated with the extent to which pupils manifest the core values along sustainable human development as supported on the obtained data of not significant.

For educational attainment and the extent to which the pupils manifest the core values along sustainable human development, the computed r resulted to be -0.36 interpreted as low negative correlation. The Fisher's t-value resulted to be 1.24 which is lower than the critical t-value of 2.23 with degrees of freedom of 10 at 0.05 level of significance. This means that the educational attainment of the respondents is not correlated with the extent to which the pupils manifest the core values along sustainable human development as supported by the obtained data of not significant.

Global spirituality. Found in Table 49 are the results of correlation analysis made between the teacher-related variates the extent to which the pupils manifest the core values along global spirituality.

Table 49

Correlation Between Extent to Which the Pupils Manifest the Core Values Along Global Spirituality and Teacher-Related Variates

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	0.08	0.25	NS
Average Family Income	-0.09	0.28	NS
Teaching Experience	0.07	0.23	NS
Educational Attainment	-0.10	0.32	NS

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 10$; critical $t = 2.23$

For age and the extent to which the pupils manifest the core values along global spirituality, the computed r was resulted to be 0.08 while the Fisher's t -value was 0.25 which is lower than the critical t -value of 2.23 with degrees of freedom of 10 at 0.05 level of significance. This means that the age of the respondents is not significantly related to the extent to which the pupils manifest the core values along global spirituality with the data obtained and evaluated of not significant.

For average family income and the extent to which the pupils manifest the core values along global spirituality, the computed r resulted to be -0.09 which is interpreted as low negative correlation. The Fisher's t -value obtained was 0.28 which is lower than the critical t -value of 2.23 with degrees of freedom of 10 at 0.05 level of significance. This result means that the average family income of the respondents is not correlated with the extent to which the pupils manifest the core values along global spirituality based on the obtained data as evidenced of not significant.

For teaching experience and the extent to which the pupils manifest the core values along global spirituality, the computed r resulted to be 0.07 interpreted as negligible correlation which is lower than the critical t -value of 2.23 with degrees of freedom of 10 at 0.05 level of significance. This means that the teaching experience of the respondents is not correlated with the extent to which pupils manifest the core values along global spirituality with the obtained data where it is evaluated of not significant.

For educational attainment and the extent to which the pupils manifest the core values along global spirituality, the computed r resulted to be -0.10 interpreted as low negative correlation. The Fisher's t -value obtained is 0.25 which is lower than the critical t -value of 2.23 with degrees of freedom of 10 at 0.05 level of significance. This indicated that the educational attainment of the respondents has no correlation with the extent to which the pupils manifest the

core values along global spirituality with evidenced of the obtained data where it is evaluated of not significant.

Peace and justice. Found in Table 50 are the results of correlation analysis made between the teacher-related variates the extent to which the pupils manifest the core values along peace and justice.

Table 50

Correlation Between Extent to Which the Pupils Manifest the Core Values Along Peace and Justice and Teacher-Related Variates

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	0.06	0.18	NS
Average Family Income	0.09	0.30	NS
Teaching Experience	0.08	0.25	NS
Educational Attainment	0.13	0.42	NS

Legend:

t_c .computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 10$; critical $t = 2.23$

For age and the extent to which the pupils manifest the core values along global spirituality, the computed r was resulted to be 0.06 interpreted as negligible correlation. Fisher's t -value was 0.18 which is lower than the critical t -value of 2.23 with degrees of freedom of 10 at 0.05 level of significance. This means that the age of the respondents is not correlated with the extent to which

the pupils manifest the core values along peace and justice with the obtained data as evidenced of not significant.

For average family income and the extent to which the pupils manifest the core values along peace and justice, the computed r was resulted to be 0.09 interpreted as negligible correlation. The Fisher's t -value obtained was 0.30 which is lower than the critical t -value of 2.23 with degrees of freedom of 10 at 0.05 level of significance. This indicated that the average family income of the respondents is not correlated with the extent to which the pupils manifest the core values along peace and justice.

For teaching experience and the extent to which the pupils manifest the core values along peace and justice, the computed r was found to be 0.08 interpreted as negligible correlation while the Fisher's t -value was resulted to be 0.25 which is lower than the critical t -value of 2.23 with degrees of freedom of 10 at 0.05 level of significance. This means that the teaching experience of the respondents has no correlation with the extent to which pupils manifest the core values along peace and justice where the obtained data was evaluated of having not significant.

For educational attainment and the extent to which the pupils manifest the core values along peace and justice, the computed r resulted to be 0.13 interpreted as negligible correlation while the computed Fisher's t -value was found to be 0.42 which is lesser than the critical t -value of 2.23 with degrees of freedom of 10 at 0.05 level of significance. This means that the educational

attainment of the respondents has no correlation with the extent to which the pupils manifest the core values along peace and justice as supported by its obtained data of not significant.

Nationalism and globalism. Found in Table 51 are the results of correlation analysis made between the teacher-related variates the extent to which the pupils manifest the core values along nationalism and globalism.

Table 51

Correlation Between Extent to Which the Pupils Manifest the Core Values Along Nationalism and Globalism and Teacher-Related Variates

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	-0.02	0.06	NS
Average Family Income	0.07	0.23	NS
Teaching Experience	-0.02	0.06	NS
Educational Attainment	0.47	1.70	NS

Legend:

t_c .computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 10$; critical $t = 2.23$

For age and the extent to which the pupils manifest the core values along nationalism and globalism, the computed r was resulted to be -0.02 interpreted as low negative correlation which the Fisher's t -value was found to be 0.06 in which it is lower than the critical t -value of 2.23 with degrees of freedom of 10 at 0.05 level of significance. This result would mean that the age of the respondents

has no correlation in relation to the extent in which the pupils manifest the core values along nationalism and globalism where the obtained data was evaluated of having not significant.

For average family income and the extent to which the pupils manifest the core values along nationalism and globalism, the computed r was resulted to be 0.07 interpreted as negligible correlation while the Fisher's t -value obtained was 0.06 wherein it is lower than the critical t -value of 2.23 with degrees of freedom of 10 at 0.05 level of significance. This result indicated that the average family income of the respondents is not significantly correlated with the extent to which the pupils manifest the core values along nationalism and globalism.

For teaching experience and the extent to which the pupils manifest the core values along nationalism and globalism, the computed r was found to be -0.02 interpreted as low negative correlation. The Fisher's t -value was found to be 0.06 which is lesser than the critical t -value of 2.23 with degrees of freedom of 10 at 0.05 level of significance. This result would mean that the teaching experience of the respondents is not correlated with the extent to which pupils manifest the core values along nationalism and globalism

For educational attainment and the extent to which the pupils manifest the core values along nationalism and globalism, the computed r resulted to be 0.47 interpreted as negligible correlation while the computed Fisher's t -value was found to be 1.70 which is lower than the critical t -value of 2.23 with degrees of freedom of 10 at 0.05 level of significance. This means that the educational

attainment of the respondents is not correlated with the extent to which the pupils manifest the core values along nationalism and globalism as evidenced on the obtained data of having not significant.

Relationship on the Extent to Which the Pupils Manifest the Seven Core Values and the Parent-Related Variates

This chapter discusses the results of the correlation analysis made between parent-related variates and the extent to which the pupils manifest the seven core values.

Health and harmony. Found in Table 52 are the results of correlation analysis made between the parent-related variates in terms of their age and the

Table 52

Correlation Between Extent to Which the Pupils Manifest the Core Values along Health and Harmony and Parent-Related Variates

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	-0.09	1.23	NS
Sex	-0.03	0.44	NS
Average Family Income	0.01	0.11	NS
Educational Background	0.03	0.36	NS
Family Size	-0.22	3.10	S

Legend:

t_c . computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 193$; critical $t = 1.645$

extent to which the pupils manifest the core values along health and harmony. As shown in the table, the computed r resulted to be -0.09 interpreted as low negative correlation. The Fisher's t value was 1.23 which is lesser than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This indicated that the age of the parent-respondents is not correlated with the extent to which the pupils manifest the core values along health and harmony.

For sex and the extent to which the pupils manifest the core values along health and harmony, the computed r resulted to be -0.03 interpreted as low negative correlation. The Fisher's t value obtained was 0.44 which is lower than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This result would mean that the sex of the parent-respondents has no correlation with the extent to which the pupils manifest the core values along health and harmony based on the obtained data as evaluated of having not significant.

For average family income and the extent to which the pupils manifest the core values along health and harmony, the computed r resulted to be 0.01 interpreted as negligible correlation. The Fisher's t value obtained was found to be 0.11 which is lower than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This means that the average family income of the parent-respondents is not correlated with the extent to which the pupils manifest the core values along health and harmony as evidenced on the data obtained as of not significant.

For educational background and the extent to which the pupils manifest the core values along health and harmony, the computed r resulted to be 0.03 interpreted as negligible correlation. The Fisher's t value obtained was found to be 0.36 which is lesser than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This result would mean that the educational background of the parent-respondents is not correlated with the extent to which the pupils manifest the core values along health and harmony.

For family size and the extent to which the pupils manifest the core values along health and harmony, the computed r resulted to be -0.22 interpreted as negligible correlation. The Fisher's t value obtained was 3.10 which is greater than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This result would mean that the family size has correlation with the extent to which the pupils manifest the core values along health and harmony as evidenced on the obtained data evaluated as having significant relationship.

Truth and tolerance. Found in Table 53 are the results of correlation analysis made between the parent-related variates and the extent to which the pupils manifest the core values along truth and tolerance.

For age and the extent to which the pupils manifest the core values along truth and tolerance, the computed r resulted to be -0.04 interpreted as low negative correlation. The Fisher's t value obtained was 0.52 which is lesser than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. With this result, this means that the age of the parent-respondents

was not significantly related with the extent to which the pupils manifest the core values along truth and tolerance.

Table 53

Correlation Between Extent to Which the Pupils Manifest the Core Values along Truth and Tolerance and Parent-Related Variates

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	-0.04	0.52	NS
Sex	0.02	0.28	NS
Average Family Income	-0.01	0.14	NS
Educational Background	0.14	1.94	S
Family Size	-0.12	1.61	NS

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 193$; critical $t = 1.645$

For sex and the extent to which the pupils manifest the core values along health and harmony, the computed r resulted to be 0.02 interpreted as negligible correlation. The Fisher's t value obtained was 0.28 which is lesser than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This would mean that the sex of the parent-respondents is not significantly related with the extent to which the pupils manifest the core values along truth and tolerance as supported by the obtained data cited above.

For average family income and the extent to which the pupils manifest the core values along truth and tolerance, the computed r resulted to be -0.01 interpreted as low negative correlation. The Fisher's t value obtained was found to be 0.14 which is lesser than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This indicated that the average family income of the parent-respondents is not significantly related with the extent to which the pupils manifest the core values along truth and tolerance as supported by the obtained data as of not significant based on the evaluation.

For educational background and the extent to which the pupils manifest the core values along truth and tolerance, the computed r resulted to be 0.14 interpreted as negligible correlation. The Fisher's t value obtained was found to be 1.94 which is greater than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This result would mean that the educational background of the parents has correlation with the extent to which the pupils manifest the core values along truth and tolerance.

For family size and the extent to which the pupils manifest the core values along truth and tolerance, the computed r resulted to be -0.12 interpreted as low negative correlation. The Fisher's t value obtained was 1.61 which is lesser than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This result would mean that the family size has no correlation with the extent to which the pupils manifest the core values along truth and tolerance.

Love and goodness. Found in Table 54 are the results of correlation analysis made between the parent-related variates and the extent to which the pupils manifest the core values along love and goodness.

Table 54

Correlation Between Extent to Which the Pupils Manifest the Core Values along Love and Goodness and Parent-Related Variates

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	0.00	0.02	NS
Sex	-0.04	0.59	NS
Average Family Income	0.01	0.13	NS
Educational Background	0.09	1.26	NS
Family Size	-0.19	2.62	S

Legend:

t_c . computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 193$; critical $t = 1.645$

For age and the extent to which the pupils manifest the core values along love and goodness, the computed r resulted to be 0.00 interpreted as no correlation. The Fisher's t value was found to be 0.02 which is lesser than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This result would mean that the age of the parent-respondents has no correlation with the extent to which the pupils manifest the core values along love and goodness as evidenced on the obtained data of not significant.

For sex and the extent to which the pupils manifest the core values along love and goodness, the computed r resulted to be -0.04 interpreted as negative low correlation. The Fisher's t value obtained was 0.59 which is lesser than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. With this result, it would mean that the sex of the parent-respondents is not correlated with the extent to which the pupils manifest the core values along love and goodness.

For average family income and the extent to which the pupils manifest the core values along love and goodness, the computed r resulted to be -0.01 interpreted as low negative correlation. The Fisher's t value obtained was found to be 0.13 which is lesser than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This indicated that the average family income of the parent-respondents is not correlated with the extent to which the pupils manifest the core values along love and goodness as supported by the obtained data as of having not significant.

For educational background and the extent to which the pupils manifest the core values along love and goodness, the computed r resulted to be 0.09 interpreted as negligible correlation. The Fisher's t value obtained was found to be 1.26 which is lower than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. With this result, this would mean that the educational background of the parent-respondents is not significantly related with the extent to which the pupils manifest the core values along love and

goodness based on the evidenced of the obtained data of having not significant as evaluated.

For family size and the extent to which the pupils manifest the core values along love and goodness, the computed r resulted to be -0.19 interpreted as low negative correlation. The Fisher's t value obtained was 2.62 which is bigger than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This indicated that the family size has no correlation with the extent to which the pupils manifest the core values along love and goodness as supported by the result of the obtained data as evaluated.

Sustainable human development. Found in Table 55 are the results of correlation analysis made between the parent-related variates and the extent to which the pupils manifest the core values along sustainable human development.

For age and the extent to which the pupils manifest the core values along sustainable human development, the computed r resulted to be -0.06 interpreted as low negative correlation. The Fisher's t value obtained was 0.81 which is lesser than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This result indicated that the age of the parent-respondents is not correlated with the extent to which the pupils manifest the core values along sustainable human development.

For sex and the extent to which the pupils manifest the core values along sustainable human development, the computed r resulted to be -0.06 interpreted

as low negative correlation. The Fisher's t value obtained was 0.90 which is lower than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This means that the sex of the parent-respondents has no significant relationship with the extent to which the pupils manifest the core values along sustainable human development as supported by the obtained data as evaluated.

Table 55

Correlation Between Extent to Which the Pupils Manifest the Core Values along Sustainable Human Development and Parent-Related Variates

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	-0.06	0.81	NS
Sex	-0.06	0.90	NS
Average Family Income	-0.02	0.28	NS
Educational Background	0.18	2.58	S
Family Size	-0.21	3.00	S

Legend:

t_c - computed Fisher's t -value evaluated at $\alpha = 0.05$, $df = 193$; critical $t = 1.645$

For average family income and the extent to which the pupils manifest the core values along sustainable human development, the computed r resulted to be -0.02 interpreted as low negative correlation. The Fisher's t value obtained was found to be 0.28 which is lesser than the critical t -value of 1.643 with degrees of

freedom 193 at 0.05 level of significance. This result would mean that the average family income of the parent-respondents is not significantly correlated with the extent to which the pupils manifest the core values along sustainable human development as supported by the obtained data as being evaluated.

For educational background and the extent to which the pupils manifest the core values along sustainable human development, the computed r resulted to be 0.18 interpreted as negligible correlation. The Fisher's t value obtained was found to be 2.58 which is greater than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This indicated that the educational background of the parent-respondents has correlation with the extent to which the pupils manifest the core values along sustainable human development.

For family size and the extent to which the pupils manifest the core values along sustainable human development, the computed r resulted to be -0.21 interpreted as low negative correlation. The Fisher's t value obtained was 3.00 which is bigger than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This result would mean that the family size has correlation with the extent to which the pupils manifest the core values along sustainable human development by the obtained data of having significant relations.

Global spirituality. Found in Table 56 are the results of correlation analysis made between the parent-related variates and the extent to which the pupils manifest the core values along global spirituality.

Table 56

**Correlation Between Extent to Which the Pupils Manifest the
Core Values along Global Spirituality and
Parent-Related Variates**

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	0.00	0.07	NS
Sex	-0.03	0.40	NS
Average Family Income	-0.02	0.25	NS
Educational Background	0.18	2.58	S
Family Size	-0.30	4.31	S

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 193$; critical $t = 1.645$

For age and the extent to which the pupils manifest the core values along global spirituality, the computed r resulted to be 0.00 interpreted as no correlation. The Fisher's t value obtained was 0.07 which is lower than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This result indicated that the age of the parent-respondents has no correlation with the extent to which the pupils manifest the core values along global spirituality.

For sex and the extent to which the pupils manifest the core values along global spirituality, the computed r resulted to be -0.03 interpreted as low

negative correlation. The Fisher's t value obtained was 0.40 which is lower than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This result would mean that the sex of the parent-respondents has no correlation with the extent to which the pupils manifest the core values along global spirituality as supported by the obtained data of having not significant.

For average family income and the extent to which the pupils manifest the core values along global spirituality, the computed r resulted to be -0.02 interpreted as low negative correlation. The Fisher's t value obtained was found to be 0.25 which is lesser than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This result indicated that the average family income of the parent-respondents is not significantly related with the extent to which the pupils manifest the core values along global spirituality as supported as supported by the obtained data of having not significant.

For educational background and the extent to which the pupils manifest the core values along global spirituality, the computed r resulted to be 0.18 interpreted as negligible correlation. The Fisher's t value obtained was found to be 2.58 which is greater than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This indicated that the educational background of the parent-respondents has correlation with the extent to which the pupils manifest the core values along global spirituality as supported by the obtained data of having significant relationship based on its evaluation.

For family size and the extent to which the pupils manifest the core values along global spirituality, the computed r resulted to be -0.30 interpreted as low negative correlation. The Fisher's t value obtained was 4.31 which is bigger than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This result would mean that the family size has significant relationship with the extent to which the pupils manifest the core values along global spirituality.

Peace and justice. Found in Table 57 are the results of correlation analysis made between the parent-related variates and the extent to which the pupils manifest the core values along peace and justice.

Table 57

**Correlation Between Extent to Which the Pupils Manifest the
Core Values along Peace and Justice and
Parent-Related Variates**

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	-0.05	0.66	NS
Sex	-0.03	0.43	NS
Average Family Income	-0.10	1.33	NS
Educational Background	0.18	2.59	S
Family Size	-0.23	3.24	S

Legend:

t_c - computed Fisher's t -value evaluated at $\alpha = 0.05$, $df = 193$; critical $t = 1.645$

For age and the extent to which the pupils manifest the core values along peace and justice, the computed r resulted to be -0.66 interpreted as low negative correlation. The Fisher's t value obtained was 0.66 which is lower than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This result would mean that the age of the parent-respondents is not correlated with the extent to which the pupils manifest the core values along peace and justice as supported by the obtained data of not significant.

For sex and the extent to which the pupils manifest the core values along peace and justice, the computed r resulted to be -0.03 interpreted as low negative correlation. The Fisher's t value obtained was 0.43 which is lower than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This result would mean that the sex of the parent-respondents has no correlation with the extent to which the pupils manifest the core values along peace and justice as evidenced on the obtained data of having not significant.

For average family income and the extent to which the pupils manifest the core values along peace and justice, the computed r resulted to be -0.02 interpreted as low negative correlation. The Fisher's t value obtained was found to be 1.33 which is lower than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This indicated that the average family income of the parent-respondents has no correlation with the extent to which the pupils manifest the core values along peace and justice as supported as supported by the obtained data of not significant.

For educational background and the extent to which the pupils manifest the core values along peace and justice, the computed r resulted to be 0.18 interpreted as negligible correlation. The Fisher's t value obtained was found to be 2.59 which is bigger than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This result would mean that the educational background of the parent-respondents has correlation with the extent to which the pupils manifest the core values along peace and justice.

For family size and the extent to which the pupils manifest the core values along peace and justice, the computed r resulted to be -0.23 interpreted as low negative correlation. The Fisher's t value obtained was 3.24 which is bigger than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. Based on this result, it would mean that the family size of parent-respondents has significant relationship with the extent to which the pupils manifest the core values along peace and justice as supported by the obtained data of having significant relationship.

Nationalism and globalism. Found in Table 58 are the results of correlation analysis made between the parent-related variates and the extent to which the pupils manifest the core values along nationalism and globalism.

For age and the extent to which the pupils manifest the core values along nationalism and globalism, the computed r resulted to be -0.07 interpreted as low negative correlation. The Fisher's t value obtained was 1.00 which is lower than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of

significance. This result would mean that the age of the parent-respondents has no correlation with the extent to which the pupils manifest the core values along nationalism and globalism with evidenced of the obtained data of not significant.

Table 58

Correlation Between Extent to Which the Pupils Manifest the Core Values along Nationalism and Globalism and Parent-Related Variates

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	-0.07	1.00	NS
Sex	-0.07	0.92	NS
Average Family Income	-0.08	1.07	NS
Educational Background	0.18	2.48	S
Family Size	-0.23	3.31	S

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 193$; critical $t = 1.645$

For sex and the extent to which the pupils manifest the core values along peace and justice, the computed r resulted to be -0.07 interpreted as low negative correlation. The Fisher's t value obtained was 0.92 which is lower than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This result indicated that the sex of the parent-respondents is not correlated with the extent to which the pupils manifest the core values along nationalism and globalism as supported by the obtained data of not significant.

For average family income and the extent to which the pupils manifest the core values along peace and justice, the computed r resulted to be -0.08 interpreted as low negative correlation. The Fisher's t value obtained was found to be 1.07 which is lower than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This result would mean that the average family income is not significantly related with the extent to which the pupils manifest the core values along nationalism and globalism.

For educational background and the extent to which the pupils manifest the core values along nationalism and globalism, the computed r resulted to be 0.18 interpreted as negligible correlation. The Fisher's t value obtained was found to be 2.48 which is bigger than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This result means that the educational background of the parent-respondents has significant correlation to the extent to which the pupils manifest the core values along nationalism and globalism on evidenced based on the obtained data of having significant relationship.

For family size and the extent to which the pupils manifest the core values along nationalism and globalism, the computed r resulted to be -0.23 interpreted as low negative correlation. The Fisher's t value obtained was 3.31 which is bigger than the critical t -value of 1.643 with degrees of freedom 193 at 0.05 level of significance. This indicated that the family size of parent-respondents has significant relationship with the extent to which the pupils manifest the core

values along nationalism and globalism as supported by the obtained data of having significant relationship.

Relationship Between Teacher - Respondents' Perception on the Extent of Implementation of the ABC Program and the Extent to Which Pupils Manifest the Seven Core Values

This portion discusses the relationship between extent of implementation of the ABC program along objectives and the extent to which pupils manifest the seven core values.

Objectives. Found in Table 59 are the results of relationship between the extent of implementation of the ABC program along objectives and the extent to which the pupils manifest the seven core values.

Table 59

Relationship Between Extent of Implementation of the ABC Program Along Objectives and the Extent to Which Pupils Manifest the Seven Core Values

Profile	r_{xy}	Fisher's t_c	Evaluation
Health and Harmony	0.26	0.86	NS
Truth and Tolerance	0.08	0.24	NS
Love and Goodness	-0.02	0.07	NS
Sustainable Human Development	-0.11	0.36	NS
Global Spirituality	0.37	1.24	NS
Peace and Justice	0.51	1.87	NS
Nationalism and Globalism	0.29	0.95	NS

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 10$; critical $t = 2.228$

For health and harmony as manifested by the pupils as one of the seven core values and the extent of implementation of the ABC program along objectives the computed r resulted to be 0.26 interpreted as negligible correlation. The Fisher's t -value obtained has a value of 0.86 which is lower than the critical t -value of 2.228 with the degrees of freedom of 10 at 0.05 level of significance.

This result indicated that the health and harmony as manifested by the pupils as one of the seven core values has no significant relationship and the extent of implementation of the ABC program along objectives.

For truth and tolerance as manifested by the pupils as one of the seven core values and the extent of implementation of the ABC program along objectives, the computed r resulted to be 0.08 interpreted as negligible correlation. The Fisher's t -value obtained was 0.24 which is lower than the critical t -value of 2.228 with degrees of freedom of 10 at 0.05 level of significance.

This means that truth and tolerance has no relationship with respect to the extent of implementation of the ABC program along objectives.

For love and goodness as manifested by the pupils as one of the seven core values and the extent of implementation of the ABC program along objectives, the computed r resulted to have a value of -0.02 interpreted as low negative correlation. The Fisher's t -value obtained was 0.07 which is lower than the critical t -value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. These results would mean that for love and goodness as one of the

seven core values manifested by the pupils has no significant relationship with the extent of implementation of the ABC program along objectives.

For sustainable human development as manifested by the pupils as one of the seven core values and the extent of implementation of the ABC program along objectives, the computed r resulted to have a value of -0.11 interpreted as low negative correlation. The Fisher's t -value obtained was 0.36 which is lower than the critical t -value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. This result would proved that sustainable human development has no relationship with the extent of implementation of the ABC program as supported by the obtained data of not significant as evaluated.

For global spirituality as manifested by the pupils as one of the seven core values and the extent of implementation of the ABC program along objectives, the computed r resulted to have a value of 0.37 interpreted as negligible correlation. The Fisher's t -value obtained was 1.24 which is lower than the critical t -value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. This result indicated that global spirituality has no significant relationship with the extent of implementation of the ABC program along objectives as supported by the obtained data of not significant as evaluated.

For peace and justice as manifested by the pupils as one of the seven core values and the extent of implementation of the ABC program along objectives, the computed r resulted to have a value of 0.51 interpreted as negligible correlation. The Fisher's t -value obtained was 1.87 which is lower than the

critical t-value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. This can be indicated that peace and justice has no relationship with the extent of implementation of the ABC program along objectives as supported by the obtained data as evaluated of not significant.

For nationalism and globalism as manifested by the pupils as one of the seven core values and the extent of implementation of the ABC program along objectives, the computed r resulted to have a value of 0.29 interpreted as negligible correlation. The Fisher's t-value obtained was 0.95 which is lower than the critical t-value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. These results would proved that nationalism and globalism as one of the seven core values manifested by the pupils has no relationship with the extent of implementation of the ABC program as supported by the obtained data of having not significant based on its evaluation.

Program content. Found in Table 60 are the results of relationship between the extent of implementation of the ABC program along program content and the extent to which the pupils manifest the seven core values.

For health and harmony as manifested by the pupils as one of the seven core values and the extent of implementation of the ABC program along objectives the computed r resulted to be 0.05 interpreted as negligible correlation. The Fisher's t-value obtained has a value of 0.16 which is lower than the critical t-value of 2.228 with the degrees of freedom of 10 at 0.05 level of significance.

Table 60

**Relationship Between Extent of Implementation of the ABC
Program Along Program Content and the Extent to Which
Pupils Manifest the Seven Core Values**

Profile	r_{xy}	Fisher's t_c	Evaluation
Health and Harmony	0.05	0.16	NS
Truth and Tolerance	-0.47	1.68	NS
Love and Goodness	-0.40	1.37	NS
Sustainable Human Development	-0.56	2.16	NS
Global Spirituality	0.33	1.12	NS
Peace and Justice	0.38	1.31	NS
Nationalism and Globalism	0.25	0.82	NS

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 10$; critical $t = 2.228$

This result indicated that the health and harmony as manifested by the pupils as one of the seven core values has no relationship and the extent of implementation of the ABC program based on the evaluated obtained data of not significant.

For truth and tolerance as manifested by the pupils as one of the seven core values and the extent of implementation of the ABC program, the computed r resulted to have a value -0.47 interpreted as low negative correlation. The Fisher's t-value obtained was 1.68 which is lower than the critical t-value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. This result would

mean that truth and tolerance has no significant relationship with the extent of implementation of the ABC program.

For love and goodness as manifested by the pupils as one of the seven core values and the extent of implementation of the ABC program, the computed r resulted to have a value of -0.40 interpreted as low negative correlation. The Fisher's t -value obtained was 1.37 which is lower than the critical t -value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. These indicated that love and goodness has no relationship with the extent of implementation of the ABC program along program content.

For sustainable human development as manifested by the pupils as one of the seven core values and the extent of implementation of the ABC program, the computed r resulted to have a value of -0.56 interpreted as low negative correlation. The Fisher's t -value obtained was 2.16 which is lower than the critical t -value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. These results would mean that sustainable human development has no relationship with the extent of implementation of the ABC program along program content.

For global spirituality as manifested by the pupils as one of the seven core values and the extent of implementation of the ABC program along program content, the computed r resulted to be 0.33 interpreted as negligible correlation. The Fisher's t -value obtained was 1.12 which is lower than the critical t -value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. These results

only proved that the global spirituality has no relationship in terms of the extent of implementation of the ABC program along program as evidenced on the obtained data of having not significant.

For peace and justice as manifested by the pupils as one of the seven core values and the extent of implementation of the ABC program along program content, the computed r resulted to have a value of 0.38 interpreted as negligible correlation. The Fisher's t -value obtained was 1.31 which is lower than the critical t -value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. These results would mean that peace and justice has no relationship with the extent of implementation of the ABC program along program content.

For nationalism and globalism and the extent of implementation of the ABC program along objectives, the computed r resulted to have a value of 0.25 interpreted as negligible correlation. The Fisher's t -value obtained was 0.82 which is lower than the critical t -value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. These results only proved that nationalism and globalism has no significant relationship in term of the extent of implementation of the ABC program, along program content as supported by the obtained data of having not significant.

Structural framework. Found in Table 61 are the results of relationship between the extent of implementation of the ABC program along structural framework and the extent to which the pupils manifest the seven core values.

Table 61

Relationship Between Extent of Implementation of the ABC Program Along Structural Framework and the Extent to Which Pupils Manifest the Seven Core Values

Profile	r_{xy}	Fisher's t_c	Evaluation
Health and Harmony	-0.04	0.13	NS
Truth and Tolerance	-0.20	0.65	NS
Love and Goodness	-0.19	0.61	NS
Sustainable Human Development	-0.33	1.10	NS
Global Spirituality	0.25	0.83	NS
Peace and Justice	0.19	0.60	NS
Nationalism and Globalism	-0.14	0.46	NS

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 10$; critical $t = 2.228$

For health and harmony as manifested by the pupils as one of the seven core values and the extent of implementation of the ABC program, the computed r resulted to be -0.04 interpreted as low negative correlation. The Fisher's t -value obtained was found to have a value of 0.13 which is lower than the critical t -value of 2.228 with the degrees of freedom of 10 at 0.05 level of significance. These results would mean that the health and harmony is not significantly related to the extent of implementation of the ABC program along structural framework as supported by the obtained data of not significant.

For truth and tolerance and the extent of implementation of the ABC program along structural framework, the computed r resulted to be -0.20 interpreted as low negative correlation. The Fisher's t -value obtained was 0.65 which is lower than the critical t -value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. This indicated that truth and tolerance is not significantly related to the extent of implementation of the ABC program structural framework.

For love and goodness and the extent of implementation of the ABC program along structural framework, the computed r is found to be -0.19 interpreted as low negative correlation. The Fisher's t -value was obtained at a value of 0.61 which is smaller than the critical t -value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. These results would mean that the love and goodness has no relationship in terms of the extent of implementation of the ABC program along structural framework as supported by the obtained data of having not significant.

For sustainable human development and the extent of implementation of the ABC program, the computed r is found to be -0.33 interpreted as low negative correlation. The Fisher's t -value obtained was 1.10 which is lower than the critical t -value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. This indicated that sustainable human development has no relationship with the extent of implementation of the ABC program along sustainable human development.

For global spirituality and the extent of implementation of the ABC program along program content along structural framework, the computed r resulted to be 0.25 interpreted as negligible correlation. The Fisher's t -value obtained was 0.83 which is lower than the critical t -value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. Based on this result, it would mean that the global spirituality has no relationship in terms of the extent of implementation of the ABC program along program along structural framework as evidenced on the obtained data of having not significant as evaluated.

For peace and justice and the extent of implementation of the ABC program along structural framework, the computed r resulted to have a value of 0.19 interpreted as negligible correlation. The Fisher's t -value obtained was 0.60 which is lower than the critical t -value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. This indicated that peace and justice has no relationship with the extent of implementation of the ABC program along structural framework.

For nationalism and globalism and the extent of implementation of the ABC program along structural framework, the computed r was found to be -0.14 interpreted as low negative correlation. The Fisher's t -value obtained was 0.46 which is lower than the critical t -value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. This indicated that the nationalism and globalism is not significantly related with the extent of implementation of the ABC program

along structural framework as having evidenced on the data obtained of having not significant.

Strategies. Found in Table 62 are the results of relationship between the extent of implementation of the ABC program along strategies and the extent to which the pupils manifest the seven core values.

Table 62

Relationship Between Extent of Implementation of the ABC Program Along Strategies and the Extent to Which Pupils Manifest the Seven Core Values

Profile	r_{xy}	Fisher's t_c	Evaluation
Health and Harmony	0.21	0.69	NS
Truth and Tolerance	0.29	0.96	NS
Love and Goodness	0.32	1.08	NS
Sustainable Human Development	0.13	0.40	NS
Global Spirituality	0.63	2.56	S
Peace and Justice	0.47	1.68	NS
Nationalism and Globalism	-0.02	0.08	NS

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 10$; critical $t = 2.228$

For health and harmony and the extent of implementation of the ABC program along strategies, the computed r was found to be 0.21 interpreted as negligible correlation. The Fisher's t -value that was obtained found to be 0.69 which is lower than the critical t -value of 2.228 with the degrees of freedom of 10 at 0.05 level of significance. Based on this result, it would mean that the health

and harmony has no relationship with the extent of implementation of the ABC program along strategies based on the obtained data of having not significant.

For truth and tolerance and the extent of implementation of the ABC program, the computed r resulted to be 0.29 interpreted as negligible correlation. The Fisher's t -value obtained was 0.96 which is lower than the critical t -value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. This result would mean that truth and tolerance has no relationship with the extent of implementation of the ABC program strategies framework.

For love and goodness and the extent of implementation of the ABC program along strategies, the computed r is found to be 0.32 interpreted as negligible correlation. The Fisher's t -value was obtained at a value of 1.08 which is lower than the critical t -value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. These results proved that the love and goodness has no relationship in terms of the extent of implementation of the ABC program along strategies.

For sustainable human development and the extent of implementation of the ABC program along strategies, the computed r is found to be 0.13 interpreted as negligible correlation. The Fisher's t -value obtained was 0.40 which is lower than the critical t -value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. This means that sustainable human development has no relationship with the extent of implementation of the ABC program along strategies as evaluated.

For global spirituality and the extent of implementation of the ABC program along strategies, the computed r resulted to be 0.63 interpreted as negligible correlation. The Fisher's t -value obtained was 2.56 which is bigger than the critical t -value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. This indicated that global spirituality has relationship in terms of the extent of implementation of the ABC program along program along strategies as supported by its obtained data of having significant relationship.

For peace and justice and the extent of implementation of the ABC program along strategies, the computed r resulted was found to be 0.47 interpreted as negligible correlation. The Fisher's t -value obtained was 1.68 which is lower than the critical t -value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. This result proved that peace and justice has no relationship with the extent of implementation of the ABC program along strategies.

For nationalism and globalism and the extent of implementation of the ABC program along strategies, the computed r was found to be -0.02 interpreted as low negative correlation. The Fisher's t -value obtained was 0.08 which is lower than the critical t -value of 2.228 with degrees of freedom of 10 at 0.05 level of significance. This result would mean that the nationalism and globalism is not significantly related with the extent of implementation of the ABC program along strategies.

Problems Encountered by the Administrative and Teachers Relative to the Implementation of the ABC Program

This section of the chapter discusses the problems encountered by the administrators and teachers relative to the implementation of the ABC program which is found in Table 63.

As gleaned on the table, eight or 10 indicators presented, the teacher-respondents rated them as "average serious: with a highest weighted mean among them has posted at a value of 3.45 that states "there is lack of information dissemination to the parents and the pupils about the ABC program" while the remaining indicators has posted at a value of 3.67 and 3.67 interpreted as "serious" that states "designed activities are not attainable and measurable in developing the character of the pupils."

On the administrator-respondents, eight of 10 indicators presented were rated by themselves as "serious" with the highest weighted mean value of 4.20 which states "activities of the pupils are in line with the goals and objectives of the ABC program," while the remaining indicators has a posted weighted mean value of 3.25 and 3.33 interpreted as "average serious" which states that "there is lack of information dissemination to the parents and the pupils about the ABC program" and "there is inadequacy of funds in the operational implementation of the ABC program."

Table 63

**Problems Encountered by the Administrators and Teachers Relative to the
Implementation of the ABC Program**

Indicators	Respondents' Category				Combined Mean w/ Interpretation		Rank
	Teachers		Adm.				
	W. Mean/ Interpretation		W. Mean/ Interpretation				
1 Activities of the pupils are in line with the goals and objectives of the ABC program.	3.67	S	4.20	S	3.93	S	1
2 Designed activities are not attainable and measurable in developing character of the pupils.	3.67	S	3.80	S	3.73	S	2
3 There is lack of training of the teachers handling character education subjects.	3.45	AS	3.60	S	3.53	S	4
4 There is lack of information dissemination to the parents and the pupils about the ANC program.	3.25	AS	3.40	AS	3.33	AS	9
5 ABC program are not well-understood by the pupils.	3.33	AS	3.60	S	3.47	AS	7
6 Parents and the community as well as the pupils are not cooperating on the implementation of the ABC program.	3.17	AS	3.60	S	3.38	AS	8
7 There is inadequacy of funds in the operation and implementation of the ABC program.	3.33	AS	3.20	AS	3.27	AS	10
8 There is lack of administrative support on the top management of DepEd in the implementation of the ABC program.	3.33	AS	3.67	S	3.50	AS	5.5
9 No adequate orientation among the pupils, parents and the community about the implementation of the ABC program.	3.17	AS	3.83	S	3.50	AS	5.5
10 Teachers handling the character education subject are not serious to develop the moral character of the pupils.	3.42	AS	3.83	S	3.63	S	3
Grand Total	33.7	-	36.7	-	35.3	-	-
Grand Mean	3.38	S	3.67	S	3.53	S	-

Legend: 4.51 – 5.00 Very Serious (VS) 1.51 – 2.50 Least Serious (LS)
3.51 – 4.50 Serious (S) 1.00 – 1.50 Not Serious (LS)
2.51 – 3.50 Averagely Serious (AS)

Generally, the two groups of respondents have encountered problems in the implementation of the ABC program according to their corresponding ranks as follows: 1) activities of the pupils are in line with the goals and objectives of the ABC program; 2) designed activities are attainable and measurable in developing character education subject are serious to develop the moral character of the pupils; 4) there is lack of training of the teachers handling character education subject; 5.5) there is lack of administration support on the top management in the DepEd on the implementation of the ABC program; 5.5) no adequate orientation among the pupils, parents, and the community about the implementation of the ABC program; 7) the ABC program are not well-understood by the pupils; 8) parents and the community as well as the pupils are not cooperating on the implementation of the ABC program; 9) there is lack of information dissemination to the parents and the pupils about the ABC program, and 10) there is inadequacy of funds in the operation and implementation of the ABC program. The grand mean was pegged at a value of 3.38 on the part of the teachers' group, while on the administrators' group, the grand mean was found to be 3.67 which is both of their evaluation are interpreted as "serious."

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of major findings of the study, the conclusions derived from the findings, and the recommendations of the researcher based on the findings.

Summary of Findings

The following were the findings of the study:

1. The pupil-respondents were dominated by females, between 11 - 12 years old and have the general average grade in character education subject belonging to the range of 80 to 84, with adequate study habits employed in taking the subject.
2. The teacher- and administrator respondents were dominated by female between 40 to 42 years old and 52 up with average monthly income of PhP12,000.00 and with adequate experience of teaching and administration jobs ranging between five years to 22 years where most of them have finished their baccalaureate degree course in undergraduate studies.
3. Majority of the pupil-respondents' parents were females between 40 to 44 years old, literate and belonging to below average socio-economic status where farming is their main source of income and with average family size.

4. The implementation of the ABC program as perceived by the teachers and administrators along the four components such as objectives, program content, structural framework, and strategies was highly implemented.

5. The result of the t-test for comparing the perceptions of the teachers and administrators on the extent of implementation of the ABC along the four components: objectives, program content, structural framework, and strategies is significant.

6. The result of the Fisher's t-test for the computed correlation on the extent of implementation of the ABC program along objectives and the teacher-related variates on age, average family income, teaching experience, and educational attainment was not significant. The t-test resulted to be 1.38, 0.03, 1.41, and 1.02 which is lower than the tabular t-value of 2.23.

7. The correlation on the extent of implementation of the ABC program along program content and the teacher-related variates in terms of age was not significant. The result was 1.66 which is lower than the tabular t-value of 2.33. As to average family income, teaching experience and educational attainment and the extent of implementation of the ABC program, the computed t-value was lower than the tabular t-value of 2.23 which means of having not significant.

8. The Fisher's t-test result for the computed correlation on the extent of implementation of the ABC program along structural framework and the

teacher-related variates in terms of age, average family income, teaching experience, and educational attainment was not significant.

9. The correlation between the extent of implementation of the ABC program, along strategies and the teacher-related variates in terms of age, average family income, teaching experience and educational attainment was not significant with the computed t-value of 0.02, 0.57, 0.18, and 0.54 where these obtained correlation was lower than the tabular t-value of 2.23.

10. The result of the Fisher's t-test for the computed correlation between the extent of implementation of the ABC program, along objectives and administrator-related variates in terms of sex was significant having the computed t-value of 4.85 which is very much higher than the tabular t-value of 2.78. As to age, average family income, administrative experience, and educational attainment, the computed t-values resulted to be 0.54, 1.55, 0.25, and 0.64 which means that these obtained correlation was not significant.

11. Along the program content, the result of the Fisher's t-test for the computed correlation and the extent of implementation of the ABC program and the administrator-related variates in terms of sex, age, average family income, and educational attainment was not significant wherein the result of the t-test was 2.69, 0.54, 1.91, 0.18, and 0.39 which means that these obtained correlation were lower than the tabular t-value of 2.78.

12. On the structural framework, the Fisher's t-test for the computed correlation between the extent of implementation of the ABC program and the

administrator-related variates in terms of sex was significant. The result of the t-test was 5.00 which is very much higher than the tabular t-value of 2.78. As to age, average family income, administrative experience, and educational attainment, the computed t-value was found to be 0.47, 1.15, 0.50, and 0.75 which means that these obtained correlations was not significant.

13. Along strategies, the Fisher's t-test for the computed correlation on the extent of implementation of the ABC program and the administrator-related variates in terms of sex was significant. The result of the t-test was 447.21 which is very much higher than the tabular t-value of 2.78. In terms of age, average family income, administrative experience, and educational attainment, the computed t-value was 1.36, 0.36, 0.74, and 0.25 which is lower than the tabular t-value of 2.78, these obtained correlation was not significant.

14. Among the perceptions of the teachers and parents on the extent to which the pupil-respondents manifest the seven core values along health and harmony, truth and tolerance, love and goodness, sustainable human development, global spirituality, peace and justice and nationalism and globalism was very satisfactory.

15. The result of the t-test for comparing the perceptions of the teachers and parents on the extent to which the pupil-respondents manifest the core values along health and harmony, truth and tolerance, sustainable human development, global spirituality, peace and justice, nationalism and globalism was not significant. In terms of the comparison of the teachers and parents on

the extent to which the pupil-respondents manifest the core values along love and goodness was significant.

16. The result of the Fisher's t-test for the computed correlation on the extent to which the pupils manifest the core values along health and harmony and the teacher-related variates in terms of age, average family income, and teaching experience was not significant. On the extent to which the pupils manifest the core values along truth and tolerance and the teacher-related variates in terms of educational attainment was significant. The result of the computed t-test was 1.17, 0.40, 0.97, and 0.06 which is very much lower than the tabular t-value of 2.23.

17. The correlation between the extent to which the pupils manifest the core values along truth and tolerance and the teacher-related variates in terms of age, average family income and teaching experience was not significant. On the extent to which the pupils manifest the core values along truth and tolerance and the teacher-related variates in terms of educational attainment was significant.

18. The result of the Fisher's t-test for the correlation on the extent to which the pupils manifest the core values along love and goodness and the teacher-related variates in terms of age, average family income, teaching experience and educational attainment was not significant. The computed correlation resulted to be 1.86, 0.68, 1.67, and 1.48 which is lower than the tabular t-value of 2.23.

19. The correlation between the extent of to which the pupils manifest the core values along sustainable human development and the teacher-related variates in terms of age, average family income, teaching experience and educational attainment was not significant.

20. The result of the Fisher's t-test for the correlation between the extent to which the pupils manifest the core values long global spirituality and the teacher-related variates in terms of age, average family income, teaching experience, and educational attainment was not significant.

21. The result of the correlation between the extent to which the pupils manifest the core values along peace and justice and the teacher-related variates in terms of age, average family income, teaching experience and educational attainment was not significant with the computed correlation of 0.18, 0.30, 0.25, and 0.42 which is lower than the tabular t-value of 2.23.

22. The correlation made between the extent to which the pupils manifest the core values along nationalism and globalism and the teacher-related variates on age, average family income, teaching experience and educational attainment was not significant.

23. The result of the Fisher's t-test for the computed correlation on the extent to which the pupils manifest the core values along health and harmony and the parent-related variates in terms of age, sex, average family income, and the educational background was not significant. The result of the t-test was 1.23, 0.44, 0.11, and 0.36 which is lower than the tabular t-value of 1.645. As to the

family size, the computed correlation was 3.10 which is higher than the tabular t-value of 1.645, which means that the obtained correlation was significant.

24. The result of the correlation on the extent to which the pupils manifest the core values along love and goodness and the parent-related variates in terms of age, sex, average family income and family size was not significant. As to the educational background, the correlation resulted to be significant.

25. The correlation made between the extent to which the pupils manifest the core values along sustainable human development and the parent-related variates on age, sex, and average family income was not significant. As to educational background and family size, the computed t-test was found to be significant with its result of 2.58 and 3.00 which is higher than the tabular t-value of 1.645.

26. The correlation between the extent to which the pupils manifest the core values along global spirituality and the parent-related variates on age, sex, and average family income was not significant. As to educational background and family size, the computed t was found to be 2.58 and 4.31 which is higher than the tabular t-value of 1.645. This would mean that the obtained correlation was significant.

27. The Fisher's t-test for the computed correlation made between the extent to which the pupils manifest the core values along peace and justice and the parent-related variates in terms of age, sex, and average family income was significant. As to educational background and family size, the result of the

computed t-test was 2.59 and 3.24 which is higher than the tabular t-value of 1.645. These obtained correlation resulted to be significant.

28. The correlation between the extent to which the pupils manifest the core values along nationalism and globalism and the parent-related variates in terms of age and sex was not significant. As to average family income, educational background and family size resulted to be significant with the computed t-test of 2.48, 2.48 and 3.31 which is higher than the tabular t-value of 1.645.

29. The result of the Fisher's t-test for the correlation between the extent of implementation of the ABC program along objectives and the extent to which the pupils manifest the seven core values was not significant.

30. The result of the Fisher's t-test for the correlation between the extent of implementation of the ABC program along program content and the extent to which the pupils manifest the seven core values was not significant.

31. The correlation using the Fisher's t-test made between the extent of implementation of the ABC program along structural framework and the extent to which the pupils manifest the seven core values was not significant.

32. The correlation between the extent of implementation of the ABC program along strategies and the extent to which the pupils manifest the core values along health and harmony, truth and tolerance, love and goodness, sustainable human development, peace and justice, nationalism and globalism,

was found to be not significant. Along global spirituality, the computed correlation was found to be significant.

33. Among the indicators presented to the administrators and teachers as problems they have encountered in relations with the implementation of the ABC program, these two groups of respondents ranked it as follows:

Rank 1: Activities of the pupils sometimes not in line with the goals and objectives of the ABC program;

Rank 2: Designed activities are not attainable and measurable in developing character of the pupils;

Rank 3: Teachers handling the character education subject are not serious to develop the moral character of the pupils;

Rank 4: There is lack of training of the teachers handling character education subject;

Rank 5: There is lack of administrative support on the top management of DepEd in the implementation of the ABC program;

Rank 6: No adequate orientation among the pupils, parents, and the community about the implementation of the ABC program;

Rank 7: ABC program are not well-understood by the pupils;

Rank 8: Parents and the community as well as the pupils are not cooperating on the implementation of the ABC program, and

Rank 9: There is lack of information dissemination to the parents and the pupils about the ABC program.

Conclusions

The following conclusions were made as a result of the findings:

1. The implementation of the ABC program as perceived by the teachers and administrators along objectives, program content, structural framework, and strategies were highly implemented.
2. The teachers handling the character education subject are sometimes inadequately prepared to implement the ABC program.
3. A significant correlation exists between the perceptions of teachers and administrators on the extent of implementation of the ABC program along objectives, program content, structural framework, and strategies.
4. No relationships exist between the extent of implementation of the ABC program along objectives, program content, structural framework, and strategies and the teacher-related variates on age, average family income, teaching experience, and educational attainment.
5. A significant correlation exists between the extent of implementation of the ABC program along objectives, structural framework, and strategies and the administrator-related variates on sex.
6. There is no significant correlation between the extent of implementation of the ABC program along objectives, program content, structural framework, and strategies and the administrator-related variates on age, average family income, administrative experience and educational attainment.

7. A very satisfactory performance was achieved by the pupil-respondents as perceived by the teachers and parents on the extent to which the pupils manifest the seven core values along health and harmony, truth and tolerance, love and goodness, sustainable human development, global spirituality, peace and justice, and nationalism and globalism.

8. A significant correlation was obtained between the extent to which the pupils manifest the core values along truth and tolerance and the teacher-related variates in terms of educational attainment.

9. No significant correlation exists between the extent to which the pupils manifest the core values along truth and tolerance, love and goodness, sustainable human development, global spirituality, peace and justice, nationalism and globalism and the teacher-related variates in terms of age, average family income, teaching experience and educational attainment.

10. No relationships exist between the extent to which the pupils manifest the core values along health and harmony, program content, nationalism and globalism, and the parent-related variates in terms of age, sex, average family income and educational background.

11. A significant correlation was obtained between the extent to which the pupils manifest the core values along health and harmony, love and goodness, sustainable human development, global spirituality and the parent-related variates in terms of educational attainment and family size.

12. A significant relationship exist between the extent of implementation of the ABC program along strategies and the extent to which the pupils manifest the core values along health and harmony, truth and tolerance, love and goodness, sustainable human development, peace and justice, and nationalism and globalism.

13. Inconsistency exists between the designed activities of the pupils in character education subject and the goals and objectives of the ABC program.

14. There were other factors that affect the implementation of the SBC program based on the result of the correlation.

Recommendations

The following recommendations were suggested based on the conclusions drawn.

1. There is a need to enhance the teaching-learning competencies of teachers handling the character education subject.

2. Activities designed to develop the character of pupils must be attainable and measurable.

3. Realigning of topics and other concepts on character education subject is needed to achieved the goals and objectives of the ABC program.

4. Close supervision on the part of the DepEd top management is needed among teachers handling the character education subject.

5. Adequate orientation among the pupils, parents and the community is needed to achieved the goals and objectives of the ABC program.

6. Administrative support on the part of the DepEd top management is required in order to implement the ABC program, successfully.

7. Another research study should be conducted to a higher grade level of pupils in other school districts in order to have a more generalized applicability of the conclusions formulated on this research study.

Furthermore, the findings led to recommendations regarding the implementation of character education programs in elementary schools. Character education should be an integral part of the curriculum, not taught as a separate subject. This includes not only academic subjects but also specialty areas such as art, music, and physical education. Classroom rules should be based on the principles of good character, and teachers should model good character for the students to observe. Additionally, students should be taught character through hands-on service activities that contribute to the school, the community, and society in general. This will help the students develop a sense of ownership of the program and should help to improve student behavior.

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A P P E N D I C E S

APPENDIX A

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City

April 24, 2008

DR. MARILYN D. CARDOSO
Dean, College of Graduate Studies
Samar State University
Catbalogan City

Madam:

The undersigned has the honor to submit for approval the following proposed title for his thesis preferably number 1.

Proposed Titles:

1. The Extent of Implementation of Advancing Brilliance in Character (ABC) Program in Gandara II District: Its Relation to Grade V Pupils' Behavior
2. The Growth and Yield Response of Eggplant (BLP) Applied with Different Levels of Chicken Dung
3. Employment Status of the Graduate of Matuguinao Central Elementary School: An Assessment: School Year 1976 - 1981

Very truly yours,

(Sgd.) **PACIFICO C. TAMAYO, JR.**
Researcher

APPROVED:

MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

APPENDIX B

**Republic of the Philippines
Department of Education
GANDARA II MATUGUINAO DISTRICT
Gandara, Samar**

QUESTIONNAIRE

February 9, 2009

Dear Respondents,

Warm greetings!

This questionnaire-checklist is designed to gather the necessary data in connection with the Master's Thesis proposal entitled, "The Extent of Implementation of Brilliance in Character (ABC) Program in Gandara II District: Its Relation to Grade V Pupils' Behavior" which the undersigned is writing at present. Rest assured that whatever information you have will be treated in strict confidentiality.

Please indicate your sincere and honest responses, if possible, don't leave anything unanswered. Thank you for your valued cooperation.

Very truly yours,

PACIFICO C. TAMAYO, JR.
Researcher

Indicators	5	4	3	2	1
	(O)	(VS)	(S)	(P)	(M)
1. He/she worked his/her assignment before going to sleep and sees to it that every item is correct and has no mistake.					
2. He/she set aside a little time in school especially in studying and identifying the national heroes of the country.					
3. He/she always read books at home specifically on how a person show his love and respect to the Almighty.					
4. He/she watched television shows and movies after supper especially on shows where teamwork and cooperation of organization is emphasized.					
5. He/she woke up early in the morning to read the words of God in the Holy Bible.					

Thank you!!!

Very truly yours,

(Sgd.) **PACIFICO C. TAMAYO, JR.**
Researcher

APPENDIX C

**Republic of the Philippines
Department of Education
GANDARA II MATUGUINAO DISTRICT
Gandara, Samar**

QUESTIONNAIRE

February 9, 2009

Dear Respondents,

Warm Greetings!

This questionnaire-checklist is designed to gather the necessary data in connection with the Master's Thesis proposal entitled, "THE EXTENT OF IMPLEMENTATION OF ADVANCING BRILLIANCE IN CHARACTER (ABC) PROGRAM IN GANDARA II DISTRICT: ITS RELATION TO GRADE V PUPILS' BEHAVIOR," which the undersigned is writing now. The valuable information that you can provide to the researcher will give him inputs and insights to be able to determine possible solutions to the problems as well as recommendations for the improvement of the implementation of the character education program.

In this regard, I wish to solicit your wholehearted cooperation by answering honestly all the items. Rest assured that your answers of all the items will be treated with confidentiality.

PACIFICO C. TAMAYO, JR.
Researcher

QUESTIONNAIRE-CHECKLIST
(For Pupil-Respondents' Parents)

Part - I PERSONAL DATA

Direction: Please check / fill in all the items/blanks that need information on the space provided for.

1. Name (Optional) : _____
2. Age : _____ 3. Sex : _____
4. Average family Income per Month : _____
5. Educational Background : _____
6. Occupation : _____
7. Number of Members in the Family : _____

Part - II EXTENT TO WHICH THE PUPIL-RESPONDENTS MANIFEST THE CORE VALUES AS PERCEIVED BY THEIR TEACHERS AND PARENTS

Direction: Describe the effects of ABC program as the Grade V pupils manifest the seven core values by checking the appropriate number that corresponds to your description. Each statement should be rated accordingly by means of using the following rating scale.

Legend:

- | | | | |
|---|---|-------------------|------|
| 5 | - | Outstanding | (O) |
| 4 | - | Very Satisfactory | (VS) |
| 3 | - | Satisfactory | (S) |
| 2 | - | Poor | (P) |
| 1 | - | Missing | (M) |

Indicators	5	4	3	2	1
	(O)	(VS)	(S)	(P)	(M)
A. HEALTH/ HARMONY					
1. He/she is well-groomed.					
2. He/she is clean in thoughts, words and conscience.					
3. He/she sees to it that working area is in order.					

Indicators	5	4	3	2	1
	(O)	(VS)	(S)	(P)	(M)
4. He/she also encouraged his peers' work neat, orderly and clean.					
5. He/she keeps his personal things neat, clean and orderly.					
B. TRUTH/TOLERANCE					
1. He/she notifies lost and found things to the owners.					
2. He/she always returns things that are borrowed at specified period.					
3. He/she is not tempted to cheat during examinations.					
4. He/she is honest at all times.					
5. He/she tells the truth of what he hears and sees.					
C. LOVE / GOODNESS					
1. He/she listens when one is talking.					
2. He/she behaves well in public place.					
3. He/she respects elder ones in his community.					
4. He/she expresses polite words when conversing to each other.					
5. He/she obeys and follows policies such as "First Come, First Served Basis".					
6. He/she respects his parents as well as to his mentors.					
7. He/she obeys and follows command and order of his parents and supervisors.					
8. He/she adjusts and understands the situation among the members of the family.					
9. He/she asks permission when he goes out.					

Indicators	5	4	3	2	1
	(O)	(VS)	(S)	(P)	(M)
10. He/she always asks forgiveness which he think he has done things not good to his peers.					
D. SUSTAINABLE HUMAN DEVELOPMENT					
1. He/she is wise and knows the use of available resources.					
2. He/she is a responsible individual committed to perform his task to achieve effectiveness and efficiency.					
3. He/she is more concern on the protection of the environment.					
4. He/she is environment-friendly.					
5. He/she is oriented on the proper waste disposal within the environment.					
6. He/she does not allow exploitation and ill-treatment of workers in the guise of achieving quick economic growth.					
E. GLOBAL SPIRITUALITY					
1. He/she has love and respect to the Almighty.					
2. He/she always attends the mass during Sunday and other church-related activities.					
3. He/she is concern on his immediate members of the family and for others.					
4. He/she follows the Ten Commandments of God found in the Holy Bible.					
5. He/she easily forgets mistakes of others.					

Indicators	5	4	3	2	1
	(O)	(VS)	(S)	(P)	(M)
F. PEACE AND JUSTICE					
1. He/she always follows command and orders coming from his immediate superior.					
2. He/she wants that peace and unity always happened at home and the community.					
3. He/she respects the rights of others.					
4. He/she is more concern for the common good and for the masses.					
5. He/she is fair to his peers at all times.					
6. He/she believes on teamwork and cooperation.					
G. NATIONALISM AND GLOBALISM					
1. He/she respects the Philippine flag as well as the national anthem.					
2. He/she loves the country, the Philippines by patronizing local products.					
3. He/she appreciates the Filipino heroes.					
4. He/she appreciates the cultural heritage, democracy, freedom and aw well as action to help country's overall development.					
5. He/she follows and obeys majority rule decision within the group.					
6. He/she shares his knowledge and skills in activities done by the group.					
7. He/she follows and obeys the rules and regulations, policy of the institution and the community.					

Indicators	5	4	3	2	1
	(O)	(VS)	(S)	(P)	(M)
8. He/she follows and obeys his parents, elder ones, and those considered person-in-authority.					
9. He/she follows and obeys the law of the land as well as the constitution of the Philippines.					
10. He/she always offers help and assistance in school and in the community.					

Thank you!!!

Very truly yours,

(Sgd.) **PACIFICO C. TAMAYO, JR.**
Researcher

APPENDIX D

**Republic of the Philippines
Department of Education
GANDARA II MATUGUINAO DISTRICT
Gandara, Samar**

QUESTIONNAIRE

February 4, 2009

Dear Respondents,

Warm Greetings!

This questionnaire-checklist is designed to gather the necessary data in connection with the Master's Thesis proposal entitled, "THE EXTENT OF IMPLEMENTATION OF ADVANCING BRILLIANCE IN CHARACTER (ABC) PROGRAM IN GANDARA II DISTRICT: ITS RELATION TO GRADE V PUPILS' BEHAVIOR," which the undersigned is writing now. The valuable information that you can provide to the researcher will give him inputs and insights to be able to determine possible solutions to the problems as well as recommendations for the improvement of the implementation of the character education program.

In this regard, I wish to solicit your wholehearted cooperation by answering honestly all the items. Rest assured that your answers of all the items will be treated with confidentiality.

PACIFICO C. TAMAYO, JR.
Researcher

QUESTIONNAIRE-CHECKLIST
(For Administrator- and Teacher-Respondents)

Part - I PERSONAL DATA

Direction: Please check / fill in all the items/blanks that need information on the space provided for.

1. Name (Optional) : _____
2. Age : _____ 3. Civil Status : _____
4. Average family Income per Month : _____
5. Administrative/Teaching Experience : _____
6. Educational Background : _____
7. ABC-related Trainings/Seminars Attended : _____

8. Extra-curricular Activities Participated : _____

Part - II EXTENT OF IMPLEMENTATION OF THE ABC PROGRAM IN
GANDARA II DISTRICT

Direction: Please rate every statement honestly by putting a check (√) mark in terms of the implementation of the ABC program. Each statement should be rated accordingly by means of using the following rating scale:

Legend:

- | | | | |
|---|---|------------------------|------|
| 5 | - | Fully Implemented | (FI) |
| 4 | - | Highly Implemented | (HI) |
| 3 | - | Implemented | (I) |
| 2 | - | Poorly Implemented | (PI) |
| 1 | - | Not Implemented at All | (NI) |

Indicators	5 (FI)	4 (HI)	3 (I)	2 (PI)	1 (NI)
2.1 Objectives					
1. The ABC program is properly disseminated by the implementers to the teachers, administrators, parents as well as its clientele.					

Indicators	5	4	3	2	1
	(FI)	(HI)	(I)	(PI)	(NI)
2. The ABC program is geared toward character development of the child in order for him to adapt changes in behavior which is accepted by his immediate environment.					
3. The ABC program is designed among pupils for responsible leadership as well as to become productive citizens of the society.					
4. The ABC program is task for total human development both the pupils and the teachers.					
5. The ABC program has goals and objectives which is anchored on the school's mission and vision.					
6. The ABC program formulates desirable values, attitudes and aspirations of the child and the teacher.					
7. Goals and objectives of the ABC program is assessed periodically to adjust the needs of the society.					
8. The teachers, administrators, parents and pupils has participated actively in the attainment of the goals and objectives of the ABC program.					
9. The ABC program is well-organized and properly disseminated to the clientele.					
10. The Teachers, administrators and pupils have understand fully in terms of the implementation of the ABC program.					

Indicators	5	4	3	2	1
	(FI)	(HI)	(I)	(PI)	(NI)
2.2 Program Content					
1. Through the ABC program implementation, the teachers have imparted knowledge to the pupils in terms of cultivating faith in God.					
2. Health and harmony that include cleanliness, orderliness, physical fitness and environmental care are practiced by pupils and the teachers in the classroom.					
3. Through the implementation of the ABC program, the teacher exerted their effort to disseminate information to the pupils in terms of love of truth, critical thinking, creativity, openness and respect for others.					
4. Personal integrity, self-esteem, goodness, honesty, integrity, personal discipline, punctuality, courage, trust, compassion and service to others are always emphasized by the teacher during classroom instruction.					
5. Respect for human rights in achieving a just and peaceful society is discussed by the teacher to the pupils whenever he or she has a class.					
6. Through the implementation of the ABC program, the teacher explains the importance on the wise use of resources and protection of the environment.					

Indicators	5	4	3	2	1
	(FI)	(HI)	(I)	(PI)	(NI)
7. Nationalism and globalism that includes love of country, heroism, appreciation of heroes, cultural heritage freedom, responsibility, civic consciousness, committed leadership and global peace is well discussed by the teacher to the pupils during classroom instruction.					
2.3 Structural Framework					
1. Structural components are established with the leadership of the Regional Office of the DepEd to ensure effective implementation of the ABC program.					
2. The inclusion of public and private schools in basic education institutions cooperate in the ABC program implementation.					
3. Initial meetings are conducted by the ABC program implementers after launching of the program to identify strength and weaknesses.					
4. There is a creation of Executive Committee, coordinators, consultants, and other members and they are always available.					
5. DepED Regional Office Task Force that includes the Chairman, Co-chairman, Coordinators and other members are also created to ensure that there is an effective implementation of the BAC program.					

Indicators	5	4	3	2	1
	(FI)	(HI)	(I)	(PI)	(NI)
6. Division Office Task Force in every province of the Region where the Schools Division Superintendent is the Chairman, Coordinators and other members are also created.					
7. The School and Community Task Force are always available who will monitor and supervise the implementation of the ABC program.					
2.4 Strategies					
1. Character education in the elementary level and values education in the secondary level is taught by the teachers as a separate subject in the curriculum.					
2. Character education served as the core values that will build character of children with greater emphasis on the development of moral and spiritual core values within the environment.					
3. Through the implementation of the ABC program, teaching and non-teaching personnel of the school act as caregiver, model, mentor at all times treating the pupils with love and respect, setting good example, supporting positive behavior, correcting hurtful actions through proper guidance.					

Indicators	5	4	3	2	1
	(FI)	(HI)	(I)	(PI)	(NI)
4. Teachers, supervisors and other school heads encouraged their pupils to participate in regular moral formation programs to strengthen their passion for brilliance in character.					
5. ABC program has evaluation components to gauge on the attainment of the program's vision.					
6. Moral character and values that are taught by teachers in school are monitored and follow-up by parents at home.					
7. Openness of children towards their parents is encouraged.					
8. Seminar/symposium of parents towards the goals and objectives of the ABC program is being done by the school on a regular basis.					
9. There is an establishment of a strong home-school partnership.					
10 The home served as an extension of the classroom learning, a laboratory of character development and practice.					
11. The community served as a strong venue towards the delivery of character education initiatives by providing adult role models to foster character development.					

Indicators	5	4	3	2	1
	(FI)	(HI)	(I)	(PI)	(NI)
12. The community helps the children and adults know one another as human persons, respect and care about one another within the group.					
13. The core values within the ABC framework find their way through programs and projects of the government and NGO's					
14. Through the implementation of the ABC program, the church provides spiritual guidance and nourishes the mind and the soul of every individual.					
15. Through the implementation of the ABC program, the church teaches moral norm and standards that is applied to all human endeavor in all places and for all times.					
16. The media served as a strong partner in promoting awareness among the pupils in terms of the activities undertaken by the ABC program.					
17. The business sector plays an important role in the development of values and acceptable character of the children.					

Part - III EXTENT TO WHICH THE PUPIL-RESPONDENTS MANIFEST THE CORE VALUES AS PERCEIVED BY THEIR TEACHERS AND ADMINISTRATORS

Direction: Describe the effects of ABC program as the Grade V pupils manifest the seven core values by checking the appropriate number that corresponds to your description. Each statement should be rated accordingly by means of using the following rating scale.

Legend:

- 5 - Outstanding (O)
- 4 - Very Satisfactory (VS)
- 3 - Satisfactory (S)
- 2 - Poor (P)
- 1 - Missing (M)

Indicators	5	4	3	2	1
	(O)	(VS)	(S)	(P)	(M)
A. HEALTH/ HARMONY					
1. He/she is well-groomed.					
2. He/she is clean in thoughts, words and conscience.					
3. He/she sees to it that working area is in order.					
4. He/she also encouraged his peers' work neat, orderly and clean.					
5. He/she keeps his personal things near, clean and orderly.					
B. TRUTH/TOLERANCE					
1. He/she notifies lost and found things to the owners.					
2. He/she always returns things that are borrowed at specified period.					
3. He/she is not tempted to cheat during examinations.					
4. He/she is honest at all times.					
5. He/she tells the truth of what he hears and sees.					

Indicators	5	4	3	2	1
	(O)	(VS)	(S)	(P)	(M)
C. LOVE / GOODNESS					
1. He/she listens when one is talking.					
2. He/she behaves well in public place.					
3. He/she respects elder ones in his community.					
4. He/she expresses polite words when conversing to each other.					
5. He/she obeys and follows policies such as "First Come, First Served Basis".					
6. He/she respects his parents as well as to his mentors.					
7. He/she obeys and follows command and order of his parents and supervisors.					
8. He/she adjusts and understands the situation among the members of the family.					
9. He/she asks permission when he goes out.					
10. He/she always asks forgiveness which he think he has done things not good to his peers.					
D. SUSTAINABLE HUMAN DEVELOPMENT					
1. He/she is wise and knows the use of available resources.					
2. He/she is a responsible individual committed to perform his task to achieve effectiveness and efficiency.					
3. He/she is more concern on the protection of the environment.					

Indicators	5	4	3	2	1
	(O)	(VS)	(S)	(P)	(M)
4. He/she is environment-friendly.					
5. He/she is oriented on the proper waste disposal within the environment.					
6. He/she does not allow exploitation and ill-treatment of workers in the guise of achieving quick economic growth.					
E. GLOBAL SPIRITUALITY					
1. He/she has love and respect to the Almighty.					
2. He/she always attends the mass during Sunday and other church-related activities					
3. He/she is concern on his immediate members of the family and for others.					
4. He/she follows the Ten Commandments of God found in the Holy Bible.					
5. He/she easily forgets mistakes of others.					
F. PEACE AND JUSTICE					
1. He/she always follows command and orders coming from his immediate superior.					
2. He/she wants that peace and unity always happened at home and the community.					
3. He/she respects the rights of others.					
4. He/she is more concern for the common good and for the masses.					
5. He/she is fair to his peers at all times.					
6. He/she believes on teamwork and cooperation.					

Indicators	5	4	3	2	1
	(O)	(VS)	(S)	(P)	(M)
G. NATIONALISM AND GLOBALISM					
1. He/she respects the Philippine flag as well as the national anthem.					
2. He/she loves the country, the Philippines by patronizing local products.					
3. He/she appreciates the Filipino heroes.					
4. He/she appreciates the cultural heritage, democracy, freedom and law as well as action to help country's overall development.					
5. He/she follows and obeys majority rule decision within the group.					
6. He/she shares his knowledge and skills in activities done by the group.					
7. He/she follows and obeys the rules and regulations, policy of the institution and the community.					
8. He/she follows and obeys his parents, elder ones, and those considered person-in-authority.					
9. He/she follows and obeys the law of the land as well as the constitution of the Philippines.					
10. He/she always offers help and assistance in school and in the community.					

Part - IV PROBLEMS ENCOUNTERED AND SUGGESTED SOLUTIONS

Direction: Please check the number that corresponds according to your perceptions on the items that indicates the effectiveness on the implementation of the ABC program with the following:

Legend:

- | | | |
|---|-----------------------|------|
| 5 | - Very Effective | (VE) |
| 4 | - Effective | (E) |
| 3 | - Averagely Effective | (AE) |
| 2 | - Least Effective | (LE) |
| 1 | - Not Effective | (NE) |

Problems Encountered	5	4	3	2	1
	(VE)	(E)	(AE)	(LE)	(NE)
1. Activities of the pupils are in line with the goals and objectives of the ABC program.					
2. Designed activities are not attainable and measurable in developing character of the pupils.					
3. There is lack of training of the teachers handling character education subjects.					
4. There is lack of information dissemination to the parents and the pupils about the ANC program.					
5. ABC program are not well-understood by the pupils.					
6. Parents and the community as well as the pupils are not cooperating on the implementation of the ABC program.					
7. There is inadequacy of funds in the operation and implementation of the ABC program.					

Problems Encountered	5	4	3	2	1
	(VE)	(E)	(AE)	(LE)	(NE)
8. There is lack of administrative support on the top management of DepEd in the implementation of the ABC program.					
9. No adequate orientation among the pupils, parents and the community about the implementation of the ABC program.					
10. Teachers handling the character education subject are not serious to develop the moral character of the pupils.					

11. What possible solutions can you suggest in order to improve the implementation of the ABC program in Gandara II Matuguinao District, Gandara, Samar, please specify:

Very truly yours,

(Sgd.) **PACIFICO C. TAMAYO, JR.**
Researcher

CURRICULUM VITAE

CURRICULUM VITAE

Name : Pacifico Catedrilla Tamayo, Jr.

Address : Mabuligon, Poblacion, Matuguinao, Samar

Date of Birth : July 12, 1964

Present Position : Elementary Grade Teacher II (Teacher-in-Charge)

Station : Barruz Elementary School

Civil Status : Married

EDUCATIONAL BACKGROUND

Elementary : White Elementary School
Pandán, Dingle, Iloilo

Secondary : Dingle Agricultural and Technical College
Dingle, Iloilo

College : Dingle Agricultural and Technical College
Dingle, Iloilo

Graduate Studies : Samar State University
2008 - present

Curriculum Pursued : Master of Arts in Education
Major in Educational Management

POSITION HELD

Elementary Grade Teacher I - June 13, 1994

Elementary Grade Teacher II - June 1, 2009

Teacher-in-Charge - May 19, 2009

SEMINARS/TRAINING ATTENDED

Teachers Forum and Ground Breaking Ceremonies for Eastern Visayas High School, October 1, 2009.

Division Management Committee (MANCOM) Conference, July 23, 2009.

Division Orientation on Process and Utilization of SBM Grants, September 8-9, 2009.

Orientation on the Conduct of Simultaneous Barangay Education Summit, June 23, 2009.

Division Planning Summit, June 23, 2009.

Special National Accreditation Course in Different Sports Events, November 26 - 30, 2008.

Orientation Seminar on Thesis and Dissertation Writing/Advising, October 4, 2008.

Seminar-Workshop on Mathematics for Progressive Thinking, August 22-23 and 25, 2008.

Division Management Committee (MANCOM) Conference for Elementary Administrators, July 14, 2008.

Division MAPE Seminar-Workshop for Elementary Teachers, May 26 - 28, 2008.

Division-Based "Meet-the-Staff ACE" Conference, February 5, 2008.

LIST OF TABLES

LIST OF TABLES

Table		Page
1	The Subjects and the Respondents of the Study	44
2	Age and Sex Distribution of the Pupil-Respondents'	51
3	Pupil-Respondents' Average Grade in Character Educational Subject	52
4	Study Habits of the Pupil-Respondents	53
5	Age Distribution of the Teacher-Respondents	54
6	Sex Distribution of the Teacher- and Administrator-Respondents.....	56
7	Monthly Income Distribution of Teacher- and Administrator- Respondents.....	58
8	Teaching Experience of the Teacher-Respondents	60
9	Educational Background of the Teacher- and Administrator Respondents	62
10	Age and Sex Distribution of the Students- Respondents' Parents	64
11	Average Monthly Family Income of the Pupil-Respondents' Parents	65
12	Educational background of the Pupil-Respondents' Parents	66
13	Occupation of the Pupil-Respondents' Parents.....	67
14	Pupil-Respondents' Family Size	69

Table	Page
15 Extent of Implementation of the ABC Program as Perceived by the Teachers-and Administrators- Respondents Along Objectives.....	71
16 Extent of Implementation of the ABC Program as Perceived by the Teachers-and Administrators- Respondents Along Program Content.....	73
17 Extent of Implementation of the ABC Program as Perceived by the Teachers-and Administrators - Respondents Along Structural Framework.....	74
18 Extent of Implementation of the ABC Program as Perceived by the Teachers-and Administrators- Respondents Along Strategies.....	76
19 Comparison of Perceptions of the Teacher And Administrators on the Extent of Implementation of the ABC Program Along Objectives.....	79
20 Comparison of Perceptions of the Teacher And Administrators on the Extent of Implementation of the ABC Program Along Program Contents.....	80
21 Comparison of Perceptions of the Teacher And Administrators on the Extent of Implementation of the ABC Program Along Structural Framework.....	81
22 Comparison of Perceptions of the Teacher And Administrators on the Extent of Implementation of the ABC Program Along Strategies.....	82

Table	Page
23 Correlation Between Extent of Implementation Of the ABC Program Along Objectives and Teacher-Related Variates	84
24 Correlation Between Extent of Implementation Of the ABC Program Along Program Contents and Teacher-Related Variates.....	85
25 Correlation Between Extent of Implementation Of the ABC Program Along Structural Framework and Teacher-Related Variates.....	87
26 Correlation Between Extent of Implementation Of the ABC Program Along Strategies and Teacher-Related Variates	89
27 Correlation Between Extent of Implementation Of the ABC Program Along Objectives and Administrator-Related Variates.....	91
28 Correlation Between Extent of Implementation Of the ABC Program Along Content and Administrator-Related Variates.....	94
29 Correlation Between Extent of Implementation Of the ABC Program Along Structural Framework and Administrator- Related Variates	96
30 Correlation Between Extent of Implementation Of the ABC Program Along Strategies and Administrator-Related Variates.....	98
31 Extent to which Pupil-Respondents Manifest the Seven Core Values as Perceived by their Teachers and Parents along Health And Harmony	101

Table	Page
32 Extent to which Pupil-Respondents Manifest the Seven Core Values as Perceived by their Teachers and Parents along Truth and Tolerance	103
33 Extent to which Pupil-Respondents Manifest the Seven Core Values as Perceived by their Teachers and Parents along Love and Goodness	105
34 Extent to which Pupil-Respondents Manifest the Seven Core Values as Perceived by their Teachers and Parents along Sustainable Human Development.....	107
35 Extent to which Pupil-Respondents Manifest the Seven Core Values as Perceived by their Teachers and Parents along Global Spirituality	109
36 Extent to which Pupil-Respondents Manifest the Seven Core Values as Perceived by their Teachers and Parents along Peace And Justice.....	110
37 Extent to which Pupil-Respondents Manifest the Seven Core Values as Perceived by their Teachers and Parents Along Nationalism and Globalism	112
38 Comparison of Perceptions of the Teachers and Parents on the Extents to which Pupil-Respondents Manifest the Seven Core Values Along Health And Harmony	114

Table	Page
39 Comparison of Perceptions of the Teachers and Parents on the Extents to which Pupil-Respondents Manifest the Seven Core Values Along Truth And Tolerance	115
40 Comparison of Perceptions of the Teachers and Parents on the Extents to which Pupil-Respondents Manifest the Seven Core Values Along Love And Goodness.....	117
41 Comparison of Perceptions of the Teachers and Parents on the Extents to which Pupil-Respondents Manifest the Seven Core Values Along Sustainable And Human Development.....	118
42 Comparison of Perceptions of the Teachers and Parents on the Extents to which Pupil-Respondents Manifest the Seven Core Values Along Global Spirituality	119
43 Comparison of Perceptions of the Teachers and Parents on the Extents to which Pupil-Respondents Manifest the Seven Core Values Along Peace and Justice.....	120
44 Comparison of Perceptions of the Teachers and Parents on the Extents to which Pupil-Respondents Manifest the Seven Core Values Along Nationalism And Globalism	122
45 Correlation Between Extent to Which the Pupils Manifest the Core Values Along Health And Harmony and Teacher-Related Variates.....	123

Table	Page
46 Correlation Between Extent to Which the Pupils Manifest the Core Values Along Truth And Tolerance and Teacher-Related Variates.....	125
47 Correlation Between Extent to Which the Pupils Manifest the Core Values Along Love And Goodness and Teacher-Related Variates	127
48 Correlation Between Extent to Which the Pupils Manifest the Core Values Along Sustainable Human Development and Teacher-Related Variates	129
49 Correlation Between Extent to Which the Pupils Manifest the Core Values Along Global Spirituality and Teacher-Related Variates.....	131
50 Correlation Between Extent to Which the Pupils Manifest the Core Values Along Peace And Justice and Teacher-Related Variates.....	133
51 Correlation Between Extent to Which the Pupils Manifest the Core Values Along Nationalism and Globalism and Teacher-Related Variates.....	135
52 Correlation Between Extent to Which the Pupils Manifest the Core Values along Health And Harmony and Parent-Related Variates.....	137
53 Correlation Between Extent to Which the Pupils Manifest the Core Values along Truth And Tolerance and Parent-Related Variates.....	140

Table	Page
54 Correlation Between Extent to Which the Pupils Manifest the Core Values along Love And Goodness and Parent-Related Variates.....	142
55 Correlation Between Extent to Which the Pupils Manifest the Core Values along Sustainable Human Development and Parent-Related Variates.....	145
56 Correlation Between Extent to Which the Pupils Manifest the Core Values along Global Spirituality and Parent-Related Variates.....	147
57 Correlation Between Extent to Which the Pupils Manifest the Core Values along Peace and Justice and Parent-Related Variates.....	149
58 Correlation Between Extent to Which the Pupils Manifest the Core Values along Nationalism and Globalism And Parent-Related Variates.....	152
59 Relationship Between Extent of Implementation of the ABC Program Along Contents and the Extent to which Pupils Manifest the Seven Core Values	154
60 Relationship Between Extent of Implementation of the ABC Program Along Objectives and the Extent to which Pupils Manifest the Seven Core Values	158

Table	Page
61 Relationship Between Extent of Implementation of the ABC Program Along Structural Framework and the Extent to which Pupils Manifest the Seven Core Values	161
62 Relationship Between Extent of Implementation of the ABC Program Along Strategies and the Extent to which Pupils Manifest the Seven Core Values	164
63 Problems Encountered by the Administrative and Teachers Relative to the Implementation of the ABC Program	168

LIST OF FIGURE

LIST OF FIGURE

Figure	Page
1 Conceptual Framework of the Study.....	12