

PERFORMANCE IN VALUES EDUCATION/GMRC AND CULTURE-
RELATED KNOWLEDGE, ATTITUDES AND PRACTICES
OF SECONDARY SCHOOL STUDENTS

A Thesis
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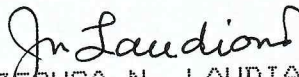
In Partial Fulfillment
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Master of Arts in Education

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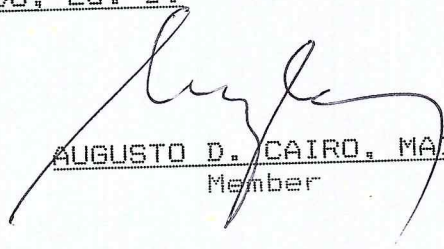
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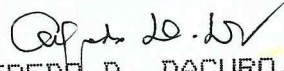

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E. Q. N.

DEDICATION

This work is lovingly dedicated
to my loving husband,

Rene,

our dear children

Reena Leah, Maylen, Lene,

Reneboy and Hannah

E.Q.N.

ABSTRACT

This study aimed to identify performance in Values Education/GMRC and its relationship to the knowledge, attitudes and practices related to culture particularly on a) self-dignity, b) human relations, c) economy, and d) religion of selected first to fourth year students of Samar National School, Catbalogan, Samar during the SY 1993-1994. The evaluate-correlational survey was used. In this study using questionnaire on knowledge, attitudes and practices related to culture categorized into: self-dignity, human relations, economy and religion, developed by the researcher and tried out with the 200 students of Leyte National High School, Tacloban City for its validity. Students in all year levels have a good performance in the subject area of Values Education/GMRC. Those in higher year level have an edge over those in the lower year levels which is very negligible. Students in the lower year level have hazy concepts about self-dignity but as they go to higher levels. Concepts tend to be favorably enriched and changed. Students in lower levels have limited knowledge about human relations but begin to show interest in maintaining good relationship with peers and other people as they pursue higher year levels. For the recommendation, greater effort should be given to the teaching of Values Education/GMRC to students in all year levels. Lessons in the textbook should be enriched with situational and realistic activities which would allow students to participate freely and meaningfully.

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Chapter I

THE PROBLEM

Introduction

In the heart of Catbalogan, the capital of Samar, lies Samar National School, the biggest public secondary school in the province and considered the second biggest public secondary school in Region VIII in terms of student population. (DECS Planning Unit, 1993). Enrolees come from families having: an above-average income whose parents are businessmen, lay leaders and professionals; an average income whose parents or guardians are ordinary employees, small-time businessmen and farmers earning just enough for the education of their children; and a below average income derived from menial jobs and low-paid labor and errands barely enough or oftentimes not enough for the sustenance of the basic needs of children.

Since the establishment of Samar National School in 1912, it has maintained a heterogeneous student population - a gathering of student with varying attitudes and outlooks, beliefs and practices, probably resulting from the diverse cultural influences to which these students have been exposed.

The cultural background of children is set by the standards of the culture to which parents adhere. Hurlock,

on Child Development (1978:135) says that through training in the home and school, children adopt an approved personality model. Hence, the upbringing they are exposed to become responsible for the kind of personalities they develop.

Hurlock (1978:533) further points out that the adolescent personality is open to the pressures from the peer group and adult social group outside the home. In effect, behavior is modified in response to these social pressures in the hopes of winning greater social approval and avoiding social disapproval. As time goes on the core of the personality pattern gets less flexible tending to make behavior modification difficult. Unless this is done there can be no real change in the personality pattern.

Espiritu (1979:30) cites the school as one of the institutions to effect the desired change for it is here where behavioral and moral values are learned and strengthened. It hopes to optimize its contribution to the personality development of its clientele. A compilation of readings, Mga Babasahin, Dalubhasang Normal ng Pilipinas at Kagawaran ng Edukasyon, Kultura at Isports (1988:11) specifies the vision of the school of developing a Filipino citizen who is: 1) self-actualized, integrally developed and imbued with a sense of human dignity; 2) a social being possessing a sense of responsibility toward his community

and environment; 3) productive to a point of being able to contribute to family and material economic sufficiency and security; 4) committed to national progress as well as to all humanity; and 5) a spiritual human being with an abiding faith in Almighty God.

An approved personality pattern has to be acquired simultaneous with the development of an envisioned Filipino citizen of the education system. This task is well considered in the 1989 New Secondary Education Curriculum (NSEC) which features the offering of Values Education as a separate subject area aside from being integrated in the teaching of the other subject areas. (BSE_DECS SEDP Primer:7). This was substantiated by the inclusion of Good Manners and Right Conduct (GMRC) as a dimension of Values Education (DECS Order No. 66, s. 1991) thus emphasizing Values Education/GMRC as the official subject nomenclature.

The internalization of moral values is a difficult process and the measurement of such, Esteban contends (1990) is a more delicate and tedious task. Yet, like the other subject areas in the high school, the performance of students has to be assessed. Through the observable behaviors, ratings could be given using a set of behavior indicators with numerical/descriptive equivalents. In this kind of grading system students in Values Education/GMRC in school can be evaluated.

The physiological, emotional and social changes occurring and often erupting into episodes of upheaval are common experiences of adolescents. Quite often Parsons (1987) says their daily journeys to survive are accompanied by failures, disappointments and conditions of inadequacy. These developmental "transients" often present values which seem somewhat distorted and attitudes which seem bizarre. So that, whatsoever effort the school does in assisting the confused students cannot sufficiently and considerably effect the desired behavioral changes. Teachers would then be confronted with the sad truth of a continuous deterioration of values.

The school as well as the community is also beset with more serious problem-situations beyond its capacity to tackle. As these problems grow more families become burdened with children who are involved in the display of self-indignities, violations of human rights and total disregard for respect of God.

Indeed, it is the purpose of this study, to determine how much the school and the home could complement and supplement each other in evolving an effort-solution directed to minimize, if not to completely curtail, cultural and values regression among youths. The information feedback which may be derived from the results of the research would serve as basis in making implications for

programs and projects that would gain the interest of students in doing more meaningful and purposeful activities and probably prod them to indulge in more productive and healthy endeavors.

Statement of the Problem

The study attempted to identify performance in Values Education/GMRC and its relationship to the knowledge, attitudes and practices related to culture particularly on a) self-dignity, b) human relations, c) economy, and d) religion of selected first to fourth year students of Samar National School, Catbalogan, Samar, during the SY 1993-1994.

More specifically, the study attempts to answer the following questions:

1. What is the profile of the first to fourth year students in terms of a) age and sex, b) occupation of parents, and c) family income per month?
2. What is the level of performance in Values Education/GMRC of students?
3. What are the knowledge, attitudes and practices of the students related to culture particularly on a) self-dignity, b) human relations, c) economy, and d) religion?
4. What is the extent of relationship between the performance in Values Education/GMRC and a) knowledge,

b) attitudes, and c) practices related to culture of the students; and each of the following paired variables, a) knowledge and attitude, b) knowledge and practice, and c) attitude and practice related to culture of the students particularly on a) self-dignity, b) human relations, c) economy, and d) religion?

5. Is there a significant relationship between the performance in Values Education/GMRC and a) knowledge, b) attitudes, and c) practices related to culture of the students; and each of the following paired variables: a) knowledge and attitude, b) knowledge and practice, and c) attitude and practice related to culture particularly on self-dignity, b) human relations, c) economy, and d) religion?

6. What are the implications of the results of the study to Values Education/GMRC in secondary schools?

Hypotheses

The study tested the following null hypotheses:

1. There is no significant relationship between the performance in Values Education/GMRC and a) knowledge, b) attitudes, and c) practices related to culture of students.

2. There is no significant relationship between each of the following paired variables: a) knowledge and

attitude, b) knowledge and practice, and c) attitude and practice related to culture of the students particularly on a) self-dignity, b) human relations, c) economy, and d) religion.

Theoretical Framework

The study is founded on two theories on moral development and social learning view. A Trainor's Manual and Readings in Values Education (1989:3-2) cites that the structuralist position grows out of the philosophy of Immanuel Kant saying that a person is "a self-organizing being" which develop largely by his own actions. This person has innate capacities that influence the interactive experiences he will have and determine the reciprocal effects these experiences he will have upon his individuality and his future development. Hence, the individual "structures" his own development while at the same time being shaped by previously acquired structures.

* The second theory on social learning (PNC, Writing Team, 1989:C-3-2) has its antecedents in the empiricism of John Lock and in the behaviorism of John Watson who both view human being as a clean slate on which society writes the experience for the individual. The life of the individual is determined, to a large extent, by the family, social class, institutions, and culture into which he is

born.

John Sieber's traditional learning theory (PNC, Writing Team, 1989:C-3-2) tempers "social learning theory" into saying that moral learning is a social learning behavior initiated through direct teaching, modeling and imitation and maintained by positive reinforcement. This view holds that parents are most accountable for the early moral teaching through child-rearing practices and modeling behavior. It further suggests that morality can be taught didactically through a standard curriculum pointing to school as the potential agent of society, the critical link in cultural transmission and vehicle to the creation of a social, moral being.

Piaget's and Kohlberg's stages in moral development (Hurlock:1978) clearcut the role of cognition in the individual's search for all possible ways of solving a particular problem and reasoning on the basis of hypotheses and propositions. While both theorists are also concerned about rules, like the structuralists, they feel that rules are generated by the child from his understanding of the social situation and that the system of rules shifts in stages depending on cognitive understanding.

On the other hand, social learning theorists place more emphasis on the role of the school as an arm of society that transmits moral and cultural rules.

The individual, whether in school or in the community, develops values through a pattern. A report of the Second Level II Seminar-Workshop on Preventive Drug Addiction for Trainers (1979:Annex C-4-7) mentions that Goodstadt and Wong propounded a Knowledge-Attitude-Behavior Model which assumes that if people gain knowledge, their behavior will change accordingly. This theory is confirmed by Kilander who contends that attitudes are very essential in conditioning an individual to a desirable behavior and knowledge give rational insights into behavior therefore influence attitudes, strengthening and tending to make these last longer.

Conceptual Framework

The interplay of the two theories of learning, structural development theory and social learning theory, clearcuts the study on hand aimed at results that could assist adolescents develop the appropriate knowledge, attitudes and practices that will strengthen them morally as an individual and as a member of a working group.

Formal education takes place in school as the agent of student development. In 1989 with the launching of the Secondary Education Development Program, the teaching of values education formally gained appropriate emphasis. The Desired Learning Competencies - 1989 NSEC-SEDP specifies

that Values Education/GMRC, considers four basic concepts: the moral self, human relations, the moral of God-fearing society and relations with God (1991:139-155).

Moral development considers also the home or the culture into which one is born. So that what students learn related to how they conceive self-dignity, dealing with peers and others, the country's economy and God become a part of their total moral development pattern.

As a consequence, moral development or values formation is dependent on both processes: formal and home education. The present study, therefore, takes the home and school as two complimenting and supplementing institutions of learning in the total moral formation of children.

Performance in Values Education/GMRC is singled out as the independent variate. It is in this aspect of learning that students are expected to develop value concepts, internalize these and apply in daily life situations.

On the other hand, the knowledge, attitudes and practices related to culture, particularly on the aspects of self-dignity, human relations, economy and religion are identified as the dependent variates.

The level of performance in Values Education/GMRC and knowledge, attitudes and practices related to culture are assessed. The extents and significance of relationships are determined in order to draw data which serve as basis in

forming implications for values teaching.

The schema in Figure 1 conceptualizes the framework of the study. It suggests that the Values Education/GMRC performance of students in Samar National School in SY 1993-1994 were related to cultural knowledge, attitudes, and practices particularly on self-dignity, human relations, economy and religion. Each of the paired variates: knowledge and attitude, knowledge and practice, and attitude and practice, were also correlated.

The relationship data between variates served as feedback in drawing and forming implications for Values Education/GMRC teaching.

Significance of the Study

The researcher believes that assessing the cultural knowledge, attitudes and practices of students on the aspect of self-dignity, human relations, economy and religion and the grades in Values Education/GMRC of students will serve as basis in the development of an instructional model in Values Education/GMRC directed to the acquisition of more improved value concepts and behaviors. More particularly one of the secondary schools, Samar National School in the municipality of Catbalogan, Samar, shall benefit from the results. The strengths as well as weaknesses of students in Values Education/GMRC will be identified so that a more

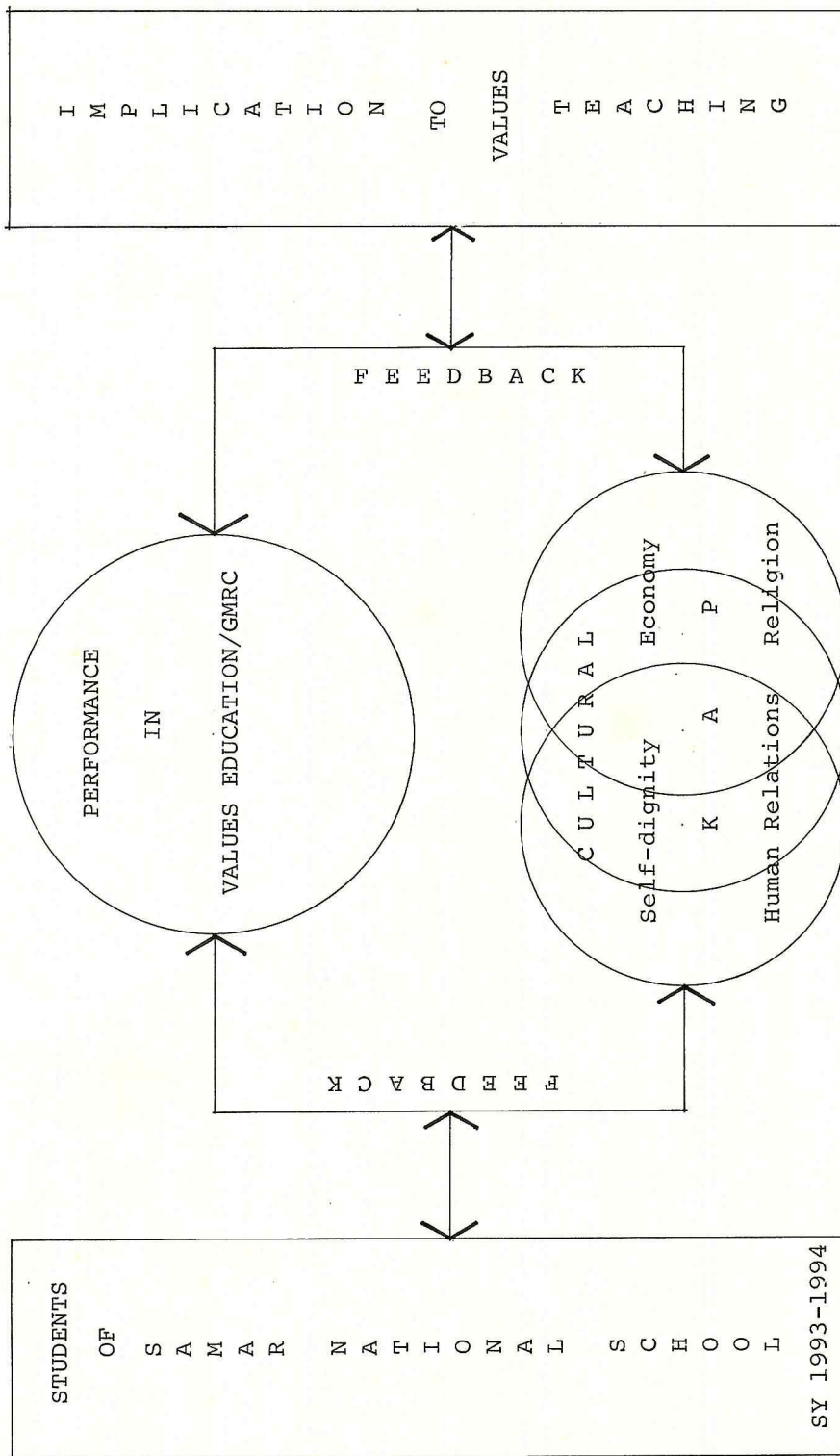


FIGURE 1 : Relationships and Interrelationships of Cultural Related Knowledge, Attitudes and Practices and Performance in Values Education/GMRC of Secondary School Students.

functional teaching methodology could be adopted suited to the level of learners.

To the Students. The identified values on self-dignity, human relations, economy, and religion and level of performance in Values Education/GMRC of students will guide them in the development of value concepts that could assist them in making rational decisions about situations or problems that affect morals, relationships, economic stability and trust in God. It could also guide them in modifying or replacing unacceptable behaviors with acceptable ones.

To the Teachers. Data gathered are useful in planning an instructional input appropriate for the attainment of established goals. Such should be expected to update cultural knowledge on self-dignity, human relations, economy and religion and help modify the unfavorable/negative attitudes and practices of students.

To the Administrators. School heads shall be guided in the formulation and implementation of school policies that will provide increased participation and involvement of students, teachers and parents in school activities towards a more strengthened school-home relationship. Administrators could prepare and implement an Action Plan consistent with the needs of both students and teachers in the total teaching-learning process, particularly in Values

Education/GMRC.

To the Guidance Counselors and Values Education Teachers. Results of the study are useful guides in the organization and administration of school guidance services relevant to the needs and demands of students. Values are taught not only in the subject, Values Education/GMRC but are also integrated in all subject areas.

To the Parents. Results of the study would encourage parents to work cooperatively with teachers in the teaching of students for value concepts and eventually grading them in modifying behaviors. Knowing their role in student learning could help strengthen teacher-parent relationships towards solving behavioral problems in school, home and community. To complement the effort of the school, the home through the parents, can help reinforce positive concepts gained in school through appropriate home-follow-up activities.

To the Community. This is the seat of the development of more permanent value concepts and strengthening of desirable cultural beliefs and practices. Planning and implementing of programs and projects in the community for the young could be made more scientific through the use of the results of the study. Appropriate games, reading centers, socio-civic programs could be devised to promote and enhance positive values formation.

To the Curriculum Writers. The feedback information derived from the research will provide curriculum writers significant points for inclusion in the Values Education/GMRC curriculum. Suggested concepts and corresponding activities could be planned out and considered in the reconstruction or reformulation of curricular instructional tasks suited to the capabilities of learners.

Scope and Delimitation of the Study

The study was limited to the assessment of the knowledge, attitudes and practices related to culture particularly on self-dignity, human relations, economy and religion. It also assessed the performance of Values Education/GMRC of 400 students in Samar National School, Catbalogan, Samar, during the SY 1993-1994.

These students were the focus of this study because they were a part of the network of student recipients of the values taught in school under the 1989 New Secondary Education Curriculum. The data gathered consistent with problems of the study were the only ones processed, sorted, presented in tabular and textual forms and analyzed. Data which were not relevant to the research were discarded and left untouched.

Definition of Terms

Terms are defined to give the readers and users of this

book a better view on the conceptual and operational use of terms:

Attitude. This term is defined as a learned orientation or disposition, toward an object or situation which provides a tendency to respond favorably or unfavorably to the object or situation. (Webster, 1987) It also refers to the favorable and unfavorable reactions to statements in the attitude inventory.

Economy. This is defined as a disposition to save or spare; freedom from extravagance or waste. (Webster Comprehensive Dictionary, 1987). It also refers to the ideas,, attitudes and actuations of students especially on the acquisition of tangible necessities, comforts and luxuries.

Human Relations. These denote mutual or reciprocal relations. (Webster, 1987). These also point to the ways students relate with other students as revealed in the instrument used by the researcher.

Inventory. This term is defined as an itemized list of articles, with the number and value of each. (Webster, 1987). This also refers to thee questionnaires used in the study designed to identify the knowledge, attitudes and practices related to self-dignity, human relations, economy and religion of the students.

Knowledge. This is defined as a result or product of

knowing; information or understanding acquired through experience. (Webster, 1987). This also includes the concepts and perceptions of facts, issues and information on the following aspects of culture: self-dignity, human relations, economy and religion.

Performance in Values Education/GMRC. This term means the achievement of students in Values Education/GMRC subject. This refers also to the grade or rating of the student-respondents in Values Education/GMRC.

Practices. These refer to putting into action and effect one has learned or holds as a theory. (Webster, 1987). These are also the positive and negative habits, behavior, reactions, deeds and acts of the student-respondents as revealed through the instrument used by the researcher.

Religion. This is defined as a belief binding the spiritual nature of man to a supernatural being as involving a feeling of dependence and responsibility, together with the feelings and practices which naturally flow from such a belief. (Webster, 1987). This also refers to the sacred beliefs and concepts of student-respondents or as revealed in the instruments used by the researcher.

Self-dignity. This pertains to the quality of being excellent or worthy or honorable. (Webster, 1987) As used in the study, this refers to the perceptions on self-worth

of student-respondents or as revealed through the instrument used by the researcher.

Values Education/GMRC. This is the new subject area in the New Secondary Education curriculum which helps the learner understands self, others, his country and God. The grades obtained by the student-respondents in the subject were used in the study.

Chapter II

REVIEW OF RELATED LITERATURE AND STUDIES

The literature and studies reviewed in this chapter encompass basic concepts and information that relate to the study on hand. A considerably objective treatment of individual issues presented, opened up a broad background for the conceptualization of related literature and researches basically pinpointing to the need for further research.

Related Literature

On Knowledge Related to Culture. Stewart (1981) defines culture as that complex whole which includes knowledge, beliefs, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society. The growing child becomes part of the culture into which he or she is born for it is culture that shapes his knowledge, attitudes and habits. It is further stressed that the individual learns what he needs to know about the social world by looking around and doing a bit of thinking.

Kilander (1968) supports the statements of Stewart by saying that an individual learns items of facts and procedures which can be used in a given situation. Such knowledge gives meaning to emotional attitudes and fixed

habits and stimulates self-analysis serving to motivate the individual to develop a pattern on the conduct of his daily life.

It is theorized that the acquisition of knowledge related to culture provides meaning to the individual's emotional attitudes, which eventually allows him to form a pattern of daily conduct. Such conduct may not always be positive, it may also be negative.

Hurlock (1978:535) contends that children can be taken away from their culture but culture cannot be taken away from children. In every culture, children are subjected to pressure to develop a personality pattern that conforms to this standards set by the culture. Parents play a vital role in developing personality patterns of their children through training and upbringing. As children grow older, pressures from peer groups and from adult social groups supplement family and social pressures so that children gradually learn to behave in socially approved standards.

Such contention holds that an individual acquires personality patterns through interactions or associations with others and through direct teaching and modelling of parents.

On Attitudes Related to Culture. Leal (1979) says attitudes are fundamental determinants of one's perceptions and actions towards any aspect of his environment. They

shape one's perceptions and judgments of other persons and things, and influence what one learns, recalls and believes, affecting individual's feelings and emotions. Attitudes drive an individual from where he is, to what he wants to be.

Leal's

Kilander (1968:34) supports Leal preceding statements by his technical definition of attitudes, saying that attitude is applied to an acquired predisposition to react in a characteristic way, usually favorably or unfavorably toward a given type of person, object, situation or ideal. Related terms are included such as: values, motivation, interest, drives, emotions, preferences, likes and dislikes, desire or will to do something, disposition, feelings, wants, wishes, concerns, convictions, urges, inclinations and moods. In essence, attitudes encompass a variety of related terms specifying a state of mental and emotional readiness to react to situations, persons or things in harmony with a habitual pattern response previously conditioned to or associated with a particular stimulus. Hence, the conclusions the individual derives from facts and information are determined by his attitudes.

Attitudes of a person are acquired and their development includes socialization and habituation which may be attained: 1) as a final result of a gradual accumulation of related experiences which develop in the daily atmosphere

in which one lives, works, and plays; 2) as a result of sudden dramatic, intense experience; and 3) as taken from other people in the form that was already held or developed.

Parsons (1973:22) stipulates that attitudes toward objects, others and toward that favorites object of though are socially forged and maintained. What one likes or dislikes, and whether one likes or dislikes himself, emerge from experiences with others. The key hypothesis of Parsons is that attitudes are developed by taking over the attitudes of others.

Monroe (1973:22) declares that the home and the school are two most influential factors for learning and acquiring attitudes. He says that learners who are closely attached to the parents develop attitudes highly correlated with their parents'. In the case of pupils in schools, attitudes may differ with the institutions they are in. The curriculum, instruction, textbooks and other facilities adopted by the school affect the attitudes of the learners. Even the things retained in memory that are actually seen and heard from media and movies help shape attitudes. Attitudes could be prestigiously patterned after worthy personalities, suggestibly signifying that teachers play an important role in formation of better attitudes among learners.

Santrock (1986:548) stresses that attitudes are

associated with behavior in more complex ways. When one's attitudes are based on personal experiences behavior likely reflects attitudes and when one thinks about his attitude toward something and has ready access to it, the attitude-behavior connection becomes strengthened

Attitudes that quickly come to mind or are easily accessible influence perception of events and therefore are more closely tied to behavior.

On Practices Related to Culture. Kilander (1968) once again defines practices as habits, behavior, deportment, conduct, action, response, works, accomplishments, application, decisions, follow-through reactions, acts, results, and deeds. Most people know approximately what is best for them to do and yet they don't do it. It's because their attitudes are incorrect or not strong enough to sustain the doing of the right thing when they are pulled in other directions by other conflicting, but to them more satisfying motives.

On Self-dignity. Feldman (1985) theorizes that people come to be aware of their own dispositions, emotions, attitudes and other internal states in the same way they learn about other people - through observation of behavior. The theory suggests - to the extent that situational cues or past experience is irrelevant, weak or ambiguous that after viewing one's own behavior, a person applies the same

attributional principles that are used in attributions of others to identify the causes of the behavior one has observed in oneself.

Bem's theory of self-perception further indicates that people will apply to their own behavior and to others the same sort of attributional principles. Through this process, they are able to understand and infer how they feel and why they have carried out certain actions.

Feldman (1985) suggests that people pass through a series of stages in the evolution of their sense of justice and in the kind of reasoning they use to make moral judgments.

Adolescents are capable of reasoning on a higher plane because they are able to comprehend broad, moral principles. They can understand that morality is not always black and white and that ^{there} they can be conflicts between two sets of society accepted standards. Kohlberg suggests that the changes occurring in moral reasoning can be understood best by placing the adolescents in three-level sequence: the Pre-Conventional Morality; Conventional Morality and the Post-Conventional Morality.

Hurlock (1978:535) contends that children cannot be expected to know all the mores of the groups nor can they be expected to behave in a true moral way. By the time children reach adolescence, the members of the social group

expect them to behave in accordance with the mores of the group. When they fail to do so it is generally because they do not want to rather than because of ignorance of group expectations.

Children must learn what is right and what is wrong. As soon as they are old enough, they must be given explanations of why this is right and why that is wrong. They must also have opportunities to take part in group activities so that they can learn what the group expects. Even more important, they must develop a desire to do what is right, to act for the common good, and to avoid wrong.

On Human Relations. The fundamental theory in human relations is focused on the physiological, sociological and psychological needs of man. The study of this fundamental theory rests entirely on human motivation in a social system where he subsequently works. The congruency of human actions in a social system exists only when the need dispositions and role expectation interact harmoniously in a manner that the ideographic dimension is looked upon through a prism of culture in the formulation of rules and regulations.

Basically, to work effectively with people is to think of them in terms of humanization and study them closely as human beings. (Bernal and Mar E. Jr. 1976:142)

Stewart (1981:101) defines human relations or

socialization as the process which links together the individual and his or her culture or subculture. It is often defined as the process and folkways of the society, making them part of the self. The aim of socialization is to achieve perfect harmony between the individual and society.

Society cannot function if the people are allowed to do whatever they please - commit acts of violence, theft, sexual aggression, and the like.

Social interaction is the essence of group life and a "reciprocal contact", interstimulation and response between two or more persons. It is the process which forms the very core of social life and human behavior. Without it, no social life is possible.

Whatever the type of interaction that may go on among human beings, the fact remains that people interact in terms of symbols with shared meanings. The whole experience of growing up is essentially the assimilation and internalization of values, ideas, techniques, and ways of behaving that there were already in existence when each one came into the world. Symbolic interaction forms the very stuff of human personality, character, self and identity. Only through communication in terms of shared symbols it is possible for each one to acquire his sense of self, character and identity.

On Economy. On the major problems conflicting the public elementary schools pointed out that there are major problems that all the education today which are low achievement rates, high percentage of drop-outs and inability of pupils to readily imbibe correct cultural values. The foregoing problems relate to economic reasons and unequal opportunities for first level of education. (Magno, 1980:4).

Hunt (1967) contends that children from lower socio-economic homes may be deprived of experiences that foster their intellectual development.

Elevazo (1970:26) supports the preceding statement which emphasizes his idea in the importance of education to economic development. He said that the economic planners and social development leaders are increasingly convinced of the significant role of education in shaping the national destiny. This is reflected not only by the fact that education continues to hold the top priority in the national budget but also in the active involvement of education in national planning. He declares the reports from regional development authorities to indicate recognition of the need to integrate the educational effort in striving for social and economic progress in rural areas.

On Religion. Values education is conceived as a natural right of the child to lifelong schooling in truth and reality in preparation for life and eternity. It is the

moral right of every child to recognize a God as the Creator, Law-Giver, Highest God.

The emphasis placed on the teaching of religion allows recognition and practice of universal ideals and moral values. The four aspects of culture somehow relate with each other. These aspects are consistent with the four dimensions of Values Education/GMRC, as specified in the Desired Learning Competences (DLC) for secondary schools.

Relating culture with school performance in Values Education paves for the identification of particular aspects that are enriched by lessons learned in the classrooms. In the final analysis, it is conceptualized that the home and school complement and supplement each other in shaping the personality of the child. Hence, what the school does to develop the potentialities of the learner, culture from the home augments towards making the final picture of Filipino looks as envisioned by the nation.

On Values Education/GMRC in Secondary Schools. Values Education/GMRC is offered as a separate subject aside from being integrated in the teaching of the other subject areas. The subject includes four basic concepts: 1) Self, 2) Self and Others, 3) Self and Community/Country, and 4) Self and God.

Related Studies

To pursue the issue presented and to really come-up with a more defined position consistent with certain implications which could be evolved, foreign and local studies were gathered and analyzed.

Foreign Studies. Lawall's (1986:Vol.47:4) study on the Nigerian indigenous culture reveals that a cultural norm for marriage negatively affects the church membership on the presupposition that monogamy is the Christian ideal form of marriage. The study recommends acceptance of polygamists and the church to help them move toward monogamy uncoercively.

This study on cultural practice affecting religious affiliation is one social problem, which, if not approached strategically, could expand and possibly result in more serious conflicts. Acceptance of the people as a race or cultural groups and helping them acquire education so that they may be assisted to see and uphold the appropriate value in marriage, depicts how knowledge could improve one's attitude. When attitudes is formed eventually practice follows.

In Pennsylvania, Scott (1986:Vol.47:4) appraised the level of knowledge, attitudes and practices of classroom teachers on oral prayer. The result reveals that classroom

teachers have moderately high level of knowledge on oral prayer and that knowledge among level of teaching, age, religious preference and attendance of religious services do not vary. However, knowledge on oral prayer has only a small correlation to attitude and practice.

From this study, the researcher gains insights which are useful to the present study. Knowledge alone cannot help improve attitudes much more practice.

Local Studies. Uy (1987) assessed the extent of commitment of college students in Region VIII in relation to selected values. She admits that education should provide a structural environment in which positive values emerge so that change could occur. Values adequately understood can be oriented to accelerate social transformation and development.

The study identified the level of commitment of the students in relation to integrity/honesty; self-worth/self-esteem and personal discipline. It was found out that all groups of students had high commitment. Specifically, technological and agricultural school exhibited high commitment while general education schools exhibited moderate commitment. The sectarian schools posted the highest commitment in personal discipline.

Commitment is a form of value which could be associated

with performance. One has to work to utmost extent in order to give way to commitment. So that it could also be said that the higher the commitment the higher world one values.

Mibolos' (1985) study reveals that the home and the school both help in developing and reinforcing moral development in various capabilities but the school acts as the central force which integrates, rectifies and redirects elements of morality of the various institutions in society.

The society concludes that teachers and students consider subject as the top ranking variables in college schooling. It further concludes that there are some socio-demographic factors which are related to the perceptions of teachers and students.

The foregoing study contributes insights helpful to the present study in the sense that school is considered a factor to socio-cultural development.

Estudillo's (1991) study which focused on the extent of values commitment of Grade VI pupils in public elementary schools in the Division of Leyte, reveals that pupils would add to a better understanding of their commitment and consequently to positive values. This understanding would eventually find multiplier effects on the nationwide level and could contribute to addressing more realistically the concerns of the country towards the transformation of individuals and basically the transformation of societies.

This study of Estudillo on the use of value-indicators as self-discipline, sense of responsibility/initiative, respect/courtesy, cooperation/helpfulness/industry, and honesty/truthfulness are treated. Findings reveal that there is a great necessity to teach the value on self-discipline in adherence to school rules and regulations, the maintenance of peace and order in the room and behaving properly in class even if the teacher is out. This implies then that teachers should look into the strategies in teaching self-discipline. On the sense of responsibility/initiative, the findings reveal that Filipinos are inadequate in this. This value should also be strengthened among pupils.

The findings on respect/courtesy revealed that 41.57% of the pupils exhibit moderate commitment, 30.98% high commitment and 27.45% low commitment. This shows that parents lack time in teaching this ^{value} to their children due to the fact that they tend to be very busy with livelihood activities.

On honesty/truthfulness, results show that pupils lack this kind of values especially on returning things found and honesty in school work, tests and projects. It may be that elementary teachers are overburdened by too many paper works and find little time in strengthening and redirecting the teaching of values especially in the application to daily

living.

Values of pupils need strengthening as contended in this study and the related studies presented. Teachers observe several weaknesses of pupils which if not properly attended to, could worsen. Arriving at implication about the studies for strengthening values formation is a target of many researcher like the research on hand.

Nuñez, (1993) stresses the importance of attitudes towards Chemistry in secondary schools. She states that students' interest to the subject will be aroused if science teaching will become more effective, meaningful and fascinating. The teacher should put more emphasis on the practicality of the subject to the lives of the students for them to appreciate chemistry as a curricular subject in the secondary education program.

She further contends that one of the factors that affects the attitude of the learner is an effective teacher. She should be competent in implementing strategies that will make the students alert and awake in the chemistry classes. Teachers should be well-acquainted with the different teaching strategies in order that students will appreciate the lessons in chemistry. Students prefer the modern method of teaching chemistry rather than the traditional method.

This study gave the researcher an insight on the importance of in-service trainings in upgrading the teaching

competencies of teachers. The teacher is one of the factors that affects the teaching-learning process in the classroom. The performance of the teacher influences also the positive attitudes of the students towards the subject.

Nicart (1992) in her study on the status of the implementation of Values Education and the relationship to student behavior in the vocational schools of Eastern Samar has provided direction to the present study. Her investigation revealed that students perceived themselves to have "manifested to a large extent" their high regard for one's self which shows that students have been exposed to situations and activities leading them to manifest behavior along values showing high self-regard. On values showing relationship to others as perceived by students, parents and teachers, had an over-all mean of 3.9 interpreted as "manifested to a large extent" which means that students unlike adults are able to relate better to each other and interact well. They are less complicated than adults and less troublesome.

On values showing relationship with the community, it was perceived to have "manifested to a large extent" also which means that students manifested outwardly values that show concern and welfare of the community where they belong. On values showing relationship with God got an over-all mean of 4.3 which "manifested to a very large extent". This

means that the students have high personal faith in God and religiousity and are God-fearing.

The studies of Nuñez and Nicart have bearing on the present study because both deal on the relationships of behavior of students on the four-aspects of cultural values on one's self, community, others and God. Both imply the need for a good teacher, one who can truly teach values to students.

Calbes (1982) stresses the importance of Samar-Waray philosophy as an effective factor in community development. She stresses that Samareños as individuals, adopt the principle of harmony and highly value smooth interpersonal relations. They are group-centered, human-hearted and hospitable, loyal and communitarian in nature. Because Samareños as thinkers are psychological and holistic, they value "hiya" and "amor propio" as social sanctions in the attainment of social acceptance.

Cinco (1991) assessed the relationships between teachers and pupils and the achievement in reading of Grade I pupils. She revealed that teachers personality traits showed significant relationship between the social, physiological/physical and emotional sphere of personality and the achievement of pupils. This implies that teachers should possess desirable social, physical and emotional personality traits in order that pupils will develop

wholesome attitudes toward school work and eventually succeed in other activities outside the school.

She further contends that teachers' attitudes toward teaching was not significantly related to the achievement in reading of pupils. This means that even if teachers do not have favorable attitudes towards teaching Grade I pupils if school administrators utilize scientific supervisory practices and strive to create an environment in the school which permits the teachers to grow and utilize their potentialities to the fullest ⁷ ~~this~~ *fullest this will* ^{no better} enhance the development of favorable attitudes towards teaching which will result in better achievement of pupils.

Alicando (1984) in a study of social structure in relation to academic achievement and personality characteristics of the high and low achieving Grade VI pupils revealed that the relationship between academic achievement and social status is highly significant at .05 level. This shows that academic achievement has significant relationship with social status between high and low-achieving Grade VI pupils. He concluded that wholesome social relations among pupils in a class is obstructed by the presence of social structure. There are desirable traits in pupils which attract other pupils and there are undesirable traits in pupils which repel others.

Fernandez (1973) revealed that problems encountered by

the guidance coordinators and counselors in public elementary schools in the Division of Cebu pertain to the organization and procedures of the school system which are still often predominantly autocratic. The administrators dominate the teachers which caused the development of anti-social attitudes.

The preceding studies are related to the present study because these deal with certain aspects of culture such as anti-social attitudes and social relations among children. It showed that human relation is vital to personality development. Moreover, the studies imply that when human relations perfected, living becomes peaceful and healthful conducive to success in work and studies.

A study on socio-economy values was conducted by Estrellano (1971). Using the teachers as respondents of the study, it was found out that the teachers desire for progress tend to be development-oriented although they could not be well considered as active agents of change. The study also showed that statistically, there was no significant relation between the socio-economic values and some variables as sex, rearing, training, level and location of teaching assignment.

This study is related to the present study because both identify economy as an aspect of culture.

Doherty (1981) in his study on the influence of

religious instruction on value, ranking and decision-making among senior students in selected catholic schools of Leyte, revealed that there is a difference in value ranking between male and female respondents in the area of school, home, religious life among senior students in selected Catholic High School of Leyte.

This study has bearing on the present study as areas of school, home, religious life and social life among high school students have been included. The studies presented both have and indirect bearings on the present research. In general, the studies pinpoint the school as a valuable factor in the socio-cultural development of the individual.

The conceptual and research literature cited as part of the review of the present study. The review collapses the results pinpointing to aspects of culture related to teaching, school, achievement of pupils and implementation of a moral development program which could benefit both the home and school, even the teachers, students and other school officials.

Chapter III

METHODOLOGY

This chapter describes the methods and procedure adopted in the study. It specifies the design, procedure, locale and sampling scheme which basically determined and shaped the instrumentation and statistical treatment of data. The description of every aspect of the methodology was limited to the function it was designed to serve in relation to the study.

Research Design

The evaluative - correlational survey was used. It availed of questionnaires on knowledge, attitudes and practices related to culture categorized into: self-dignity, human relations, economy and religion. The performance of the respondents in Values Education/GMRC were taken and later was correlated to the KAP on the selected four aspects of culture.

The research called for the a) specification of sampling plan; c) construction and administration of four sets of instruments: Profile of Respondents, KAP on self-dignity, human relations, economy and religion; d) assessment of significant relationship between paired variables, such as: Performance in Values Education and

Practice; Culture related to Knowledge and attitude; culture related to knowledge and practice; and culture related to attitude and practice..

Respondents of the Study

The respondents of the study were 400 students: 125 first year, 104 second year, 91 third year and 80 fourth year students of Samar National School, Catbalogan, Samar enrolled during the school year 1993-1994. These figures were the results of the sampling scheme used which arbitrarily identified 8% of the total school population of 5,100 students. All respondents answered the questionnaire.

Sampling Scheme

The Form I (School Register) of each of the 90 classes of Samar National School was the main source of data from which the research sample was drawn. In each of the four year levels, 8% were arbitrarily drawn through a random sampling selection. Of the 5,100 total student population in Samar National School in SY 1993-1994, 1,680 were first year, 1,320 were second year, 1,100 were third year and 1,000 were fourth year students. The 8% taken summed up to 400 student-respondents the breakdown of which follows: 125 first year, 104 second year, 91 third year and 80 fourth year.

Instrumentation

Consistent with the design of the study, an instrument, consisting of four parts, was made. Part I is on Profile of Respondent, Part II Knowledge Inventory, Part III Attitude Inventory and Part IV Practice Inventory. Each part is categorized into self-dignity, human relations, economy and religion.

The details of the instrument are described below:

The instrument is titled Questionnaire on Knowledge, Attitudes and Practices (KAP) Related to Culture. Immediately, below the title the information asked about are on age, sex and year level of the respondents. Other data asked are about the occupation of father and mother, and family income per month. The respondent checks the appropriate income bracket given as follows:

P11,000 and above
 P 6,000 to ^{10,000} P15,000
 P 4,000 to P 5,000
 P 2,000 to P 3,000
 P 1,000 and below

The questionnaire proper is sequenced as follows:

Part II on Knowledge. This covers a total of 40 items, 10 on self-dignity, 10 items on human relations, 10 items on economy and 10 on religion. This is an inventory of what the respondent knows about each of the four aspects of

culture. It consists of statements, the answers of which are chosen from among four options - a, b, c and d. The letter corresponding to the answer chosen is encircled.

Part III on Attitudes. Like the first part of the instrument, this consists of 40 statements designed to assess the feeling of the respondent about self-dignity, human relations, economy and religion. These attitude statements are about the moral self, relationship with others, finances and belief in God.

Opposite each statement are three columns each with letters on top: A for Agree, U for Undecided or Uncertain and D for Disagree. Respondent checks the answer of his choice.

Part IV On Practices. This is an inventory of practices related to self-dignity, human relations, economy and religion consisting of another set of 40 statements, particularly catering to practice of virtues on honesty, respectfulness, integrity, and religious beliefs. This has three columns. On top of the first column is letter Y which stands for Yes. On the second column also on top is letter U which means Uncertain. The respondents chooses the answers by checking each item guided by the letters.

Validation of Instruments

A 4-day dry-run of the instrument was made in the Leyte National High School, Tacloban City in coordination with

and through the cooperation of the school head and guidance office personnel. A total of 200 students were involved, 50 students in every year level. The filled up questionnaire of the 200 respondents were checked and results were analyzed. The data gathered were the main consideration in the preparation of the final copy of the research instrument.

Data Gathering Procedures

The researcher personally conducted the research instrument for the collection of data on KAP related to culture along the aspects of self-dignity, human relations, economy and religion. All answers were checked and scores were taken.

The data on performance of the 400 students from first to fourth year levels in Values Education/GMRC were secured through documentary analysis. The ratings found in the permanent record of each of the 400 student-respondents were taken. The assistance of the Values Education/GMRC teachers were solicited.

All the needed data were retrieved, sorted, tallied and organized within a period of one month.

Statistical Treatment of Data

The research data were treated consistent with the presentation of the questions found in the statement of the

problem. These were classified into data on profile of respondents, performance in Values Education/GMRC, KAP related to each of the four aspects of culture, extent of relationship and significance of relationships.

The profile data of the 400 students were presented in frequencies (F) with the corresponding percentages and ranks. The data on performance were classified guided by the rating scale below:

<u>Ratings</u>	<u>Description</u>
90 and above	Outstanding (O)
85 - 89	Very Satisfactory (VS)
80 - 84	Satisfactory (S)
75 - 79	Needs Improvement (NI)
74 and below	Poor (P)

In order to come with a clear presentation of the performance level of the students, frequency counts, percentages, averages and ranks were used.

The KAP data on the four aspects of culture were grouped by year level. To bring about a dichotomy between Knowledgeable (K) and Not Knowledgeable (NK), Favorable (F) and Unfavorable (U) attitudes, and Favorable (F) and Unfavorable (U) practices arithmetic means were used. A respondent who got a score equal to or above the obtained mean was considered knowledgeable and having favorable attitudes and practices. On the other hand a respondent who

got a score below the arithmetic mean was classified as not knowledgeable and having unfavorable attitudes and practices. In order to present the data, frequencies and percentages were used.

The extent of relationship was determined by computing the contingency coefficient, C in terms of χ^2 (chi-square) of each of the paired variables. The formula (Garrett: 1966) shown below was adopted:

$$C = \frac{\chi^2}{N + \chi^2}$$

(C in terms of χ^2)

Hypothesis No. 1 was tested by the chi-square (χ^2) test of independence in contingency tables, as illustrated below:

PERFORMANCE

		O	VS	S	NI	P	TOTALS
K N O W L E D G E	K	00	00	00	00	00	00
		00	00	00	00	00	00
		00	00	00	00	00	00
		00	00	00	00	00	00
		00	00	00	00	00	00
	NK	00	00	00	00	00	00
		00	00	00	00	00	00
		00	00	00	00	00	00
		00	00	00	00	00	00
		00	00	00	00	00	00
Totals							

In order to compute χ^2 , calculation of an "independence value" for each cell in the contingency table is necessary. Independence values are represented by the figures in parenthesis within the different cells. These values are computed to see the difference between the observed and expected values for each cell. Such difference is squared and divided in each instance by the independence value. The sum of these quotients gives χ^2 . The computed P is compared to the tabular P from χ^2 table.

Hypothesis No. 2 was tested by the 2 x 2 fold contingency tables shown below:

		KNOWLEDGE		
		K	NIK	
A T T I T U D E	F	(A)	(B)	(A + B)
	U	(C)	(D)	(C + D)
		(A + C)	(B + D)	N

In a four-fold table, chi-square (χ^2) is represented by the following formula:

$$\chi^2 = \frac{N(AD-BC)^2}{(A+B)(C+D)(A+C)(B+D)}$$

The study employed χ^2 in testing the hypotheses since the classified data had two and more than two categories. Moreover, the study presumed that the paired variables, performance and culture-related KAP are comparable. Upon this presumption the application of χ^2 , in the assessment of relationship was useful and appropriate. The level of significance was set at .05.

Chapter IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter contains the presentation, analysis, and interpretation of research data. The data, in tabular and textual forms, appear in sequence consistent with the presentation of the problems and hypotheses of the study.

Profile of the Respondents

A description of the respondents mainly about their ages, sex, year levels, occupation of parents, and family income basically provides a sufficient background of the students involved in the study.

Table 1 shows the distribution of student-respondents by age, sex, and year level. It is gleaned from the table that of the 400 students 110 or 27.50% were male and 290 or 72.50% were female. The highest number, 106 or 26.5% comprised age 13 followed by 100 or 25% age 14, and 98, age 15. The last two lowest numbers, 72 or 18% and 24 or 6%, comprised ages 16 and above and 12 and below, respectively. The distribution by year level showed that the first year students were the biggest group, 125 or 31.25%; followed by the second year students, 104 or 26%; third year students, 91 or 22.75%; and fourth year, 80 or 20%. Those students with ages 13, 14, and 15 comprised 76% while those

Table 1

**Distribution of Respondents by Age, Sex
and Year Level**

	I		II		III		IV		TOTAL		GRAND TOTAL	
AGE (Years)	M	F	M	F	M	F	M	F	M	F	T	%
12 & below	5	19	0	0	0	0	0	0	5	19	24	6%
13	15	59	10	19	0	3	0	0	25	81	106	26.5%
14	7	9	19	41	9	15	0	0	35	65	100	25.0%
15	2	2	5	7	19	36	1	26	27	71	98	24.5%
16 & above	4	3	3	0	4	5	7	46	18	54	72	18.0%
Total	33	92	37	67	32	59	8	72	110	290		
Grand Total	125		104		91		80		400			
	31.25%		26%		22.75%		20%		27.50%		72.50%	100%

with ages 12 and below and 16 and above comprised 24%, only.

The preceding information says that there are more female than male students involved in the study. The ages are precise for their year levels, although a few underage and overage are with the group. The first and second year students compared to the third and fourth year students are more in number but the difference is minimal.

Table 2 describes the occupation of the parents with the occupations of the fathers' separate from those of the mothers'. The occupations were categorized mainly into

seven for both the father and mother groups.

Table 2

Occupation of Parents

Occupation	Parents						Ave.
		Father			Mother		RANK
Public Service	109	27.25%	1	53	13.25%	3	2
Skilled Workers	20	5%	6	0	0	7	6.5
Sales Group	43	10.75	5	33	8.25%	4	5
Private Service	93	23.25%	2	220	55.00%	1	1
Aqua-Marine & Forestry	83	20.75	3	7	1.75	5	4
Professionals	45	11.25%	4	83	20.75%	2	3
Others	7	1.75	17.5	4	1	6	6.5
Total	400	100%		400	100%		

Public service, and private service, and aqua-marine and forestry were the first three highest in the rank of occupations of the father. Private service, professionals and public service were the first three highest occupations in the mother group. The average rank showed that private service, followed by public service and professionals were the first three highest occupations. Aqua-Marine and Forestry ranked number 4, sales number 5 and the skilled workers and others both ranked 6.5.

Obviously, the data point to private service most

parents especially mothers, cater to. The mothers do house-keeping and self-employment activities while the fathers serve as government employees. Some parents are teachers, engineers, lawyers and other practicing professionals. Very few are skilled workers and pensioners. Thus, it could be said that the parents of the students are working and earning a living for their families.

Table 3 presents the family income per month of the respondents in 5 levels of income bracket. As gleaned from the table, the income bracket of P 2,000 - P 3,000 per month 140 or 35% out of 400 respondents obtained rank number 1. This was followed by the income brackets of P 4000 - P 5000, P 6,000-10,000 and P 1,000 and below. The last in the rank was P 11,000 and above.

Table 3

Family Income Per Month

Income Bracket	Total	%	Rank
	F		
11,000 and above	24	6%	5
6,000 - 10,000	89	22.25	3
4,000 - 5,000	104	26%	2
2,000 - 3,000	140	35%	1
1,000 and below	43	10.75%	4
Total	400	100%	

The data imply that majority of the respondents come

from families having below average income. The parents are poor but are working hard in order to send their children to school.

Performance Level in Values Education/GMRC of Respondents

The presentations that follow refer to the grades or ratings in Values Education /GMRC of the 400 student-respondents.

Table 4 describes the performance level of the students in Values Education/GMRC by frequency and percentage. Of the 400 students 199 or 49.75 % had a Very Satisfactory (VS) performance; 178 or 44.50% had an Outstanding (O) performance; 20 or 5% had a Satisfactory (S) performance; and 3 or .75% obtained a performance rating described as

Table 4

Performance Level of Students in Values Education/GMRC

Year	PERFORMANCE LEVEL										Average	R
Level	Outstanding (O)		VS (VS)		S (S)		Needs (NI)		Poor (P)		Ratings	a
	F	%	F	%	F	%	F	%	F	%		n
I	34	8.5	73	18.25	16	4%	2	.5%	0		87.52 - VS	4
II	62	15.5	37	4.25	4	1%	1	.25%	0		89.76 - O	2
III	42	10.5	49	12.25	0	0	0	0	0		89.60 - O	3
IV	40	10	40	10	0	0	0	0	0		90.21 - O	1
Total	178		199		20		3		0		89.27 - VS	
%	44.50%		49.75%		5%		.75%					
RANK	2		1		3		4		5			

Needs Improvement (NI). None had a Poor (P) performance.

Across year levels 199 or 49.75% the highest number, obtained a Very Satisfactory (VS) rating. Of this number mostly, 73 or 18.25%, were first year students. Those who obtained an Outstanding (O) rating summed up to 178 or 44.50% with 62 or 15.5 % coming from the second year students. The third highest number was 20 or 5% which had a rating of Satisfactory (S) all coming from the first and second year levels, only. The Needs Improvement (NI) group had a total of 3 or .75% students, all in the first and second year levels. Not one of the 400 students had a rating described as Poor (P), hence, this group was the last in the rank.

The average rating in Values Education/GMRC showed that the fourth year students obtained 90.21 described as Outstanding (O), the highest among the four year levels. Nos. 2 and 3 in the rank were the second and third year students in that order had averages of 89.76 and 89.60 both described as Outstanding (O). The last were the first year students who obtained an average rating of 87.52 described as Very Satisfactory (VS).

The data on the performance in Values Education/GMRC obviously show that the students are performing very satisfactorily. In fact, the number that mostly needs

improvement is very negligible.

This set of students has the basic concepts and skills which prepare them for greater work responsibilities. Should these learnings be properly used, they can influence peers and others in the development of wholesome attitudes and eventually observe approved ways of behaving, especially in providing models to younger children.

KAP Related to Culture of Students

The discussions are presented in three tables, one on Knowledge another on Attitudes, and still another on Practices. The data are grouped and give out specific figures on how many are Knowledgeable (K) and Not Knowledgeable (NK); how many have Favorable (F) and Unfavorable (UF) attitudes and practices.

Knowledge Related to Culture. The presentation on knowledge related to culture include four aspects: self-dignity, human relations, economy and religion. Both the knowledgeable and not knowledgeable aspects of culture of first to fourth year students are quantified, expressed in frequencies and percentages.

Table 5 presents the knowledge related to culture of students along the aspects of self-dignity, human relations, economy and religion.

Self-Dignity. In the first year, 69 or 55.2% were

knowledgeable (K); in the second year, 59 or 56.7% ; in the third year, 65 or 71.42%; and in the fourth year, 52 or 65%. The grand total gave 245 or 61.25% knowledgeable (K) and 158 or 38.75% Not Knowledgeable (NK).

The third year students are most knowledgeable on self-dignity, followed by the fourth year. The first and second year levels have almost the same knowledge level. In all year levels the knowledgeable students stand far ahead in number than the Not Knowledgeable.

Table 5

Knowledge Related to Culture

Aspects of Culture	I		II		III		IV		GRAND TOTAL											
	I		II		III		IV		GRAND TOTAL											
	K		NK		K		NK		K		NK									
	F	%	F	%	F	%	F	%	F	%	F	%								
Self-dignity	69	55.2%	56	44.8%	59	56.7	45	43.27	65	71.42	28	28.57	52	65.00	28	35.00	245	61.25	155	38.75
Human Relations	90	72%	35	28%	59	56.7	45	43.27	63	69.23	28	30.77	43	53.75	37	46.25	255	63.75	145	36.25
Economy	80	64%	45	36%	77	74.04	27	25.96	69	75.82	22	24.18	47	58.75	33	41.25	273	68.25	127	31.75
Religion	67	53.6%	58	46%	63	60.58	41	39.42	64	70.33	27	29.67	51	63.75	29	36.25	245	61.25	155	38.75

Since the students have adequate know-how on self-dignity, the work of parents and teachers would just be to work for greater and deeper internalization of all concepts

they possess. Mastery of those concepts to a point of being able to act these out in role-play or in group organizations, will help strengthen this knowledge in them.

Human Relation. There were 90 or 72% first year students, 59 or 56.7% second year students and 63 and 69.23% third year students and 43 or 53.75% fourth year students who were knowledgeable.

While the first year level was the most knowledgeable, the fourth year level was the least knowledgeable. The second and the third year levels were relatively having the same level of knowledge. It turned out that there were more knowledgeable than not knowledgeable students.

Dealing with peers and others is one of the aspects of culture the students manifest a high level of awareness. They know that making friends, adjusting to people and knowing people improve the relationship.

Economy. There were 80 or 64% first year students who were knowledgeable (K) in the aspect of culture; 77 or 74.04% second year; 69 or 75.82% third year; and 47 or 58.75% fourth year. A total of 273 or 68.75% were knowledgeable (NK).

As revealed by the figures, it is safe to say that the students maintain a good level of awareness on economy. They are conscious that resources must be used wisely and

preserved. In dealing with energy resources, economy should be observed.

Religion. A total of 245 or 61.25% of the 400 students were knowledgeable and 155 or 38.75 were not knowledgeable (NK). The third year were highest, 64 or 70.33%, followed by the fourth year, 51 or 63.75%, second year, 63 or 60.58%, and first year 67 or 53.6%.

Religion is not a difficult subject to the students. They seem to know what to do or what religious affiliation they have to take. Perhaps the religious teachings of their parents are followed by them.

Attitudes Related to Culture. The presentations on attitudes related to culture include four aspects: self-dignity, human relations, economy and religion. Both the favorable and unfavorable attitudes of first to fourth year students are quantified, expressed in frequencies and percentages.

Table 6 presents the attitudes related to culture categorized into four: Self-dignity, Human Relations, Economy and Religion. Each category is sub-grouped into Favorable (F) and Unfavorable (U).

Self-dignity The highest having favorable attitudes were the second year, 85 or 81.73%; followed by the fourth year, 61 or 76.25%; third year, 69 or 75.82% and the last,

the first year, 87 or 69.6%.

Table 6

Attitudes Related to Culture

Aspects of Culture	I		II				III				IV				GRAND TOTAL					
	I		II				III				IV				GRAND TOTAL					
	F	W	F	W	F	W	F	W	F	W	F	W	F	W	F	W				
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%				
Self-dignity	87	69.6%	38	30.4%	85	81.73	19	18.27	69	75.82	22	24.18	61	76.25	19	23.75	302	75.5	98	24.5
Human Relations	57	45.6	68	54.4	77	74.04	27	25.96	48	52.74	43	47.25	43	53.75	37	46.25	225	56.25	175	43.75
Economy	70	56.0	55	44.0	66	63.46	38	36.54	70	76.92	21	23.08	54	67.5	26	32.5	260	65.0	140	35.0
Religion	71	56.8%	54	43.2	65	62.5	39	37.5	65	71.42	26	28.57	54	67.5	26	32.5	255	63.75	145	36.25

There is a clear statement that the students have favorable attitudes towards self-dignity. They admire peers and other people who are self dignified and want to be as behaved as these people are.

Human Relations. The second year had the highest number of students, 77 or 74.04% who had favorable attitudes. The third and fourth year levels had relatively the same attitudes, 48 or 52.74 and 43 or 53.75%. The first year were lowest and obtained also a low frequency, 57 or 45.6%.

The students are lacking in ways of dealing with people, especially the first year who probably did not have training on human relations in early schooling. However, as they go up the curriculum year levels, the inputs teachers give change their attitudes to favorable ones.

Economy. On attitudes towards economy, the third year had 70 or 76.92%. This figure was followed by the fourth year who had 54 or 67.5%, second year who had 66 or 63.46% and lastly, the first year who had 70 or 56%.

At least the figures showed that out of 400 respondents 260 or 65% had favorable attitudes. This means there is tendency for students to keep up with the expectations of the family, the community or country of wise use of resources or sticking to budget.

Religion. The third year were highest in attitudes towards religion, 65 or 71.42%. The fourth year followed having 54 or 67.5%, then the second year with 65 or 62.5%. The first year were last, having 71 or 56.8%. The total revealed a 255 or 63.75% with favorable attitudes and 145 or 36.25% unfavorable.

The preceding data apparently mean that there is no conflict among students in their worship to God. Their attitudes towards God is favorable. Religion makes them adaptable to ways of other people, paves for making friends

and strengthening friendship, moreso when being friends they go to places of worship often and together.

Practices Related to Culture. The practices of the respondents, in first to fourth year students, are in tabular and textual presentations. These presentations include quantified accounts of favorable and unfavorable practices expressed in frequencies and percentages.

Table 7 defines the practices related to culture of students. Practices were also grouped into Self-Dignity, Human Relations, Economy and Religion. Like attitudes, these were dichotomized into Favorable (F) and Unfavorable (U) practices.

Self-Dignity. The fourth year students were highest, 58 or 72.5% in favorable practices related to self-dignity, followed by the first year, 84 or 67.2%, and 59 or 56.73% of the second year. The third year had only 22 or 24.18%, the lowest frequency among year levels. There is a minimal gap between those with favorable and unfavorable practices, 223 or 55.75% and 177 or 44.25%.

Practice of the traits that relate to self-dignity is not consistent among the students. While they want to be self-dignified, they lack the model for being such.

Table 7

Practices Related to Culture

Aspects of Culture	I		II		III		IV		GRAND TOTAL											
	F	U	F	U	F	U	F	U	F	U	F	U								
	F	%	F	%	F	%	F	%	F	%	F	%								
Self-dignity	84	67.2	41	32.8	59	56.73	45	43.27	22	24.18	69	75.82	58	72.5	22	27.5	223	55.75	177	44.25
Human Relations	67	53.6	58	46.4	72	69.23	32	30.77	67	73.62	24	26.37	42	52.5	38	47.5	248	62.0	152	38.00
Economy	95	76	30	24	83	79.80	21	20.19	48	52.74	43	47.25	33	41.25	47	58.75	259	64.75	141	35.25
Religion	91	72.8	34	27.2	68	65.38	36	34.62	79	86.82	12	13.19	50	62.5	30	37.5	288	72.00	112	28.00

Human Relations. The favorable practices in the aspect of culture are highest in third year 67 or 73.62%; followed by second year, 72 or 69.23%, first year, 67 or 53.6%, and the last, 42 or 52.5%. The total showed 248 or 62% with favorable practices and 152 or 38% with unfavorable practices.

Students like other students are good to elders. They have developed the right attitude towards maintaining friendship with classmates, teachers and neighbors, hence they love being considerate of others and respecting the rights of others.

Economy. The second year and the first year got 83 or 79.80% and 95 or 76%, respectively. These frequencies are higher than those of the third year which was only 48 or 52.74% and those of the fourth year which was 33 or 41.25%.

It is apparent that the lower year levels are getting more conscious of finances than the higher year levels. It is also possible that when they go to higher levels they tend to imitate others way of dressing to a point of being extravagant in buying clothes, snacks items and other miscellaneous things.

Religion. Highest in this aspect on manifesting respect for religion and manner of worshipping God, were the third year with 79 or 86.82% frequency. The first year was almost in level with the second year. But the fourth year was last.

The practices in all aspects of culture are not permanent in year levels. Sometimes the lower years are ahead of higher years and vice-versa.

This means that students are yet open to changes and to coachings. Once they feel they have to change, replacements of unfavorable traits are easily made. As they mature, they keep on experimenting ways of behaving until the time they feel the need to change favorably.

Extent of Relationship Between Performance in Values Education/GMRC and KAP Related to Four Aspects of Culture

The extent of relationship between the varied variables was taken by year level for the purpose of coming up with a verbal description of the perceived correlation. The extent arrived at shall serve as basis for investigating the level of significance of relationship between variables.

Table 8 reveals the extent of relationship between performance in Values Education/GMRC and knowledge related to culture of students by year level. The χ^2 in the first and second year levels were 27.25 and 27.08, respectively. The C in terms of χ^2 of 27.25 is .42. While that of 27.08 is .45 which both have a description of marked relationship. In the third year χ^2 was 15.08 which had a corresponding C in terms of χ^2 of .38 described as low correlation, present but slight. Fourth year had a χ^2 of 7.27 a C of .29 also described as low correlation, present but slight.

The extent of correlation between performance in school and knowledge is evident but the extent differs between the lower year levels and higher year levels.

Younger students who are in the lower years avail of school learnings in enriching the concepts they have about culture. Whatever they learn in school helps augment their cultural knowledge. The older students seldom bring to the home the knowledge they acquire in school.

Table 8

Extent of Relationship Between Performance in
Values Education/GMRC and Knowledge Related
to Culture of Students

Year	Level	χ^2	C	in terms of	χ^2	Description
	I	27.25		.42		mark relationship
	II	27.08		.45		mark relationship
	III	6.81		.25		low correlation; present but slight
	IV	8.18		.30		low correlation; present but slight

In order to bridge the gap between what are learned in school and at home or in the community, students should be exposed to problem situations that occur in these two common places. So that wherever they are, the knowledge they possess could be used in dealing with problem solutions.

Table 9 specifies the extent of relationship between performance in Values Education/GMRC and Attitudes related to culture of students. The first and third year levels showed a χ^2 of 16.01 a corresponding C of .34 and a χ^2 of 7.79 with .28 C equivalent, respectively, which were both described as low correlation; present but slight. The second year had a χ^2 of 1.72 with an equivalent of .13 C while the fourth year had a χ^2 of 0.21 and a corresponding C

of .05. The C of the two year levels were described as indifferent or negligible relationship.

Table 9

Extent of Relationship Between Performance
Values Education/GMRC and Attitudes
Related to Culture of Students

Year Level	χ^2	C in terms of χ^2	Description
I	16.01	.34	low correlation; present but slight
II	1.72	.13	indifferent or negligible rela- tionship
III	7.79	.28	low correlation; present but slight
IV	0.21	.05	indifferent or negligible relationship

The extent of relationship arrived at means that what the student learns in school is not sufficient to shape his attitudes. It further means that learnings derived from the class in Values Education/GMRC are superficial and are not helping students internalize those concepts that lead to or strengthen attitude formation,

Table 10 presents the extent of relationship between performance in Values Education/GMRC and practices related

to culture of students. It was the first year level, only, that obtained slight relationship. The other year levels had indifferent or negligible relationship.

The data seem to say that good school performance does not lead to good practices. The students' learnings in school stay up as purely a part of knowledge but never applied in practice. Knowledge ends up as a lip service; they speak about favorable practices but find difficulty in doing these.

Table 10

Extent of Relationship Between Performance
in Values Education/GMRC and Practices
Related to Culture of Students

Year Level	χ^2	C in terms of χ^2	Description
I	6.24	.22	low correlation; present but slight
II	0.48	.07	indifferent or negligible rela- tionship
III	2.15	.15	indifferent or negligible relationship
IV	0	0	indifferent or negligible relationship

Hence, many students have very high ratings in Values Education/GMRC but the behavior shown, leaves much to be

desired.

Knowledge and Attitudes

Table 11 reveals the extent of relationship between knowledge and attitude related to culture of students. The obtained χ^2 of 14.34 and .29 in first and second years, had .32 and .22 C, respectively, both described as low correlation; present but slight. The third and fourth year levels had a C of .1 and .03, both described as indifferent or negligible relationship.

Table 11

Extent of Relationship Between Knowledge and Attitude Related to Culture of Students

Year Level	χ^2	C in terms of χ^2	Description
I	14.34	.32	low correlation; present but slight
II	5.29	.22	low correlation; present but slight
III	2.12	.15	indiffernt or negligible relationship
IV	0.08	.03	indiffirent or negligible relationship

The results seem to say that knowledge and attitude have a relationship but low and slight and negligible.

Knowledge on self-dignity, relationship with peers, conservation of economic resources and relationship with God, no matter how enriched, cannot change attitude. Attitude is difficult to shape. It takes a lot of modelling, coaching, and involvement in activities which are interesting and meaningful to students, to shape attitudes favorably.

Knowledge and Practice

Table 12 shows the extent of relationship between knowledge and practice related to culture of students. In all year levels, the obtained χ^2 had equivalents of .17, .16, .06 and .09 which were all described as indifferent or negligible relationship.

Table 12

Extent of Relationship Between Knowledge and Practice Related to Culture of Students

Year Level	χ^2	C in terms of χ^2	Description
I	3.60	.17	indifferent or negligible relationship
II	2.62	.16	indifferent or negligible relationship
III	0.31	.06	indifferent or negligible relationship
IV	0.66	.09	indifferent or negligible relationship

Obviously, the knowledge students have does not pave

for the practice of favorable tasks or activities. The influence of peers is stronger than the ideals they were nurtured. The influence of media is a force which they can not fight, hence, no matter what beautiful information they know about dealings with self, peers, country and God, these are pushed aside in favor of what their friends model are.

Table 13 tells about the extent of relationship between attitudes and practice related to culture of students. The χ^2 of 11.85 in the first year, 8.35 in the second year, 16.07 in the third year and 23.64 in the fourth year, each obtained a C in terms of χ^2 of .29, .27, .39 and .48, respectively. In the first three year levels the correlation was low; present but slight. It was in the fourth year level that the relationship was substantial or marked.

Table 13

Extent of Relationship Between Attitudes
and Practice Related to Culture of Students

Year Level	χ^2	C in terms of χ^2	Description
I	11.85	.29	low correlation; present but slight
II	8.35	.27	low correlation; present but slight
III	16.07	.39	low correlation; present but slight
IV	23.64	.48	substantial or marked relationship

The results mean that definitely a correlation exists between attitudes and practice. The students that possess favorable attitudes were easily swayed into participating in useful school activities. They serve as models to the younger students in leadership, cooperation, industry, and in other traits worth emulating.

Significance of Relationship Between Performance in Values Education/GMRC and KAP Related to Culture of Students

The study measured the relationship between the performance in Values Education/GMRC and each of the KAP related to culture of students in all year levels. Three tables that follow reveal how much P yielded as index of correlation.

Table 14 describes the significance of relationship between performance in Values Education/GMRC and knowledge related to culture of students in all year levels. At df 4 the first and second year levels had each a computed P of 27.25 and 27.08 respectively, both of which are bigger than the tabular P of 9.488. At df 1 the third year got a computed P of 6.81 while the fourth year got 8.18 which are both greater than the tabular P of 3.841. In all year levels the relationships were significant at .05 level. The null hypothesis which states that there is no significant relationship between the performance in Values Education/

GMRC and knowledge related to culture of students, was rejected in first to fourth years.

Table 14

Significance of Relationship Between Performance
in Values Education/GMRC and Knowledge
Related to Culture of Students

Year Level	df	Computed P	Tabular P	Interpretation at .05 level
I	4	27.25	9.488	Significant
II	4	27.08	9.488	Significant
III	1	6.81	3.841	Significant
IV	1	8.18	3.841	Significant

The results seem to mean that the cultural concepts, beliefs and information that the students have are enriched by the learnings they derive in school. They share these with the members of the family, peers and friends, thus, giving them some valuable information about proper ways of behaving and dealing with neighbors, appropriate use of family resources and obliging oneself in closely relating with God.

The home where the child resides is also a very significant center of learning. The experiences that the child has strengthen learnings in school. So that the two

institutions complement and supplement each other in enriching the knowledge of the child.

It is further implied that for learning to become more effective and functional, teaching, coaching modelling and other vehicles of learning should truly pave for ideal ways of behaving among youths.

Media, home, school and community must have a concerted networking of pushing the young away from unwholesome and undesirable experiences.

Table 15 describes the significance of relationship of performance in Values Education/GMRC and attitudes related to culture of students. The first year obtained a computed P of 16.01 which at df 4 is bigger than the tabular P of 9.488 and therefore was described as significant. The third year level had a computed P of 7.79 which at df 1 has a bigger sum than the tabular P of 3.841, thus the relationship was also described as Significant. Therefore, the null hypothesis tested, on the relationship between performance in Values Education/GMRC and attitudes in first and third year levels was rejected. The second year had a computed P of 1.72 which is smaller compared to the tabular P of 9.488. The fourth year had a P of .21 which is also smaller than the tabular P of 3.841. The two year levels, second and fourth years accepted the null hypotheses.

Table 15

**Significance of Relationship Between Performance
Values Education/GMRC and Attitudes Related
to Culture of Students**

Year Level	df	Computed P	Tabular P	Interpretation at .05 level
I	4	16.01	9.488	Significant
II	4	1.72	9.488	Not Significant
III	1	7.79	3.841	Significant
IV	1	0.21	3.841	Not Significant

The data apparently mean that some students easily internalize the concepts and the learnings they derive from school in their Values Education/GMRC classes. Other students religiously believe and feel what they know to be right. The knowledge they acquire guide them in the formation of favorable attitudes towards studies, work and significant aspects in the environment.

In order that students shall develop favorable attitudes, parental guidance, guidance in school, church teaching and community models should be strengthened. Through a more creative and lively approach to values formation, attitudes tend to last longer and more permanently.

Table 16 presents the significance of relationship

between performance in Values Education/GMRC and practices related to culture of students. The first and second year levels obtained a computed P of 6.24 and 0.48 that yielded less than the tabular of 9.488 at df 4. At df 1 the third and fourth year levels also obtained a computed P which also yielded less than the tabular P of 3.841. The relationships were all described as Not Significant in all year levels, hence, the null hypothesis on the relationship between performance in Values Education/GMRC and practices, was accepted.

Table 16

**Significance of Relationship Between Performance
Values Education/GMRC and Practices Related
to Culture of Students**

Year Level	df	Computed P	Tabular P	Interpretation at .05 level
I	4	6.24	9.488	Not Significant
II	4	0.48	9.488	Not Significant
III	1	2.15	3.841	Not Significant
IV	1	0	3.841	Not Significant

It is clearly implied that what the students learn or acquire from the Values Education/GMRC subject in school do not adequately enhance or contribute to appropriate

practices. Whatever favorable and positive activities children acquire in school are not applied in actual practice. Children find it difficult to observe rules yet would feel convenient violating school policies inspite of the orientation given at start of classes.

A concerted effort of everyone: parents, teachers, peers, community workers and officials, and those in charge of media, is urgently needed in forming a stronger force to push the young to beautiful, usefull, and purposeful accomplishments. Such work must be contributory to raising the morale, economy and values of peoples and nations.

Table 17 presents the significance of relationship between knowledge and attitude related to culture of students. The first two year levels, first year and second year, had a computed P which yielded significant correlations, and fourth year levels obtained a computed P which yielded no correlation, 2.12 and .08. The null hyothesis stating that there is no relationship between knowledge and attitudes was accepted in the last two year levels but rejected in the first two year levels.

The results seem to mean that, insofar as the study is concerned, knowledge acquired could develop the concepts and information acquired about how one could develop self-dignity, improve relationships with other people, contribute to the development of the country's economy

Table 17

**Significance of Relationship Between Knowledge
and Attitude Related to Culture of Students**

Year Level	df	Computed P	Tabular P	Interpretation at .05 level
I	4	14.34	3.84	Significant
II	4	5.29	3.84	Significant
III	1	2.12	3.84	Not Significant
IV	1	0.08	3.84	Not Significant

and be closer to God is useful in bringing about favorable attitudes. Other students have different concepts and learnings, so that, what they know cannot change their attitudes favorably.

In the development and formation of the accepted values in society, the acquisition of knowledge is considered the lowest or the initial step only. Mastery of desirable concepts and the functional use of these in the solutions of problems are necessary. When this situation happens the development of attitudes becomes easier.

It is further implied that attitudes may be easily develop through constant or frequent exposures to models.

The media in prints, radio programs, TV and other shows are the fastest vehicles to attitude formation. Moreover, situations in the home, in society and even in school

contribute, to a large extent, to the enhancement of favorable attitudes. If these models and sources of values development could only be controlled, children could easily be trained.

Table 18 shows the significance of relationship between knowledge and practice related to culture of first to fourth year students. At df 1, the computed P for each year level, 3.60, 2.62, 0.31, and 0.66 from first to fourth years, in that that order, compared to the tabular P of 3.841, yielded no correlation. As such, the null hypothesis which says that there is no relationship between knowledge and practice related to culture of students, was accepted.

Table 18

Significance of Relationship Between Knowledge
and Practice Related to Culture of Students

Year Level	df	Computed P	Tabular P	Interpretation at .05 level
I	1	3.60	3.841	Not Significant
II	1	2.62	3.841	Not Significant
III	1	0.31	3.841	Not Significant
IV	1	0.66	3.841	Not Significant

The data apparently mean that knowledge does not enhance practice and that every manifested behavior does not

necessarily grow out of the concepts and information acquired. In school the children learn many skills and information but these are not applied in bringing about a better self or becoming a good Filipino.

It could also possibly happen that the knowledge and other information students learn at home and in the community, which are expected to enhance practice, are not made functional. Orientations given to them are soon forgotten.

Giving students greater responsibility in community work could probably motivate them to practice cooperation, leadership, civic-consciousness, and other positive traits. They should be allowed to organize their own clubs and encourage the functionality of the clubs. This way students will master the significant tasks they ought to do.

Table 19 tells about the significance of relationship between attitude and practice related to culture and students. The first year obtained a computed P of 11.85, the second year, 8.35; third year, 16.0, and fourth year 23.64. At df 1, all the computed P, compared to the tabular P of 3.841, yielded a significant correlation. The null hypothesis saying that there is no significant relationship between attitude and practice related to culture of students was rejected by all year levels.

Table 19

**Significance of Relationship Between Attitude
and Practice Related to Culture of Students**

Year Level	df	Computed P	Tabular P	Interpretation at .05 level
I	1	11.85	3.841	Significant
II	1	8.35	3.841	Significant
III	1	16.07	3.841	Significant
IV	1	23.64	3.841	Significant

The information implies that it is attitude that leads a person to practice or observe the traits that make a student an independent and self-educated individual that could easily acquire integrity and self-dignity. Being able to behave in a self-dignified manner is ideal. Living a Christian life and having wholesome relationship with others is one desirable practice. These ideals can be effectively attained through the enhancement of favorable attitudes that would make practice an easy task. Indeed, working along and being guided by wholesome and healthful ways of accomplishing tasks would be enjoyable when the right attitude is there pushing and always motivating people to work.

The correlation results generally support the assumption of the study that the individual learns a lot of

concepts and skills in school and these acquisitions help enrich his cultural personality. The store of information and learnings derived from daily experiences contribute to attitudes formation, and when the right attitudes are shaped such could lead to the practice of approved ways of behaving and doing.

The preceding position is strengthened by the significant relationship which was proven to have existed between school performance and KAP related to culture.

Implications of the Results of the Study to Values Education/GMRC in Secondary Schools

The 1989 New Secondary Education Curriculum (NSEC) features Values Education/GMRC as a subject area and the integration of value concepts in all subject areas. Studies conducted related to the subject are yet limited, hence results are much needed in drawing implications for the improvement of instruction.

The study conducted by the researcher is deemed significant as this contains various information which could be contributory to the improvement of Values Education/GMRC instruction. From the analysis of the results of the study, the researcher cites the following empirical implications for improved Values Education/GMRC in secondary schools:

1. Teachers in Values Education/GMRC should be competent enough to provide the necessary instructional

inputs particularly along the aspects of self-dignity, human relations, economy and religion. Master Teachers, who are considered more senior and more competent than non-master teachers may be assigned in the lower year levels of high school in order to help build a strong foundations of positive values formation. The development of behavior expected among students needs constant nurturing and modelling from teachers who have the special character traits that could enhance expectations.

2. Knowledge and concepts acquired are but temporary and therefore these change from time to time. To gain absorption of more permanent value concepts towards a more enhanced acquisition of socially and morally accepted behavior, teachers must have a clear direction on what to teach. Guided by their knowledge of the strengths and corresponding weaknesses of learners, teachers could develop and adopt more effective teaching techniques.

3. A strong foundation for learning must be built in lower year levels. As the students grow and enter the stage of adolescence, they need greater self-direction, self-discipline, and self-reliance towards a more heightened relationship with God and people. In school, students should be given varied exposures and opportunities in leadership roles. They could be given lead roles in solving common school problems such as troubled

personalities, quarrels, unwise use of school facilities, and unchristian ways of behaving.

4. An outstanding performance expressed in ratings of students tends to be negligible if this is not accompanied by appropriate manifestations of love, respect for the self, ways of dealing and living with people, study habits, ways of preserving resources, and above all living a Christian life. There are numerous approaches which teachers could do through the leadership of school head, which could help mold the youth into better Filipino citizens. Students organizations should have objectives that could help positively raise the level of their behaviors.

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

The study answered the questions presented in the statement of the problem and tested the null hypotheses. Chi-square test of independence in contingency tables and in 2x2 fold contingency tables were the main statistics used. The data indorsed by the 400 student-respondents were the only ones considered in the treatment of data.

1. Performance in VE/GMRC

The average rating of the first year students in Values Education/GMRC was 87.52 which was described Very Satisfactory (VS). The second, third and fourth year students obtained performance ratings of 89.76, 89.60 and 90.21, respectively, all described Outstanding (O).

2. KAP on Self-Dignity

First year students were Not Knowledgeable (NK) but the second, third and fourth year students were knowledgeable (K).

First and second year students had Unfavorable (U) attitudes while the third and fourth year students had Favorable (F) attitudes.

Students in all year levels had Favorable (F)

practices, except third year which has Unfavorable (U) practices.

3. KAP on Human Relations

First year students were Not Knowledgeable (NK) but the other year levels, second, third and fourth year levels, were Knowledgeable (K).

First and second year students had Unfavorable (U) attitudes but the third and fourth year had Favorable (F) attitudes.

All students in all year levels had Unfavorable (U) practices.

4. KAP on Economy

All students in all year levels were Knowledgeable (K).

First and second year students had Unfavorable (U) attitudes but the third and fourth year students had Favorable (F) attitudes.

First to third year students had Unfavorable (U) practices. Only the fourth year students had Favorable (F) practices.

5. KAP on Religion

First and second year students were Not Knowledgeable (NK) but the third and fourth year students were Knowledgeable (K).

First and second year students had Unfavorable (U)

attitudes but the third and fourth years had Favorable (F) attitudes.

First and fourth year students had Favorable (F) practices but the second and third year students had Unfavorable (U) practices.

**6. Extent of Relationship Between Performance in
Values Education/GMRC Related to Culture
Performance and Knowledge**

Marked relationship was noted in first and second year but in the third and fourth year levels the extent was described as low correlation; present but slight.

Performance and Attitudes

The first and third year levels had extent of relationship described as low correlation; present but slight. Second and fourth year levels had an indifferent or negligible relationship.

Performance and Practice

The first year students had a low correlation; present but slight. The last three year levels had an extent of relationship described as indifferent or negligible.

**7. Extent of Relationship Between Knowledge and
Attitude, Knowledge and Practice, and Attitude
and Practice Related to Culture of Students**

Knowledge and Attitude

The first two year levels had low correlation; present but slight. The last two year levels had indifferent or negligible relationship.

Knowledge and Practice

An indifferent or negligible relationship existed in all year levels.

Attitude and Practice

Low correlation; present but slight was attained by first to third year levels. The last year level or the fourth year had substantial or marked relationship.

8. Significance of Relationship Between Performance in Values Education/GMRC and KAP Related to Culture of Students

Performance and Knowledge

The relationship was significant at .05 level, in all year levels.

Performance and Attitudes

First and third year levels attained significant relationship but in the second and fourth year levels the relationship was not significant.

Performance and Practice

In all year levels the relationship was noted to be not significant.

Knowledge and Attitude

The first two year levels had significant relationship but the last two year levels had a not significant relationship.

Conslusions

The conclusions formulated below were based on the findings of the study:

1. Students in all year levels have a good performance in the subject area of Values Education/GMRC. Those in the higher year levels have an edge over those in the lower year levels which is very negligible.

2. Students in the lower year levels have hazy concepts about self-dignity but as they go to higher year levels, concepts tend to be favorably enriched and changed.

3. Students in lower levels have limited knowledge about human relations but begin to show interest in maintaining good relationship with peers and other people as they pursue higher year levels.

4. The issues on economy, in relation to family and country remain insignificant. High school students cannot digest the truth of conserving and preserving resources for the future use. Little recognition is shown as students mature and move to higher levels when they see and read alarming incidents related to economy.

5. Students do not understand the meaning of religion and its importance to one's life. Religion is something taught to them by parents and this is what they follow.

6. The concepts and information gained in Values Education/GMRC strengthen the knowledge related to culture of students.

7. The shaping of attitudes in young children is difficult because these keep changing.

8. The learnings derived from the study in Values Education/GMRC do not contribute to favorable practice. It could happen that high achievers in the subject could have poor practices and the low achievers could have favorable practices.

9. Knowledge does not permanently occur and stay with the person, hence, it cannot permanently improve one's attitude more so because attitudes keep changing.

Recommendations

The recommendations listed below were drawn from the preceding conclusions:

1. Greater effort should be given to the teaching of Values Education/GMRC to students in all year levels. Lessons in the textbook should be enriched with situational and realistic activities which would allow students to participate freely and meaningfully.

2. Students need more exposures to good models and ideal situations through school celebrations portraying works and achievements of peers, teachers and heroes worthy of emulations.

3. There should be guided readings from selected prose and poetry books and other materials; bible study and sharing at home and in community; home parental guidance in viewing TV/radio programs and reading printed newspapers and magazines; and presentations of selected plays, dramas, and literary-musical productions.

4. There is need to encourage students to participate and lead actively in school organizations, clubs, publications having clear intentions; peer counselling; home and community visits; and school convocation/programs in honor of deserving students through planned activities in consultation with student officers.

5. Experiences in budgeting process and participation in family budgeting; in entrepreneurship at the school level; and doing paid errands during weekends and other free days are necessary and should be made to augment curricular activities. Students must be encouraged to come up with projects made from local materials, and buy articles at minimal prices.

6. Listening to religious songs and preachings and being able to process and analyze the meanings of such

activities and attendance in special Holy Retreats should be a part of students' activities in consultation with the school PTA.

7. The concepts, ideas and information related to culture must be enriched through readings, symposia, conferences, panel - discussions, debates participated by students in schools. Students should be given the leeways to organize and stage these activities with other students as audience-participants.

8. Students should be given opportunities for accurate observation of the attitudes/behaviors of self and peers and to participate in the conduct of guided case studies for purposes of enhancing attitudes as well as practices. These activities should also include rigid use of values clarification strategies and valuing process to strengthen knowledge, attitudes and practices related to culture.

9. A study which is an outgrowth of the present study should be conducted considering the culture-related KAP of students residing in rural and urban areas.

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A P P E N D I C E S

APPENDIX A

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

May 11, 1993

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

S i r :

In my desire to start writing my thesis proposal, I have the honor to submit for approval one of the following research problems, preferably number one:

1. PERFORMANCE IN VALUES EDUCATION/GMRC AND KNOWLEDGE, ATTITUDES AND PRACTICES RELATED TO SELECTED ASPECTS IN CULTURE OF STUDENTS IN SAMAR NATIONAL SCHOOL
2. CULTURAL KNOWLEDGE, ATTITUDES AND PRACTICES OF SECONDARY STUDENTS OF SAMAR NATIONAL SCHOOL AND THEIR IMPLICATIONS TO VALUES DEVELOPMENT
3. REACTIONS OF THE SAMARENOS TO THEIR OWN CULTURAL VALUES AS INFLUENCED BY THEIR RELIGIOUS BELIEFS

I hope for your early and favorable action on this matter.

Very truly yours,

(Sgd.) ELLEN Q. NACIONAL
Researcher

Recommending Approval:

(Sgd.) COSETTE C. OLIVA, Ph. D.
Head, Research & Development Center

A P P R O V E D :

(Sgd.) DOMINADOR Q. CABANGANAN, Ed. D.
Dean, Graduate/Post Graduate

APPENDIX B

Republic of the Philippines
 Department of Education, Culture and Sports
 Division of Samar
 Samar National School
 Catbalogan, Samar

November 3, 1993

The Schools Division Superintendent
 Division of Samar
 Catbalogan, Samar

S i r :

I have the honor to inform your good Office that at present I am conducting a study entitled, "PERFORMANCE IN VALUES EDUCATION/GMRC AND KNOWLEDGE, ATTITUDES AND PRACTICES RELATED TO SELECTED ASPECTS IN CULTURE OF STUDENTS IN SAMAR NATIONAL SCHOOL". This is being made in connection with my studies in the graduate school of Samar State Polytechnic College, Catbalogan, Samar.

The results of this study will be useful in the development of value formation geared towards the improvement of value concepts and behaviors, particularly in one of the secondary schools, the Samar National School, where I am teaching.

In view thereof, I am requesting the permission of your Office to administer my research instruments to First year, Second year, Third year and Fourth year students.

I would be very grateful for your generous consideration on this matter.

Thank you.

Very truly yours,

(Sgd.) ELLEN QUITALIG NACIONAL
 Researcher

Recommending Approval:

(Sgd.) RIZALINA M. URBIZTONDO, Ed. D.
 Dean of Graduate School

APPROVED:

(Sgd.) ALBERTO A. ARELLON, Ph. D.
 Schools Division Superintendent

APPENDIX C

Republic of the Philippines
Department of Education, Culture and Sports
Division of Samar
Samar National School
Catbalogan, Samar

November 3, 1993

The Principal
Samar National School
Catbalogan, Samar

S i r :

I am enrolled at the Samar State Polytechnic College, Catbalogan, Samar and now on the process of gathering data for masteral research study entitled, "PERFORMANCE IN VALUES EDUCATION/GMRC AND KNOWLEDGE, ATTITUDES AND PRACTICES RELATED TO SELECTED ASPECTS IN CULTURE OF STUDENTS IN SAMAR NATIONAL SCHOOL".

In this regard, I would like to request permission to administer my research instruments to First Year, Second Year, Third Year and Fourth Year secondary school students.

I would be very grateful for your generous consideration on this matter.

Thank you.

Very truly yours,

(SGD.) ELLEN QUITALIG NACIONAL
Researcher

Recommending Approval:

(SGD.) RIZALINA M. URBIZTONDO, Ph. D.
Dean of Graduate School
SSPC, Catbalogan, Samar

APPROVED:

(SGD.) FLORENCIO D. BAYSA
Officer-in-Charge

APPENDIX D

QUESTIONNAIRE ON
KNOWLEDGE, ATTITUDES AND PRACTICES (KAP)
RELATED TO CULTURE

Dear Student:

This is not a test. These questionnaire aim to find out your knowledge, attitudes, and practices related to culture. Your answers will be kept confidential. Please answer each item honestly and sincerely as you can.

Thank you.

The Researcher

ELLEN QUITALIG NACIONAL

QUESTIONNAIRE ON
KNOWLEDGE, ATTITUDES AND PRACTICES (KAP)
RELATED TO CULTURE

Part I. PROFILE OF RESPONDENTS

Name: Age..... Sex.....

Year Level: _____ Section _____

Occupation of Parents

Mother : Father :

Guardian:

Family Income: (Check the appropriate monthly income bracket)

P 1,000 and below _____

P 2,000 to 3,000 _____

P 4,000 to 5,000 _____

P 6,000 to 10,000 _____

P 11,000 and above _____

1. **NAME** _____
 2. **DATE** _____
 3. **PERIOD** _____
 4. **SCORE** _____
 5. **TEACHER** _____
 6. **SCHOOL** _____
 7. **CITY** _____
 8. **STATE** _____
 9. **COUNTRY** _____
 10. **TELEPHONE** _____
 11. **ADDRESS** _____
 12. **POSTAL CODE** _____
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 14. **WEBSITE** _____
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 99. **TELEPHONE** _____
 100. **TELEFAX** _____

Direction: Answer each statement or question below by encircling the letter of the answer of your choice.

Self-dignity

1. To discover your individual self, you need to know the things that are
 - (a) important to your friends.
 - (b) important to your family.
 - (c) important to you and others, too
 - (d) necessary in improving yourself.

2. Which statement relates to the emotional characteristics of adolescent?
 - (a) Adolescents are interested in national and international affairs.
 - (b) Adolescents tend to be very sensitive.
 - (c) Adolescents are experiencing problems with sexual growth.
 - (d) Adolescents have increased their sexual growth.
3. A saying which goes: Tell me who your friends are and I will tell you who you are means———
 - (a) Friends have the same personalities.
 - (b) The kind of friends a person has depicts himself.
 - (c) Friends are God-given
 - (d) It's good to have friends.
4. What is the highest motive in one's life?
 - (a) To be of service to others for their growth, development and welfare.
 - (b) To help the needy.
 - (c) To thank God's abundant blessings.
 - (d) To have a happy family.
5. Man is noble and dignified and is worthy of respect because
 - (a) he is endowed with talent.
 - (b) he is a creature of God.
 - (c) he is capable of adjusting himself to his environment.
 - (d) he is endowed with power and fame.
6. How can man earn greater worth and dignity?
 - (a) By being righteous.
 - (b) By continually elevating his intellect to God who is Truth.
 - (c) conforming to the virtues of others.
 - (d) By being religious.
7. Building and strengthening the self-confidence of a child are best achieved if the persons around him show ——
 - (a) care and enthusiasm.
 - (b) respect.
 - (c) humility.
 - (d) self-discipline.

8. Which statement is true about freedom and dignity?
 - (a) Moral values must necessarily translate into executions.
 - (b) In the depths of his conscience man detects a law which he does not impose upon himself but which holds him to obedience.
 - (c) Throughout life man battles forces within himself
 - (d) Man is a creature of God
9. What should a person do in order to triumph over indiferentism towards God and the moral law?
 - (a) He should develop sensitivity to sin
 - (b) He should control himself.
 - (c) He should be honest
 - (d) He should develop a sense of "delicadeza".
10. How should one treat problems?
 - (a) Cry out to everybofy to get their sympathy
 - (b) Keep the problem to self.
 - (c) Talk to close friends, parents, teachers honestly about the problem and seek help to solve it.
 - (e) Pray to God.

Human Relations

11. Our early experiences on relationships in our family become the basis of how we _____.
 - (a) view people.
 - (b) view members of the family.
 - (c) friends.
 - (d) the self.
12. One's sexuality tells about the individual's _____.
 - (a) character traits.
 - (b) uniqueness in relating to others.
 - (c) skills and competencies.
 - (d) perceptions and views.
13. What is the definitive and all-embracing dimension that gives meaning to man in relating with others?

(a) sincerity	c) love
(b) commitment	d) peace
14. Through social interactions, children have the opportunity to evaluate _____.
 - (a) themselves and others.
 - (b) friends and peers.
 - (c) themselves in relation to family
 - (d) family in relation to other families.

15. To become socialized, children must _____.
(a) have opportunities to be with their own group.
(b) be exposed to people and social activities.
(c) be involved in family affairs
(d) relate with people at all times
16. They are the kind of people who crave for the presence of others and are lonely when by themselves.
a) social climber c) gregarious
b) gang lover d) extrovert
17. What group has strong influence to a person during the latter part of childhood?
a) parents c) peers
b) brothers and sisters d) relatives
18. Happy experiences encourage children to _____.
(a) seek more experiences.
(b) do things wholesomely.
(c) love others
(d) like himself.
19. Which statement states the essence of socialization?
(a) Children socialize easily if they've spent most of their time alone doing wholesome activities.
(b) Children will learn to be social even if they are not motivated to do so.
(c) Children will become sociable even without the correct guidance.
(d) Children tend to be sociable when parents are sociable.
20. When the desire for approval is strong, it motivates children to _____.
(a) conform to social expectations.
(b) develop good attitudes.
(c) learn more concepts.
(d) express ideas.

Economy

21. What is the purpose in budgeting the income of the family?
(a) To see to it that all family needs will be met.
(b) To spend for the basic needs.
(c) To contribute to the family earnings.
(d) All of the above.

22. Saving money in the bank ensures _____
(a) family security.
(b) contentment among members of the family.
(c) financial security and stability.
(d) stability of family budget.
23. One may engage in business in order to _____
(a) increase family income.
(b) meet needs of family.
(c) spend for education of children.
(d) attain financial security.
24. What is one way of getting rid with poverty?
(a) Having backyard poultry and piggery.
(b) Opening a sari-sari store.
(c) Engaging in cottage industries.
(d) All of the above.
25. A good professional is _____
(a) oriented to his actual duties and functions.
(b) skilled in the job and has the right attitude towards work.
(c) out-put-oriented.
(d) input-oriented.
26. What acts as the most powerful stimulus for a man rise to greater material comfort?
(a) power
(b) popularity
(c) poverty
(d) ambition
27. Debt has become a national epidemic. How can a person get out of debt?
(a) Realize that you are responsible for your financial dilemma.
(b) Realize the damage caused by debt.
(c) Understand how you got into debt.
(d) Work-up a budget.
28. What factors are conducive to moral development?
(a) A wholesome a spiritual environment.
(b) A wholesome material environment and the Satisfaction of the physical needs.
(c) A wholesome family relationships.
(d) All of the above.
29. What is the most compelling reasons why man works?
(a) to fulfill God's plans
(b) to fulfill dreams
(c) to fulfill the desire to own properties.
(d) to enjoy life on earth.

30. What does economic system do to any society?
- (a) It enhances acquisition to wealth.
 - (b) It helps shape ideas, attitudes and actuations of people.
 - (c) It enhances social mobility.
 - (d) It helps a person acquire education

Religion

31. The Bible tells about
- (a) true christian living.
 - (b) praying and prayers.
 - (c) The life of Christ.
 - (d) religious stories which every Christian must know.
32. The ten Commandments of God tell of how man _____
- (a) should look at service in relation to God.
 - (b) should look at himself in relation to parents.
 - (c) should look at himself in relation to others.
 - (d) all of the above.
33. What do early Filipinos believe about death?
- (a) that there is life after death.
 - (b) that man can reach God through good works.
 - (c) that Christ will come again to judge the dead
 - (d) salvation is attained through observing the laws of God.
34. Man was created by God in order to _____
- (a) worship and serve Him.
 - (b) enjoy life and serve others.
 - (c) work in order to live.
 - (d) attain education and have a family.
35. Prayer is a communication through speech with the ____
- (a) supernatural power c) angels
 - (b) heavenly saints d) idols
36. Which statement differentiates science from religion?
- (a) Science is concerned with facts, religion with beliefs and practices.
 - (b) Science subjects phenomena to tests, proofs or demonstrations while religious materials are subjected with faith which is never tested and proven.
37. Which characterizes a generation which is not grounded in teaching of religion and the moral law?
- (a) Relying on himself and the support of peers.
 - (b) No absolute belief.

- (c) The break-up of family solidarity.
 (d) Vulnerability to materialism and paganism.
38. One has to pray in order to _____
 (a) ask for favors and help.
 (b) to fulfill one's wishes.
 (c) to have a closer relationship with God.
 (d) to manifest love for God.
39. True religion is seen _____
 (a) in obeying the Ten Commandments.
 (b) in worshipping the Creator in spirit and in truth.
 (c) in devoting to church activities.
 (d) in sacrificing and fasting.
40. Man finds satisfaction in life through _____
 (a) the attainment of education and employment.
 (b) his achievements and performances.
 (c) adoration, acceptance, obedience to his Creator.
 (d) wholesome relationships with family members.

Part III. ATTITUDE TEST

Direction: Read each statement carefully and check (/) the appropriate box on the column which corresponds to what you consider is true about self-dignity, human relations, economy and religion.

A- Agree
 U- Undecided/Uncertain
 D- Disagree

<u>Self-dignity</u>	A	U	D
1. One needs to know things important to himself and to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. One should be happy with friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. One may be bothered if he tells lies to somebody.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Fear encompasses one's life if God's laws are disobeyed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 5. One way enjoy seeing X-rated films, sometimes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. A teen-ager tends to be very sensitive to little things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. A person's self-confidence may be best achieved if he's respected by the people around him | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. One may earn greater worth and dignity by elevating his intellect to God. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. A person's highest motive in life is to be of service to others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. One may talk to friends, parents and other loved ones honestly in order to seek help to solve his problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Human Relations

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 11. One may be happy about the success of others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. A person may find difficulty in relating with others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. One may retaliate if looked down by others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. When given the opportunity to be with others, one may conform with what they like to do. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. An older sister shouldbe bossy in dealing with younger sisters or bothers to discipline them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

16. One may know the behavior of others through social interaction. ☐ ☐ ☐
17. One learns to be social even if he's not motivated to do so. ☐ ☐ ☐
18. One may become sociable through happy experiences. ☐ ☐ ☐
19. Peers tend to have strong influence to a person during the latter part of childhood. ☐ ☐ ☐
20. One may find pleasure in the company of his peers. ☐ ☐ ☐

Economy

21. If there is an inflation, panic-buying may be considered a remedy to the problem. ☐ ☐ ☐
22. Borrowed money from a close friend or relative may not be returned when urgently needed because a member of the family is very sick. ☐ ☐ ☐
23. Some officials occupying government positions become wealthy through all means. Others should do the same. ☐ ☐ ☐
24. Bonuses and allowances may not be included in the family budget. ☐ ☐ ☐
25. In spending money prioritization of needs must be observed ☐ ☐ ☐

26. One may save money whatever his income is in order to be secured.
- ☐ ☐ ☐
27. Engaging in business may increase one's income.
- ☐ ☐ ☐
28. Success in life may be attained by a person if he has a right attitude towards work.
- ☐ ☐ ☐
29. A wholesome environment contributes much to the upliftment of family's economy.
- ☐ ☐ ☐
30. One may get rid of debt if he spends what he just earns.
- ☐ ☐ ☐

Religion

31. When problems occur, the best thing is to pray to God for solution.
- ☐ ☐ ☐
32. Teachings of God should be shared instead of kept in order to be happy.
- ☐ ☐ ☐
33. Life will not be complete without experiencing a few niceties.
- ☐ ☐ ☐
34. Trials in life are God-given.
- ☐ ☐ ☐
35. When one's own beliefs are tested and disputed, one's religious convictions could weaken.
- ☐ ☐ ☐

36. Man's life is destined to eternity.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

37. The reason why man lives is to worship and serve God.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

38. Science and religion do go hand in hand.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

39. Prayer changes things.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

40. Satisfaction in life can only be attained through the possession of material things.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

Part IV. PRACTICE INVENTORY

Direction: Read each item carefully and check (/) the appropriate box in the column that corresponds to what you most believe and do.

Y - Yes
N - No
U - Uncertain

Self-dignity

Y N U

1. Would you tolerate a friend who dances in disco houses every night to earn a living?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

2. If you find P 20,000 inside a vehicle, would you tell it to the police.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

3. If your boyfriend/girlfriend asks to spend a night with you would you give in?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 4. Your barkada planned to see an X-rated film, would you agree with them? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. You are confronted with a very big problem. Would it be the end of your life? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. If assigned to work at hazardous areas, would you go there? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. You were given an achievement award. Would you thank God? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Your friends don't care and respect you. Would it mean that you'll lose self-confidence? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. You want to discover your true self. Would it be enough to know the things important to you? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. If your best friend divulges your secret to another person, would it be the end of your good relationship? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Human Relations

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 11. I shall help those who need help. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Do you relate with others who are hard to go with? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Do you join the company of disco-goers every night whenever possible? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14. Do you like to spend your weekends with friends? ☐ ☐ ☐
15. Should you divide your time such that you could share in the household chores? ☐ ☐ ☐
16. You've enjoyed in a picnic with your friends. Would you plan to have one again? ☐ ☐ ☐
17. You are invited alone in a social gathering and you feel that the people around you are strangers to you. Would you feel at home with them? ☐ ☐ ☐
18. A sad experience happened to you when you were with your barkada in a disco party. Again, they planned to go there. Would you join them? ☐ ☐ ☐
19. Your mother assigns you to clean the house. Your best friend comes and invites you to a birthday party. Would you go with your friend? ☐ ☐ ☐
20. Your family will go to a picnic. Your barkada will go to a picnic too that day. Would you prefer to be with your barkada? ☐ ☐ ☐

Economy

21. Should parents choose the life-partner of a son or daughter for financial security? ☐ ☐ ☐

- | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|
| 22. | Is it important that one's money be saved in the bank? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. | Should one engage in business after finishing studies? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. | Is it good to borrow money from loansharks? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. | Would you include allowances and bonuses in planning your family budget? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. | Is it good to have a piggy bank or alcansiya? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. | Would you prefer to open a business when you'll have your own family? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. | If a person is very industrious could he become successful? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. | Is wholesome environment necessary in uplifting one's economic status? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. | Do you spend what you only earn? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Religion

- | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|
| 31. | Should one offer God a prayer of thanks? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. | Should one attend church religious services? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 33. Gluttony is considered sinful. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. When capable, would you share some amount for church? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. Should one respect the religious affiliations and beliefs of others? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. Is man's life destined to eternity? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. Is it compelling that man should worship God and serve Him while he is still living? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. Do science and religion depend each other in knowing the existence of things on earth? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. Is prayer necessary in shaping the lives of the people? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. Will a person be satisfied if he possesses all the material things in this world? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX E

Computations of χ^2 on the Significance
of Relationships Between Performance in Values
Education/GMRC and Knowledge, Related to Culture
of First to Fourth year Students

P E R F O R M A N C E

First Year

		O	VS	S	NI/P	TOTAL
K		(18.22)	(33.77)	(8.58)	(1.07)	
N	K	29	36	2	0	67
O		(15.78)	(29.23)	(7.42)	(.93)	
W	NK	5	27	14	2	58
L						
E						
D						
G	TOTAL	34	63	16	2	125
E						

df = 4
105 level

Computed P=27.25
Tabular P= 9.488

P E R F O R M A N C E

Second Year

		O	VS	S	NI/P	TOTAL
K		(35.17)	(20.99)	(2.27)	(0.57)	
N	K	48	10	1	0	59
O		(26.83)	(16.009)	(1.73)	(0.43)	
W	NK	14	27	3	1	45
L						
E						
D						
G	TOTAL	62	37	4	1	104
E						

df = 4
.05 level

Computed P = 27.08
Tabular P = 9.488

P E R F O R M A N C E

Third Year

		O	VS	TOTAL
K N O W L E D G E	K	36	30	66
	NK	6	19	25
	TOTAL	42	49	91

df= 1

Computed P= 6.81

Tabular P= 3.841

P E R F O R M A N C E

Fourth Year

		O	VS	TOTAL
K N O W L E D G E	K	28	16	44
	NK	12	24	36
	TOTAL	40	40	80

df= 1
.05 level

Computed P = 8.18

Tabular P = 3.841

Appendix E

Computations of χ^2 on the Significance of Relationships
Between Performance in Values Education/GMRC
and Attitudes Related to Culture of First to
Fourth Year Students

RECEIVED

First Year

		O	VS	S	NI/P	TOTAL
A		(19.04)	(40.88)	(8.96)	(1.12)	
T	F	28	34	6	2	70
T		(14.96)	(32.12)	(7.04)	(.88)	
I	U	6	39	10	0	55
T						
U						
D						
E	TOTAL	34	73	16	2	125

 $df = 4$

Computed P = 16.01
Tabular P = 9.488

PERFORMANCE

Second Year

		O	VS	S	NI / P	TOTAL
A		(32.79)	(19.57)	(2.12)	(0.53)	
T	F	35	18	2	0	55
T		(29.21)	(17.43)	(1.88)	(0.47)	
I	U	27	19	2	1	49
T						
U						
D						
E	TOTAL	62	37	4	1	104

 $df = 4$

```
Computed P = 1.72
Tabular P = 9.488
```


P E R F O R M A N C E

Third Year

		O	VS	TOTAL
A T T I T U D E	F	26	16	42
	U	16	33	49
	TOTAL	42	49	91

df = 1
.05 level

Computed P=7.79
Tabular P=3.841

P E R F O R M A N C E

Fourth Year

		O	VS	TOTAL
A T T I T U D E	F	25	23	42
	U	15	17	32
	TOTAL	40	40	80

df = 1
.05 level

Computed P = .21
Tabular P = 3.841

Appendix G

Computations of χ^2 on the Significance of
Relationships Between Performance in
Values Education/GMRC and Practices
Related to Culture of First to Fourth
Year Students

P E R F O R M A N C E

First Year

		O	VS	S	NI/ P	TOTAL
P		(23.94)	(57.39)	(11.16)	(1.41)	
R	F	27	50	11	0	88
A		(10.06)	(21.61)	(4.74)	(.59)	
C	U	7	23	5	2	37
T						
I						
C						
E	TOTAL	34	73	16	2	125

df = 4

Computed P = 6.24
Tabular P = 9.488

P E R F O R M A N C E

Second Year

		O	VS	S	NI/P	TOTAL
P		(35.77)	(21.34)	(2.31)	(.58)	
R	F	35	22	2	1	60
A		(29.23)	(15.65)	(1.69)	(.42)	
C	U	27	15	2	1	44
T						
I						
C						
E	TOTAL	62	37	4	1	104

df = 4
.05. level

Computed P = 0.48
Tabular P = 9.488

P E R F O R M A N C E

Third Year

		O	VS	TOTAL
P R A C T I C E	F	27	24	51
	U	15	25	40
	TOTAL	42	49	91

df = 1
 .05 level

Computed P = 2.151
 Tabular P = 3.841

P E R F O R M A N C E

Fourth Year

		O	VS	TOTAL
P R A C T I C E	F	22	22	44
	U	18	18	36
	TOTAL	40	40	80

df = 1
 .05 level

Computed P = 0
 Tabular P = 3.841

APPENDIX H

Computations of χ^2 on Significance of Relationships
Between Knowledge and Attitude Related to
Culture of Students

A T T I T U D E

First Year

K N W O L E D G E			F	U	TOTAL
	K		48 (A)	19 (B)	67 (A+B)
	NK		22 (C)	36 (D)	58 (C+D)
	TOTAL		70 (A+C)	55 (B+D)	125 (N)

df = 1

Computed P = 14.34
Tabular P = 3.841

A T T I T U D E

Second Year

K N W L E D G E			F	U	TOTAL
	K		37	22	59
	NK		18	27	45
	TOTAL		55	49	104

df = 1

Computed P = 5.29
Tabular P = 3.841

A T T I T U D E

Third Year

K N O W L E D G E		F	U	TOTAL
	K	28	24	52
	NK	15	24	39
	TOTAL	43	48	91

df=1

Computed P = 2.12
 Tabular P = 3.841

A T T I T U D E

Fourth Year

K N O W L E D G E		F	U	TOTAL
	K	27	17	44
	NK	21	15	36
	TOTAL	48	32	80

df = 1

Computed P = 0.08
 Tabular P = 3.841

Appendix I

Computations χ^2 on Significance of Relationships
Between Knowledge and Practice Related
to Culture of Students

P R A C T I C E

First Year

K N O W L E D G E			F	U	TOTAL
	K		52 (A)	15 (B)	67 (A+B)
	NK		36 (C)	22 (D)	58 (C+D)
	TOTAL		88 (A+C)	37 (B+D)	125 (N)

df = 1

Computed P = 3.60
Tabular P = 3.841

P R A C T I C E

Second Year

K N O W L E D G E			F	U	TOTAL
	K		30	29	59
	NK		30	15	45
	TOTAL		60	44	104

df = 1

Computed P = 2.62
Tabular P = 3.841

P R A C T I C E

Third Year

K N W L E D G E			F	U	TOTAL
	K		31	22	53
	NK		20	18	38
	TOTAL		51	40	91

df = 1

Computed P = 0.31
 Tabular P = 3.841

P R A C T I C E

Fourth Year

K N W L E D G E			F	U	TOTAL
	K		26	18	44
	NK		18	18	36
	TOTAL		44	36	80

df = 1

Computed P = 0.66
 Tabular P = 3.841

Appendix J

Computations of X^2 on Significance of Relationships
Between Attitude and Practice Related to
Culture of Students

P R A C T I C E

First Year

A T T I T U D E		F	U	TOTAL
	F	58 (A)	12 (B)	70 (A+B)
	U	30 (C)	25 (D)	55 (C+D)
	TOTAL	88 (A+C)	37 (B+D)	125 (N)

df = 1

Computed P = 11.85

Tabular P = 3.841

P R A C T I C E

Second Year

A T T I T U D E		F	U	TOTAL
	F	39	16	55
	U	21	28	49
	TOTAL	60	44	104

df = 1

Computed P = 8.35

Tabular P = 3.841

P R A C T I C E

Third Year

		F	U	TOTAL
A T T I T U D E	F	33	9	42
	U	18	31	49
	TOTAL	51	40	91

df = 1

Computed P = 16.07

Tabular P = 3.841

P R A C T I C E

Fourth Year

		F	U	TOTAL
A T T I T U D E	F	37	11	48
	U	7	25	32
	TOTAL	44	36	80

df = 1

Computed P = 23.65

Tabular P = 3.841

APPENDIX K

Republika ng Pilipinas
 (Republic of the Philippines)
 KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS
 (Department of Education, Culture & Sports)
 Maynila

February 20, 1989

DECS O R D E R
 No. 11, s. 1989

IMPLEMENTATION OF THE NEW SECONDARY EDUCATION
 CURRICULUM UNDER THE 1989 SECONDARY EDUCATION
 DEVELOPMENT PROGRAM

To: Undersecretaries
 Assistant Secretaries
 Bureau Directors/Cultural Agency Directors
 Regional Directors
 Schools Superintendents
 Chiefs of Services & Heads of Units/Centers
 Presidents, State Colleges & Universities
 Vocational School Superintendet/Administrators

1. The 1989 Secondary Education Development Program (SEDP) is a response of the following needs:

- a. Continue the pupil development started by the Program for Decentralized Educational Development (PRODED);
- b. Improved the quality of high school graduates and internal efficiency of the system; and
- c. Expand access to quality secondary education.

2. The New Secondary Education Curriculum (NSEC) of the SEDP is cognitive-effective-manipulative based. Focus is on substantive and process content, values development, productivity and technology.

3. The eight subject areas in the NSEC are:

English	Filipino
Mathematics	Araling Panlipunan
Science & Technology	Edukasyong Pangkalusugan

Technology and Home
Economics

Pangkatawan at Musika,
(Physical Education,
Health and Music)
Edukasyon sa Pagpapahalaga (Values
Education)

The implementation of Technology and Home Economics (THE) is deferred for school year 1989-1990. Only Regional Leader Schools and selected tryout schools will conduct the tryout of the new materials for THE for school year 1989-1990. All other secondary schools shall continue the teaching of Practical Arts until official notice is released.

4. The NSEC shall be implemented in all types of public and private high schools, including technical and vocational institutions and high school departments of state colleges and universities starting the school year 1989-1990.

5. The following timetable indicates the implementation the NSEC by year level:

<u>School Year</u>	<u>Level</u>
1989 - 1990	First Year
1990 - 1991	Second Year
1991 - 1992	Third Year
1992 - 1993	Fourth Year

6. The legal basis and salient features of the NSEC are included in Inclosures Nos. 1 and 2 to this Order, respectively. Guidelines for effective implementation are indicated in Inclosure No. 3 to this Order.

7. A separate order on the rating scheme shall be issued by this Office.

8. Immediate dissemination of this Order is desired.

(Sgd.) LOURDES R. QUISUMBING
Secretary

Incls.:
As stated.

References:

Department Order: No. 20, s. 1973
Circular : No. 3, s. 1957

Allotment: 1-2-3-4-- (M.O. 1-87)

To be indicated in the Perpetual Index
under the following subjects:

CHANGE
Course of Study, SECONDARY
CURRICULUM
PROGRAM, SCHOOL
STUDENTS

A TRUE COPY

(Inclosure No. 1 to DECS Order No. 11, s. 1989)

LEGAL BASES OF THE NEW SECONDARY EDUCATION CURRICULUM

A. Constitutional Mandate

The objectives, structure and content of the new curriculum are in compliance with:

Article II Section 13

State recognizes the vital role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being. It shall inculcate in the youth patriotism and nationalism, and encourage their involvement in public and civil affairs.

Section 17

The state shall give priority to education, science and technology, arts, culture and sports to foster patriotism and nationalism, accelerate social progress, and promote total human liberation and development.

Article XIV, Section 1

The State shall protect and promote the right of all citizens to quality education at all levels and to take appropriate steps to make such education accessible to all.

B. Batas Pambansa 232 otherwise known as the Educational Act of 1982 sets the following objectives of secondary education:

1. Continue general education started in the elementary
2. Prepare the students for the world of work
3. Prepare the students for college

C. Values Education Framework of the Department of Education, Culture and Sports

OBJECTIVES OF THE NEW SECONDARY EDUCATION CURRICULUM

1. Develop an enlightened commitment to the national

ideals by chrisihing, preserving and developing moral, spiritual, and socio-cultural values as well as other desirable aspects of the Filipino heritage;

2. Obtain knowledge and form desirable attitude for understanding the nature and purpose of man, and therefore, of one's self, one's own people, and other races, places and times, thereby promoting a keen sense of self, family and of national and international communities;
3. Develop skills in higher intellectual operations and more complex comprehension and expression activities, and in thinking intelligently, critically and creatively in life situations;
4. Acquire work skills, knowledge and information and a set of work ethics essential for making an intelligent choice of an occupation or career and for specialized training in specific occupation; and
5. Broaden and hightern one's abilities in and appreciation for the arts, science and technology as a means for maximizing one's potentials for self-fulfillment and for promoting the welfare of others.

(Inclosure No. 2 to DECS Order No. 11, s. 1989)

THE NEW SECONDARY EDUCATION CURRICULUM (NSEC)

Salient Features

1. The 1989 curriculum is student-centered and community-oriented. The organization of content is multi-disciplinary.
2. The curriculum is cognitive-affective-manipulative based.
3. It is one-track curriculum. There are eight subject areas intended to provide general education.
4. Values Education is offered as a separate subject area.
5. Work experience is integrated with Technology and Home Economics (HE) and Values Education.
6. Technology is emphasized in Science and Technology and THE.
7. Desired learning competencies are identified in each subject area.
8. The curriculum adheres to the bilingual policy.
9. Each subject area has a 40-minutes time frame except for science and Technology and THE which have 60 minutes daily period in the first and second years. THE shall be programmed for 80 minutes daily in the third and fourth year.
10. Critical thinking is emphasized to promote creativity and productivity at all levels.

Brief Description of the Subject Areas

1. Filipino

The Filipino program emphasizes the development of communication and literary skills. Focus is on Philippine, Afro-Asian and World literature as translated by Filipino writers.

2. Araling Panlipunan (Social Studies)

This subject is taught from the Filipino perspective. the areas of study covers the following:

First Year - Phil. History & Government
 Second Year - Asian Studies
 Third Year - Economics
 Fourth Year - World History

3. Edukasyong Pangkatawan, Kalusugan at Musika (Physical Education, Health and Music)

This area has three components namely - Physical Education, Health and Music. Citizen's Army Training (CAT) remains a component of PEHM in the fourth year. Although each component has its own set of concept and strategies, all lessons have been designed to complement, relate with the enhance one another. Arts in integrated in music at the third and fourth year level.

4. Edukasyon sa Pagpapahalaga (Values Education)

As the cognitive base of values development being integrated in all subject areas of the curriculum, this course aims to develop skills for rational thinking and value judgments. It makes use of the experiential approach and revolves around four concepts: Pagpapahalaga sa sarili (Valuing Self), Pakikipagkapwa (Valuing Others), Pagkamakabansa (Valuing One Country), and PagkamakaDiyos (Valuing God).

5. English

The English program emphasizes the development of critical thinking skills and communicative interactive competence. It focuses on Philippines, Afro-Asian, American and World literature.

6. Science and Technology

This course is a redirection from the mere acquisition of scientific facts and concepts to the application of principles. The areas of study cover the following:

First Year - Physical and Biological
 Science and Technology
Second Year - Biology and Technology
Third Year - Chemistry and Technology
Fourth Year - Physics and Technology

7. Mathematics

The Mathematics program is restructured so that each curriculum year includes Algebra, Geometry, Consumer Mathematics concepts arranged in increasing complexity.

8. Technology and Home Economics (THE)

THE is four-component subject consisting of Home Economics, Industrial Arts, and Entrepreneurship Development. In the first and second year, there is a set of common learning concept both for boys and girls. Specialization is offered at the third and fourth year levels which may include other offering such as electricity, electronics and other technologies.

(Inclosure No. 3 to DECS Order No. 11, s. 1989)

GUIDELINES IN THE IMPLEMENTATION OF THE 1989
SECONDARY EDUCATION CURRICULUM

1. Subject Nomenclature and Sequencing. The nomenclature and sequencing of the subject areas as they shall appear in Forms 137-B and 138-B shall be as follows: Filipino, Araling Panlipunan, Edukasyong Pangkatawan, Kalusugan at Musika (PEHM), Edukasyong Pagpapahalaga (Values Education), English, Science and Technology, Mathematics, Technology and Home Economics. The year levels (i.e., I, II, III, IV) shall be affixed to the corresponding curriculum areas. However, Practical Arts I shall still be implemented for SY 1988-1990.

2. Teaching Load. Teaching loads shall be as follows:

<u>Subject</u>	<u>No. of Loads</u>	<u>No. of Loads</u>	<u>Load per Day</u>
Filipino	5-6	40	200-240 minutes
Araling Panlipunan (Social Studies)	6-8	40	240-320 minutes
Edukasyong Pangkatawan, Kalusugan at Musika (Physical Education, Health & Music)	6-7	40	240-280 minutes
Edukasyong Pagpapahalaga (Values Education)	6-8	40	240-320 minutes
English	5-6	40	200-240 minutes
Science & Technology	4-5	40	240-300 minutes
Mathematics	6-8	40	240-320 minutes
Practical Arts, Technology and Home Economics	4-5	40	240-300 minutes

One major co-curricular activity assigned to a teacher shall be equivalent to one regular subject load. Teachers shall have a maximum of two co-curricular activities only.

3. Time Allotment and Unit Credit

<u>Subject</u>	<u>Min/day</u>	<u>Min/week</u>	<u>Unit/Credit</u>
Filipino	40	200	1
Araling Panlipunan (Social Studies)	40	200	1

Edukasyong Pangkatawan, Kalusugan at Musika (Physical Education, Health & Music)	40	200	1
Edukasyong Pagpapahalaga (Values Education)	40	200	1
English	40	200	1
Science & Technology	60	300	1.5
Mathematics	40	200	1
Practical Arts, Technology and Home Economics	60(I&II)	300	1.5
	80(III&IV)	400	2
Total - - -			9 (I & II)
			9.5 (III & IV)

4. Curriculum Changes/Enrichment. Change or deviations aimed at curricular enrichment may be allowed to suit the particular needs/mission thrusts of special schools, like the vocational schools and science schools. However, curricular enrichment may be effected only after the basic requirements of the NSEC shall have been satisfied within the outline desired learning competencies.

5. Medium of Instruction. Pursuant to the DECS Bilingual Policy, the media of instruction shall be as follows:

Filipino for the following subjects:

Filipino
Araling Panlipunan
Edukasyong Pangkatawan, Kalusugan at Musika

English for the following subjects:

English
Science and Technology
Mathematics
Technology and Home Economics

English or Filipino may be used for Edukasyon Pagpapahalaga (Values Education). The local dialects may be used as auxiliary media of instruction.

6. Textbooks and Teacher's Manual. Textbooks shall be made available to students on a 1:1 ratio. Teachers' manuals shall, likewise, be made available to teachers of all subject areas.

7. Prototype Class Program for First Year

Time	First Shift	Second Shift	Third Shift
7:00 - 7:40	English I		
7:42 - 8:22	Mathematics I		
8:24 - 9:04	Values Educ.I		
9:06 -10:06	Science and Tech. I	THE I	
10:08 -10:48	Science and Tech. I	Filipino I	
10:50 -11:30			
11:32 -12:12	Social Stud.I	Values Educ. I	PEHM I
12:14 - 1:14	THE I	Science & Tech.I	THE I
1:16 - 1:56	Filipino I		Filipino I
1:58 - 2:38	PEHM I	Social Studies I	Soc.Stud.I
2:40 - 3:20		English I	
3:22 - 4:02		Math I	
4:04 - 5:04		PEHM I	Science & Tech.I
5:06 - 5:46			Math I
5:48 - 6:28			English I
6:30 - 7:10			Val.Educ.I

CURRICULUM VITAE

CURRICULUM VITAE

Name	:	ELLEN QUITALIG NACIONAL
Address	:	734-A Patag District Catbalogan, Samar
Date of Birth	:	December 18, 1952
Place of Birth	:	Catbalogan, Samar
Civil Status	:	Married
Spouse	:	Rene Conde Nacional
Father	:	Marcial Ballos Quitalig
Mother	:	Clara Ejada Quitalig

EDUCATIONAL BACKGROUND

Elementary	:	Catbalogan I Central Elementary School, Catbalogan, Samar 1958-1964
Secondary	:	Samar High School Catbalogan, Samar 1964-1968
College	:	Samar College Catbalogan, Samar 1969-1973, B.S.E.
Graduate	:	Samar State Polytechnic College Catbalogan, Samar

CIVIL SERVICE ELIGIBILITY

First Grade Exam (Second Grade)	:	Tacloban City June 16, 1974 72.40%
Career Service Prof. (Local Gov't.)	:	Catbalogan, Samar November 20, 1977 72.87%

Professional Board Exam. : for Teachers (PBET)	: Catbalogan, Samar April 23, 1978 72.31%
Career Service : Professional	: Catbalogan, Samar June 18, 1978 72.22%
P. D. 907 :	: As CUM LAUDE

HONORS AND DISTINCTIONS

Elementary :	: Third Honors
Secondary :	: Thespian
College :	: Cum Laude
Certificate of Appreciation :	: Regional Trainor for Values Education, SEDP Mass Training for First Year, May 29, 1989
Certificate of Appreciation :	: Regional Trainor, SEDP Teachers Training, June 2, 1990
Certificate of Recognition :	: Outstanding Regional Trainor in Values Education December 7, 1990
Certificate of Recognition :	: Outstanding SEDP Trainor for Values Education I & II July 1, 1994
Certificate of Recognition :	: Outstanding Performance as Demonstration Teacher (ERFSA) November 27, 1992
Certificate of Recognition :	: Outstanding Performance as Facilitator in the Divisional Implementation of Supervisory Skills Enhancement Program (SSEP) Catbalogan, Samar November 27, 1992

POSITIONS HELD

Clerk Typist	:	Bureau of Lands, Catbalogan, Samar, Jan. 3 1974 to October 22, 1975
Clerical Aide	:	Malaria Unit C-17, Catbalogan, Samar, January 26, 1976 to July 4, 1978
Welfare Aide	:	Dept. of Social Welfare and Development, Catbalogan, Samar, July 5, 1978 to June 17, 1981
Office Helper	:	Samar National School Catbalogan, Samar June 17, 1981 to July 5, 1981
Secondary Teacher I	:	Samar National School Catbalogan, Samar June 6, 1981 to Jan. 6, 1992
Master Teacher I	:	Samar National School Catbalogan, Samar Jan. 7, 1992 to the present

CO-CURRICULAR ACTIVITIES

Subject Chairman	:	Values Education Department Samar National School Catbalogan, Samar 1989 - present
General P.T.A. Secretary	:	Samar National School Catbalogan, Samar 1993 - present
Member	:	Pambansang Samahan ng Eduaksyon sa Pagpapahalaga (PSEP), Phil. Normal University, Manila 1989 - present

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