



International Journal of Science, Architecture, Technology and Environment

DEPED CORE VALUES AND STUDENTS' SOCIAL DEVELOPMENT: BASIS FOR VALUES PROGRAM RESTORATION

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DOI: <https://doi.org/10.63680/zacgvg874hg4f4e>

Abstract

In the context of a dynamic educational landscape, understanding the influence of core values on students' social development is essential. This study investigated the relationship between the implementation of the Department of Education (DepEd) core values and the social development of Grade 9 students in the Mlang Central District. Employing a descriptive-correlational research design, data was collected through a structured survey questionnaire administered to a randomly selected sample of 270 students. Findings revealed that the DepEd core values Maka-Diyos, Makatao, Makakalikasan, and Makabansa were perceived to be fully implemented within the school setting. Likewise, students demonstrated a considerable degree of social development, particularly in areas such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Correlational analysis indicated a statistically significant relationship between the level of practice of core values and the students' social development outcomes. These results suggest that fostering core values within the educational framework has a positive impact on students' holistic development. Nonetheless, certain indicators in both constructs received relatively lower mean scores, indicating areas for improvement. It is recommended that targeted programs be developed to reinforce underdeveloped aspects of core values. Future research may benefit from a qualitative approach and the inclusion of additional variables to gain a deeper and more nuanced understanding of the interplay between core values and the students' social development outcomes. These results suggest that fostering core values within the educational framework has a positive impact on students' holistic development. Nonetheless, certain indicators in both constructs received relatively lower mean scores, indicating areas for improvement. It is recommended that targeted programs be developed to reinforce underdeveloped aspects of core values. Future research may benefit from a qualitative approach and the inclusion of additional variables to gain a deeper and more nuanced understanding of the interplay between core values and student development.

Keywords: DepEd core values; junior high school students; social development, and values restoration program

1. Introduction

In today's changing educational environment, it is crucial to recognize how core values and social development impact students. Together, core values and social development create a holistic educational experience that prepares students not just for academic achievement but for becoming well-rounded individuals. Department of Education Order (DO) No. 41, Series 2003, entitled "Values Education in the Basic Education Curriculum," encourages the influential role of every teacher in fostering the Department's efforts in developing values among students and evaluating the outcomes of interventions conducted outside the classroom. The World Health Organization (WHO) has indicated that one in seven people between the ages of 10 and 19 faces a mental disorder, which accounts for 15% of the global disease burden within this age group.

In the Philippines, among Filipino children aged 5 to 15, 10% to 15% are affected by mental health problems (Malolos et al., 2021). A recent study by Serrano et al. (2023) posits that during the pandemic, the Philippines' mental health burden has increased, with 35.89% of the Filipino population exhibiting moderate to severe anxiety symptoms.

Similar to these findings, it has been reported that Grade 9 students suffered social development issues from the different schools in Mlang Central District. There is a need to mitigate the prevailing situation to prevent rampant social development issues. According to Beloklokov (2023), there is insufficient attention to adolescents' social initiative development in schools. Another research gap from the study by Filipidy (2024) also showed that there is a need for understanding the impact of social behavior in late adolescence.

Consequently, this study aimed to assess the extent to which Grade 9 students in Mlang Central District practice the core values of DepEd and their social development. By exploring factors such as maka-Diyos, maka-tao, makakalikasan, and maka-bansa, the research sought to understand how these values relate to students' social development, including self-awareness, social awareness, self-management, relationship skills, and responsible decision-making.

This study is anchored on four different theories about social development: Social Emotional Learning (SEL) framework (CASEL 2022), Erikson's Psychosocial Development Theory (Okunev, 2022), Bronfenbrenner's Ecological Systems Theory (Mendoza, 2018), and Albert Bandura's Social Cognitive Theory (Odoh et al. 2017).

Statement of the problem

Specifically, the study identified the significant relationship in the practice of DepEd core values and the extent of social development of students in Mlang Central District for the school year 2024-2025. It addressed the following research questions:

1. What is the level of practice of the student's core values in terms of:
 - 1.1 Maka-Diyos;
 - 1.2 Maka-tao;
 - 1.3 Makakalikasan; and,
 - 1.4 Maka-bansa?
2. What is the extent of the social development of among junior high school students in terms of:
 - 2.1 Self-Awareness;
 - 2.2 Self-Management;

2.3 Social Awareness;

2.4 Relationship Skills; and,

2.5 Responsible Decision Making?

3. Is there a significant relationship between the practice of DepEd core values and the social development of junior high school students in Mlang Central District?

4. What program may be developed to enhance the extent of students' core values?

Research Hypothesis

This study adapted the null hypothesis.

Ho: There is no significant relationship between the practice of DepEd core values and the social development of the students.

This study aimed to bridge the gaps by creating an activity design that supports the social development of the students to guide them through this transformative stage.

2. Methodology

A quantitative research design was used for the study, specifically the descriptive and correlational method, since it compares two variables: dependent and independent. The data was obtained from four schools in Mlang, North Cotabato. The researcher used an adapted and modified questionnaire. The researcher employed a random sampling technique from the four schools in Mlang Central District. There are 270 respondents: Mlang National High School (109), Dungo-an High School (55), Calunasan High School (47), and Bialong High School (59). Utilizing Slovin's Formula to determine the sample size, Grade 9 students were randomly selected. The study utilized an adapted and modified questionnaire from Betonio (2023) and Zhou and Ee (2012). The Social Emotional Competence Questionnaire (SECQ) was adapted and modified from Zhou and Ee (2012) to measure the respondents' social development. To arrive at valid results, statistical tools were utilized, such as frequency count, mean, standard deviation, and Pearson's r test. Computation of mean, Pearson r , range of Pearson r , and their interpretation will be utilized in this study (Chee, 2015). For SOP 1, the mean and standard deviation were utilized to assess the students' level of practice regarding core values, including maka-Diyos, makatao, makakalikasan, and makabansa. For SOP 2, mean and standard deviation were employed to analyze the extent of students' social development in junior high school, specifically in areas such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. For SOP 3, Pearson's correlation was employed to determine the relationship between the level of practice of DepEd core values and the social development of the junior high school students. For SOP 4, the researcher asked the ESP Department Head and the guidance counselors and advocates of each school to answer what possible program may be developed to enhance the level of practice of DepEd's core values of the Grade 9 students.

Table 1: Summary on the Level of Practice of the Students' Core Values

Indicators	Mean	SD	Description
Maka-Diyos	4.00	0.94	Very much practiced
Makakalikasan	4.19	0.89	Very much practiced
Maka-Tao	4.08	0.92	Very much practiced
Makabansa	4.30	0.79	Very much practiced
Overall Mean	4.14	0.89	Very much practiced

Table 1 shows the summary on the level of practice of students' core values with an overall mean of 4.14 and standard deviation of 0.89, described as "very much practiced," and interpreted as "fully implemented", meaning most of the students practice the core values. Furthermore, the table shows that among the values being applied, Makabansa got a high mean score of 4.30, described as "very much practiced" and a standard deviation of 0.79, interpreted as fully implemented, which implies the latter portrays love for the nation, practicing patriotism, loving the nation, and being responsible in nation-building.

However, practicing Maka-Diyos got a low mean of 4.00, states as "very much practiced" and 0.94 as standard deviation, interpreted as "fully implemented". It implies that the implementation of the core values in four secondary schools in Mlang Central District is sustained, but there is a need to cultivate love for God, thereby developing an activity design for the implementation of the values restoration program, particularly in the Maka-Diyos indicator.

Table 2. Summary on the Extent of Social Development among Junior High School Students

Indicators	Mean	SD	Description
Self-Awareness	4.37	0.80	Very true of me
Self-Management	4.03	0.94	True of me
Social Awareness	3.98	0.93	True of me
Relationship Skills	3.92	0.97	True of me
Responsible Decision Making	4.16	0.85	True of me
Overall Mean	4.09	0.90	True of me

Table 2 indicates that individuals exhibit a strong level of social and emotional skills, as evidenced by an overall mean of 4.09, which is characterized as "very true of me." Additionally, the standard deviation of 0.90 suggests a consistent, "clearly observed". It can be gleaned that among the indicators, self-awareness is clearly observed among the students with a mean score of 4.37 and a standard deviation of 0.80.

However, social awareness and relationship skills had the lower mean of 3.98 and 3.92 with a standard deviation of 0.93 and 0.97, respectively. It can be implied that students are not aware of their social aspect and must develop their relationship skills with other people, thereby creating an activity or outreach program for the development of these skills.

Table 3. Results of Pearson-r Analysis between the Practice of DepEd Core Value- Maka-Diyos and Social Development of Junior High School Students in Mlang Central District

Indicators			r	p value	Description
Maka-Diyos	vs	Self-Awareness	0.247*	.000	Significant
		Self-Management	0.154*	.000	Significant
		Social Awareness	0.299*	.000	Significant
		Relationship Skills	0.261*	.000	Significant
		Responsible Decision Making	0.306*	.000	Significant

Note: *Significant at the .05 level.

Table 3 reveals a correlation between the implementation of the DepEd core value Maka-Diyos and the social development of students, with a significance level of 0.05. Based on the correlational analysis, a significant but weak correlation is also observed between the practice of Maka-Diyos and the responsible decision-making of the students. Specifically, ($r = 0.306$, $p < 0.000$), indicating that when students engage in the practice of Maka-Diyos, it facilitates their development of responsible decision-making skills.

A substantial yet weak correlation was discovered between the practice of the Department of Education (DepEd) core value Maka-Diyos and students' self-management ($r = 0.154$, $p < 0.000$). This finding suggests that some students who engage in Maka-Diyos exhibit limited self-management practices. Therefore, it is imperative to enhance this skill to ensure its comprehensive implementation.

Table 4. Results of Pearson-r Analysis between the Practice of DepEd Core Value- Maka-Tao and Social Development of Junior High School Students in Mlang Central District

Indicators			r	p value	Description
Maka- Tao	vs	Self-Awareness	0.301*	.000	Significant
		Self-Management	0.327*	.000	Significant
		Social Awareness	0.377*	.000	Significant
		Relationship Skills	0.303*	.000	Significant
		Responsible Decision Making	0.388*	.000	Significant

Note: *Significant at the .05 level.

Table 4 indicates a notable weak correlation between Maka-Tao and responsible decision making, suggesting that individuals with a stronger mindset of Maka-Tao may also possess a greater ability to recognize and understand the importance of proper decision making ($r = 0.388$, $p < 0.000$). Self-awareness was shown to be significantly correlated with Maka-Tao practice ($r=0.301$, $p<0.000$). However, this association is lower when compared to other social development indicators, indicating that caring only for others is lacking to demonstrate Maka-Tao, particularly when integrated with self-awareness.

Table 5. Results of Pearson-r Analysis between the Practice of DepEd Core Value- Makakalikasan and Social Development of Junior High School Students in Mlang Central District

Indicators			r	p value	Description
Makakalikasan	vs	Self-Awareness	0.408*	.000	Significant
		Self-Management	0.227*	.000	Significant
		Social Awareness	0.378*	.000	Significant
		Relationship Skills	0.302*	.000	Significant
		Responsible Decision Making	0.485*	.000	Significant

Note: *Significant at the .05 level.

Table 5 shows that there is a significant correlation between the practice of the DepEd core value Makakalikasan and the social development of the students. The study reveals a significant but moderate correlation ($r = 0.485$, $p < 0.000$) between the practice of Makakalikasan and responsible decision-making among students. This suggests that increased environmental awareness is strongly associated with enhanced responsible decision-making abilities. Consequently, when students are informed about the practice of Makakalikasan, they gain the knowledge and skills necessary to make responsible decisions.

Self-management is also significantly correlated with the practice of Makakalikasan ($r=0.227$, $p < 0.000$), but its correlation is lower compared to other indicators in social development. This implies that while self-management can impact the implementation of Makakalikasan, it might not be the sole factor responsible for its success.

Table 6. Results of Pearson-r Analysis between the Practice of DepEd Core Value- Makabansa and Social Development of Junior High School Students in Mlang Central District

Indicators			r	p value	Description
Maka- bansa	vs	Self-Awareness	0.438*	.000	Significant
		Self-Management	0.253*	.000	Significant
		Social Awareness	0.342*	.000	Significant
		Relationship Skills	0.278*	.000	Significant
		Responsible Decision Making	0.376*	.000	Significant

*Significant at the .05 level.

Table 6 shows that there is a correlation with "Makabansa," indicating that it is associated with self-awareness ($r = 0.438$, $p < 0.000$). This suggests that students who engage in the practice of "Makabansa" exhibit a higher level of self-awareness. There is a moderate positive correlation between Makabansa and self-management skills ($r = 0.253$, $p < 0.000$). This implies that when students practice Makabansa, it does not guarantee that self-management is clearly observed, thereby creating an enhancement about this skill.

Results presented in Tables 3, 4, and 6 showed similar results: weak but significant correlation. This highlights the importance of training and programs on values restoration to be implemented in the school district. According to Grimmer and Greens (2022), social contexts play a crucial role in teaching children acceptable behaviors and self-management skills, emphasizing the significance of social origins in fostering self-regulation. By observing and engaging with others, children learn to navigate complex social dynamics, developing the ability to control impulses, delay gratification, and respond to challenges in adaptive ways.

Also, enhancing social intelligence can foster better self-management, ultimately benefiting personal and professional growth (Palaščáková et al., 2024). By cultivating these abilities, individuals not only improve their interpersonal interactions but also enhance their capacity to manage stress and resolve conflicts, leading to a more balanced and fulfilling life.

3. CONCLUSION

Based on the results, the DepEd core values are fully implemented, and students are aware of the practice of core values. However, practicing Maka-Diyos got the lowest mean compared to the other core values. Thus, enhancement through workshops and seminar among the teachers may be developed. On the other hand, the extent of social development among Junior High School students was significant and clearly observed. Also, there is a significant relationship between the practice of core DepEd core values and the extent of students' social development. However, it did not reach the highest level, which is seriously observed.

Although self-management and social awareness show a significant correlation, this study revealed a need for focused development in those areas, providing an opportunity for educators to enhance programs targeting these skills. The school and the community have an important role in developing the values program since these are the places where proper guidance and practice about social skills are provided.

Acknowledgments

The researcher sincerely expresses her warmest appreciation to everyone who help and support in one way or another to the completion of this work.

To SAMSON L. MOLAO, EdD, the University President, for his commitment to excellence and leadership in fostering growth and excellence in the university. His dedication to holistic learning led to the continuous improvement of the university's vision and mission.

To MILDRED F. ACCAD, PhD, Dean of the Graduate School, for her invaluable insights and suggestions that are relevant to the study. Her academic expertise helped shape the direction of this study, ensuring its relevance and impact.

To PAUL RYAN L. OÑAS, PhD, Chairperson of the Graduate School MAT-Social Studies at Sultan Kudarat State University, for his encouragement to finish the course. His enthusiasm and his academic excellence have inspired the researcher to strive for excellence.

To MARY GRACE O. GALLEG0, PhD, her thesis adviser, for her commitment, knowledge, counsel, patience, and insightful input throughout the study process. Her dedication in nurturing academic growth and belief in the potential that have been instrumental in the completion of this study.

To PAUL RYAN L. OÑAS, PhD, and NANCY B. ESPACIO, EdD, members of the advisory committee, for their essential suggestions that helped refine the researcher's manuscript. Their knowledge in research has been instrumental in completing this study.

To JANET F. RABUT, PhD, her statistician, for her invaluable assistance and expertise in the statistical methodologies in interpreting the data effectively. Her assistance was crucial in the quantitative research of this study.

To MAE D. REBUGIO, MAT, her language editor, for her keen attention that refined the language and ensured the readability of this study. Her dedication in maintaining the integrity of the research has been instrumental in presenting the study clearly and effectively.

To ROMELITO G. FLORES, CESO V, the Superintendent of the Division of Cotabato, for allowing the researcher to conduct the study of the secondary schools of Mlang Central District in the Division of Cotabato. His cooperation and support was invaluable.

To LUDEZ T. MAGLANGIT, PSDS, the district supervisor of Mlang Central District, for being supportive and understanding by permitting the researcher to conduct her study within Mlang Central District. Her belief in the importance of research made an impact on this study.

To RENEE P. RASGO, RGC, ANNERILL R. LORIO, RGC, AND SONIA D. LADRA, EdD, her validators, for scrutinizing and validating the research questionnaires used during the study. Their evaluation was reliable and valid in ensuring the reliability and validity of the collected data.

To DOLLY JOY V. VALENZUELA, for allowing the researcher to conduct the pilot test in Southern Baptist College, enhancing the reliability of the research instruments. Her cooperation and support in facilitating the test contributed to the quality and integrity of this study.

To the GRADE 9 STUDENTS IN MLANG CENTRAL DISTRICT, the research respondents, for answering the survey and sharing their time and expertise in evaluating the Level of Practice of DepEd Core Values and Social and Emotional Competence Questionnaire.

To the SCHOOL PRINCIPALS IN MLANG CENTRAL DISTRICT, for the support and assistance, allowing the researcher to conduct and retrieve questionnaires. Their willingness to facilitate the research process was valuable in the completion of this study.

To HERMINIA C. BOLIVER, MT-II, AND ROMMEL MADIS, HT-III, for their support and consideration of tasks in the Grade 8 curriculum and AP/ESP Department throughout the research study. Their kindness and encouragement motivated the researcher to restart, continue, and finish the study.

To each of these individuals, and to anyone else she may have missed, heartfelt gratitude is extended. The researcher truly appreciates your support and encouragement.

Declaration of Conflicting Interests

The authors declare no potential conflicts of interest with respect to the research, authorship and publication of this article.

Funding

The author received no financial support for the research, authorship and publication of this article.

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