

Supplementary values saturation program among students in the Philippines: Students' stance and value

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Abstract

Good morals and behaviours are acquired and developed. There are claimed that people do not uphold values become irresponsible of their time and energy. When this happens, intervention is needed. For this reason, this study aims to evaluate the effectiveness of the supplementary values saturation program on discipline and responsibility implemented to 179 Grade 7 students in Benjamin B. Esguera Memorial National High School. Kohlberg stated a clear hierarchy of moral values and prescriptive action kind of moral education is more effective and the use of bible-based principles through reflective activities creates impact on students' behaviour modification. Quantitatively, pre-test and post-test control research design and a validated researchers' questionnaire with 0.92 Cronbach's alpha at significant level of 0.05 are used to answer the following research questions: What are the students' stance on situations anchored on discipline and responsibility? Is there a significant difference between the pre-test and post-test of the students? Through Paired T-test and descriptive statistics, findings are: (1) There are situations commonly apply and uphold by the respondents and (2) the computed p-value is less than the significance level $\alpha=0.05$, hence, the null hypothesis (H_0) is rejected. This study concludes that continues values saturation help students increase their intention to apply and uphold the virtue of discipline and responsibility. Hence, findings of this study therefore recommend conducting values saturation as one of the strategies to make students more discipline and responsibility.

Keywords: Behaviour modification, instructional design, values saturation

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1. Introduction

Values are essential in guiding and shaping people's behaviours (Iskan & Senemoglu, 2009) and character (Graff, 2012); it is a treasure of life that makes human being prosperous and productive, independent and self-sufficient and victorious from any internal and external pressure (Iskan & Senemoglu, 2009). On the contrary, people who do not uphold values in themselves become irresponsible in their actions and waster of their time and energy (Iskan & Senemoglu, 2009). For this reason, values are considered as a precious gift to those that uphold it (Iskan & Senemoglu, 2009), yet it carries with obligation for us to do it and consequences when we neglect to do it (Lickona, 2009).

According to Battistich (2000, cited by Graff, 2012), the character of a person is defined of his behaviours, qualities and attitudes and exhibited by an individual when no one else is watching (Battistich, 2000, cited by Graff, 2012). Furthermore, behaviours are not inherited, but rather learned and developed (Josephson Institute, 2011, cited by Graff, 2012).

Considering the troubling youth trends nowadays; the rising of youth violence; and the blatant deficiency of values among students (Lickona, 2009) and high number of cases of misbehaviour and students at-risk among students (Barela et al., 2017), though there are a lot of programs on values and character education there no specific program that really (Lickona, 2009) focus on a certain value to strengthen specific behaviour of the students.

In the Philippines, inculcation of values is everyone concern. In the department of education (DepEd) specifically secondary education, the department is mandated to provide young adults with skills and knowledge and values to become caring, self-reliant, productive and patriotic citizens (UNESCO, 2017), while National Economic and Development Authority (2017) calls to utilise various channels of values inculcation to reach all community members. Finally, in our constitution- *'Article 14 of the Constitution of 1987 stipulates that the school shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge and promote vocational efficiency'*.

De Klerk and Rens (2003, cited by Du Preez & Roux, 2010) viewed that lack of discipline is connected to the absence of a value system grounded in a specific life view perspective. Furthermore, there are researchers across the world that focus on instilling certain values such as in the study of Vogel, Seaberry and Kelley (2003; Wol-Huter & Steyn, 2003; Bickmore, 2003; De Klerk & Rens, 2003; Masitsa, 2008). For this reason, this study intends to inculcate certain values on discipline and responsibility. According to Thornberg (2013 and Komalasari (2012), self-discipline and responsibility as one of the most important moral values to teach their students.

1.2. Definitions of terms

Discipline – this word used as non-virtue term and it used in various ways such as in education as a discipline of taught and action (Hogan, 2006); or discipline as a set of rules imposed by a certain institutions (Du Preez & Roux 2010, cited by Kesebir & Kesebir, 2012).

In this study, discipline is used as self-discipline as a conformity value define as restraint of actions, inclinations and impulses likely to upset or harm others and violate social expectations or norms; while responsible or self-responsibility as benevolence values emphasise voluntary concern for others' welfare as stated in *'A Theory of Value Contents and Structure of Schwartz Theory'* (Schwartz, 2012).

As heads up, according to Schwartz (2012), benevolence and conformity values both promote cooperative and supportive social relations. On the one hand, benevolence values provide an internalised motivational base for such behaviour; on the other hand, conformity values promote cooperation to avoid negative outcomes for self. Both values may motivate the same helpful act, separately or together.

2. Intervention/Strategy

2.1. Conceptual framework

Kohlberg stated a clear hierarchy of moral values and prescriptive action kind of moral education is more effective (Senderse, 2013). Furthermore, according to Kolb's (1984, cited by Roessger, 2014; Boud, Keogh, & Walker, 2013) experiential learning theory and Mezirow's (2000, cited by Roessger, 2014) transformative learning theory when learners imagine how their known actions affect new problems, they change these actions based on previous and reflect on it.

In addition, bible-based stories (Evans, [2010], inspiring stories [Sanchez & Stewart, 2006, cited by Agboola & Tsai, 2012]; storytelling [McCarthy, 2008]; Thiel-Stern, Mazzarella, & Hains, 2014) and reflective activities (Fook & Gardner, 2007, cited by Roessger, 2014) found to effective enablers teaching strategies in behaviour modification program. Finally, Koh, Kin, Wadhwa and Lim (2012) claimed that games proved effective strategies to enhance learning.

Considering person's character is a culmination of his behaviours, qualities and attitudes (Battistich, 2000; Josephson Institute, 2011, cited by Graff, 2012), in this reason, this program is designed to enabled students to self-assess and reflects if principles or philosophies or practice and actions in life.

Anchored of the above principles, this study conceptualised values class through learning strategies that enable students to reflect and realise certain moral values such as self-discipline and responsibility. The values supplementary class consist of three phases of enablers' reflective activities, namely: Phase 1 through games making students engage in learning; Phase 2 through real-life circumstances and stories and video clips (sample cause and effects scenario) to make students aware of what is right and wrong and the consequences of the wrong action and Phase 3 the inspiring real-life and biblical related stories and video clips to serve as guide and examples for students to commit to doing the same. Hence, Figure 1, in the next page, is the conceptual model of the program used as a priori of this study.

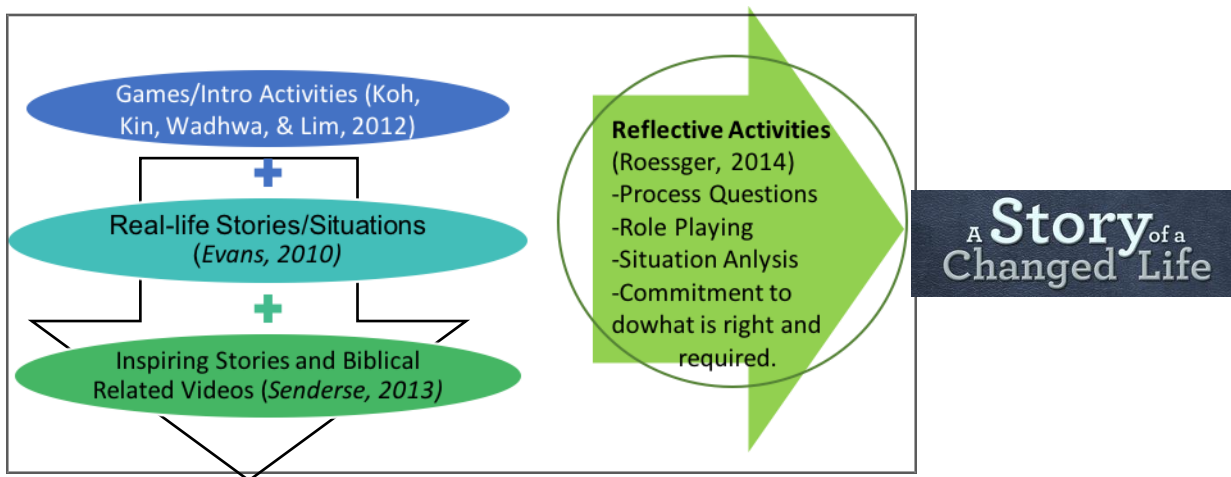


Figure 1. Conceptual model

2.2. Prescriptive and reflective values saturation program

Anchored on the above conceptual model (Figure 1), Figure 2 is the intervention model to inculcate discipline and responsibility among selected high school students. According to Pike (2010, cited by Agboola & Tsai, 2012), students can be instructed and guided toward having some sets of prescribed behaviours.

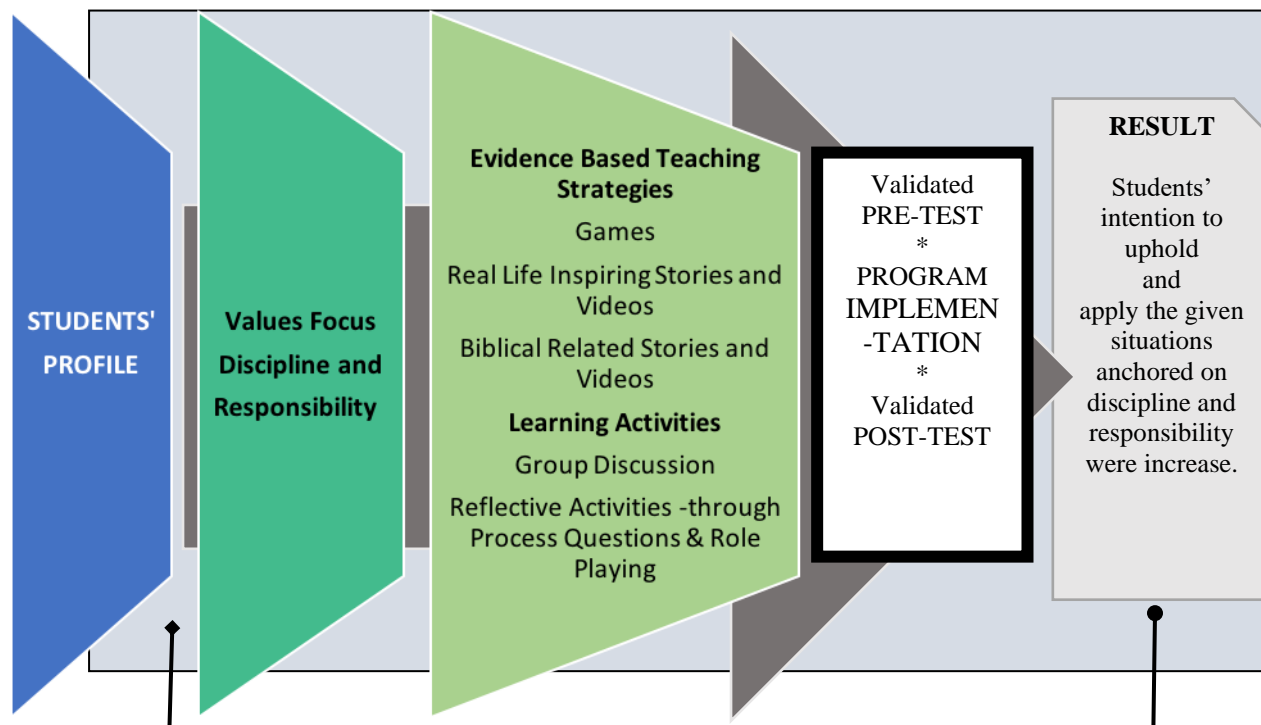


Figure 2. Values formation using G3Rs (Games & Reel-Reflect-Real)

In the model, the word reel is used as the mediated activities such as real-life inspiring stories and videos, while reflect is used to reflective learning activities, and finally, real as the suggested actions through biblical-related stories and videos used as inputs on the expected action or virtues of the students.

2.4. The Curriculum

The topic discipline and responsibility are one of the modules of Values Orientation in Classroom Education (VOICE). VOICE is a DepEd endorsed curriculum as supplementary resource materials and programme. The module consists of two topics discipline and responsibility; and a total of 12 lessons. The lessons are as follows: Self-discipline (Lesson 1-5) discipline is important, self-control helps to resist temptation, self-control helps make wise choices, self-discipline promotes peace and order and failure to control anger can bring disaster and responsibility and (Lesson 6-10) being responsible is important, responsibility is being accountable to others, responsibility is using gifts and abilities wisely, responsibility is completing duties with excellence and responsibility is taking care of the weak and needy.

The module is designed according to student-centred principles and it is activity-oriented, but in spite of these features, we enhanced at the same time modified it into simpler format using prescriptive activities such as games to introduce the topic, inspiring real-life stories and videos and bible-related stories and videos.

2.4.1. The teaching-learning activities and duration

The teaching-learning activities are carefully selected; the games are not just used to motivate

students but also to introduced the topic, while the real-life stories and videos are carefully selected to ensure that it conveys the message related to the topic and virtue being discuss. The video clips help the students to ponder, meditate and reflect on his/her current situations and to the consequence of his/her action, while the biblical-related video served as the prescription or final counsel to students to correct the wrong notions or actions. This was designed in understanding that the words or principles in the bible have moral ascendancy to be a standard in having good morals.

This program is run for one semester. The 12 sessions are scheduled for 45–50 min/week.

2.5. Statement of the problem

Based on previous researches and the power of the evidence-based teaching strategies used, this study assumed positive results. Hence, the following research questions were posted.

ACTION RESEARCH QUESTIONS

1. What is the profile of the students?
2. What is the students' stance on situations anchored on discipline and responsibility?
3. What is the students' level of intention to apply the given situations anchored on discipline and responsibility?

H₀: There is a significant difference between the pre-test and post-test scores on the status and commitment to apply and uphold situations anchored on the discipline and responsibility.

2.6. Significance of the study

It is common practice in our educational system the support of Non-Governmental Organisation (NGO) such as churches in teaching supplementary values formation program or even religion class as carved in our constitution provided that they adhere to the clause therein to avoid problems (CONST. (1987), art. XIV, sec. 3.3., cited by Pangalangan, 2010). There are reports and literature about this topic, but there are no empirical studies on the effectiveness of a certain values saturation program and how they do the instruction. This study can be a baseline data in two aspects: (a) On the empirical data on the effects of this type of supplementary values saturation program and (b) to contribute teaching model/practice that is effective to modify the stance of the students in particular virtue.

3. Research Methodology

This is study sought to have empirical evidence of the effects of values supplementary program handle by the NGO using the G3Rs teaching model. Utilizing the quantitative research approach through pre-test and post-test control research design (Isan & Senemoglu, 2009). Furthermore, this study is guided by the action research method described as a system and/or perspective of situations and works from the big picture to the more detailed one (Gummesson, 2000, cited by Coghlan & Jacobs, 2005). According to Flood (2001, cited by Coghlan & Jacobs, 2005), it can draw on a systems approach, systems thinking and field theory to understand how values and beliefs hold systems together and how they may be changed.

3.1. Participants

The Grade 7 was chosen as the respondents, consist of eight sections and an estimated of 40 students per section. Students answered completely their pre-test and post-test were the ones who are qualify as respondents. Among 350 students, a total of 179 students were considered final respondents of this study. The age groups are distributed into three categories such as in Figure 3 on the next page. About 92% belong to 13 years and below, only minimal number of students that are in other age group.

In terms of gender distribution, 56% male and 44% are female represented in Figure 4 on the next page.

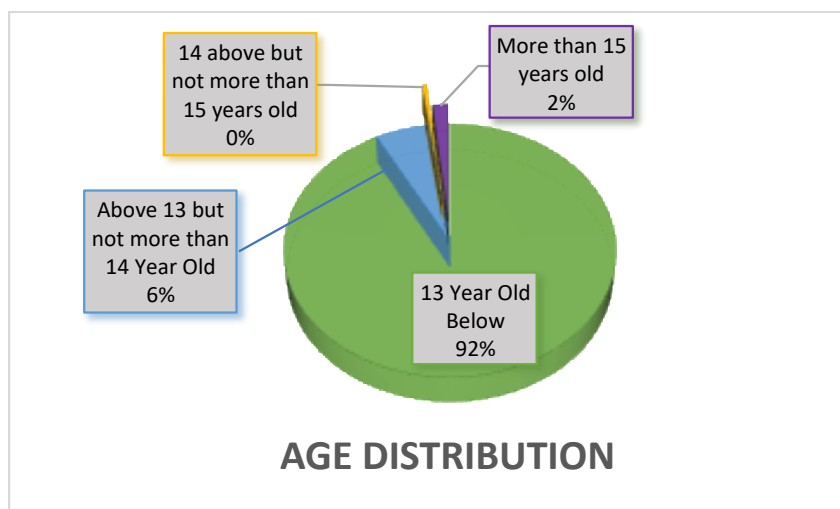


Figure 3. Distribution of the Age Group of the Respondents

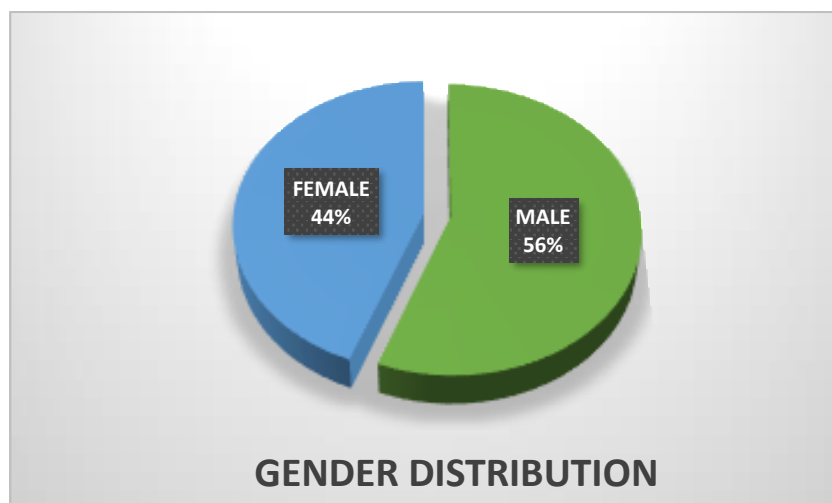


Figure 4. Distribution of Gender of the Respondents

3.2. Survey Questionnaire

The survey questionnaire has two major constructs (discipline and responsibility). All sub-constructs are based on the lessons indicated in the module. The constructs are divided into two levels of self-assessment; *first*, the intention of the students to apply the situations given and stance of students on the attributes and qualities. The intent to apply has five rating scale wherein five is interpreted as 'Always', four as 'Usually', three as 'Sometimes', two as 'Rarely' and one as 'Never' and *second*, the stance or rating of students in the given constructs, the rating scale used in this part is 10-rating scale where 10 as the highest possible rating and one as the poorest rating which means the students have less consideration on that certain item. The survey questionnaire has a total of 24 constructs of which 14 are appropriated for the intention to apply; the 14 constructs were divided into the two topics responsibility and discipline and ten constructs for the stance of students, four discipline and six for the responsibility.

The items were written in English with translation in Filipino so that students fully understand each construct for them to reflect on.

The survey questionnaire underwent series of testing such as item analysis using Smart PLS (Figure 5) and internal validity using IBM SPSS 24. Initial administration of the questionnaire for item analysis was done using Smart Pls. In Figure 5, in the next page, it shows that there are items that have weak loadings, these items were revised and after ensuring that the items have good loadings and it was confirmed through IBM SPSS24 with a rating of excellent in all items, final version of the questionnaire was administered to the students for their pre-test and post-test. This validated researchers' questionnaire was used to assess the effects of the values supplementary program through pre-test and post-test.

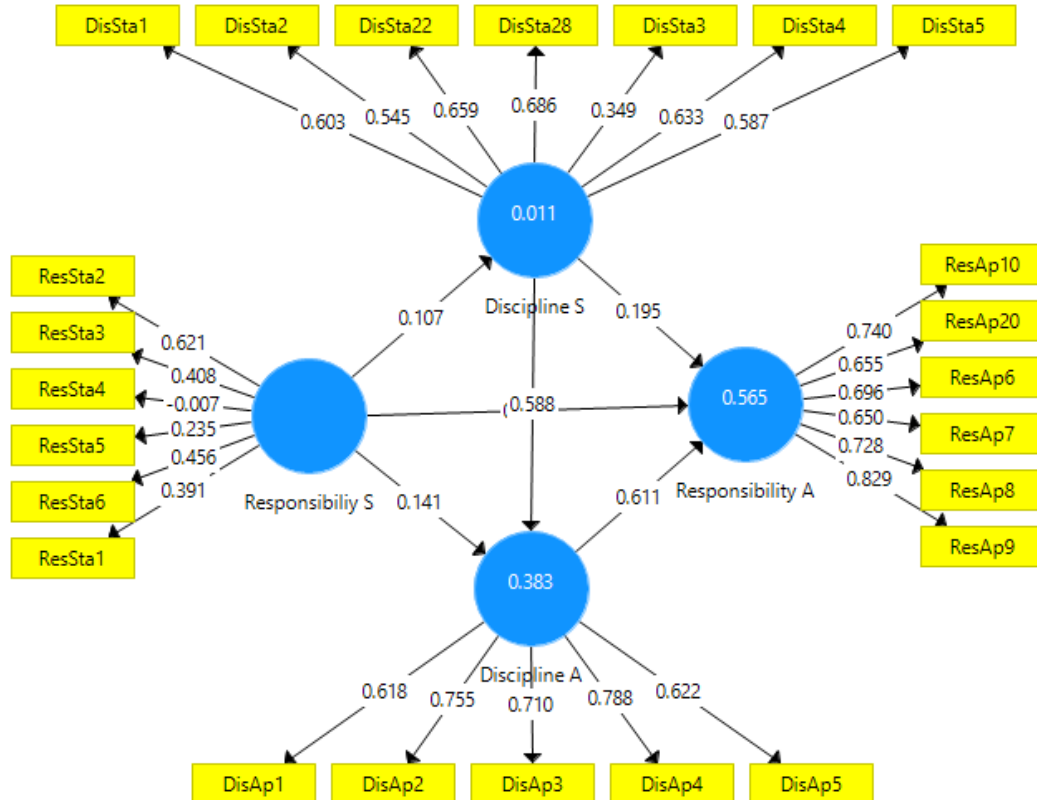


Figure 5. Item Analysis Using Smart PLS

3.4. Data gathering

Using the validated researchers' questionnaire on discipline and responsibility, the pre-test and post-test, the students were administered. Before the administration of the pre-test, the students were instructed and repeatedly reminded to carefully read and reflect on the situations and not to skip any item for them to be valid respondents.

For ethical consideration, the students were given orientation on the merit of the study and the confidentiality of their answers; they should not be weary of their names written in the survey questionnaires, this is only used to trace their scores in the pre-test to compare with their post-test scores.

3.5. Data Analysis

To test the significant difference of this study, Paired T-test using the XLSTAT (Bayarri, Carbonell, Barrios, & Costell, 2010); to find the mean of each items descriptive statistics were used through IBM-SPSS 24; and finally, to confirm the loadings of each item Smart PLS Smart PLS was utilised. Smart PLS

allows users to pre-specify the reliability of (formative) composites and single-item constructs.

4. Results

The richness of the empirical data gathered intends to answer research questions and confers the significant difference of the given construct. Specifically, to answer research questions: (1) What are the students' stance on situations anchored on discipline and responsibility? (2) What are the students' level of intention to apply the given situations anchored on discipline and responsibility? (3) H₀: There is a significant difference between the pre-test and post-test scores on the status and commitment to apply and uphold situations anchored on discipline and responsibility.

(1) To answer the research question: What are the students' stance on situations anchored on discipline and responsibility? Using the descriptive statistics, it shows that there are situations most likely and less apply and rated by the respondents. The following sets of construct have been noted as significant for discussion:

The following constructs are the most likely the student intends to apply in terms of discipline:

'I can avoid people, things and places whenever they are influencing me to do bad action. (Kaya kong iwasan ang isang tao, lugar, at bagay kung ito'y naghihikayat na ako'y gumawa ng masama.)'

'I obey the rules and regulations in order to promote peace. (Sumusunod ako sa mga patakaran at sa mga batas para makatulong ako sa katahimikan at kaayusan.)'

While the most less likely the students want to apply in terms of discipline are as follows:

'I set the limit to my emotion and actions in any situation. (Kaya kong limitahan ang aking kilos sa anumang sitwasyon)'

'I did not speak or act impulsively. (Hindi ako nagsasalita at kikilos ng hindi ko pinag-iisipan ang magiging resulta)'

Furthermore, the following constructs are the most likely the student intends to apply in terms of responsibility:

'I used the gifts and talents given to me. (Ginagamit ko ang mga talento at kakayahan ko)'

'I always do my best in everything that is entrusted to me. (Ginagawa ko ang lahat ng aking kakayahan kung ako'y naatasan ng isang Gawain)'

While the most less likely the students want to apply in terms of responsibility are as follows:

'I do my responsibilities and chores even if no one is watching. (Ginagawa ko ang mga reponsibilidad at Gawain kahit walang nagbabantay sa akin)'

'I am accountable to others in everything I do. (Alam ko na ako'y responsable sa iba sa bawat kilos o gawa ko)'

In terms of which among the constructs are most and less rated attributes and qualities by the students:

The following constructs are most rated attributes and qualities by the students in terms of discipline:

'Avoiding people, things and place that can badly influence you. (Pag-iwas sa mga tao, bagay, o lugar na maaaring makakasama sa akin)'

'Not demanding what you want, but will choose what is the best for all. (Sa

hindi paggiit sa iyong karapatan, bagkus hahayaan mangyari ang kung ano ang makakabuti sa lahat)'.

The following constructs are less rated attributes and qualities by the students in terms of discipline:

'Setting limit to emotion and actions in any situation. (Paglilimita sa mga kilos anumang sitwasyon ng isang tao)'.

I did not speak or act impulsively. Sa hindi biglaang pagsasalita at pagkilos ng hindi pinag-iisipan ang magiging resulta nito.

Furthermore, the following constructs are most rated attributes and qualities by the students in terms of responsibility:

'Using the gifts and talents given to you. (Paggamit ang mga talento at kakayahan na ibinigay sa'yo)'.

'Being responsible in everything you do. (Pagiging responsable sa ikinikilos ng isang tao)'.

The following constructs are less rated attributes and qualities by the students in terms of responsibility:

'Doing my responsibilities and chores even if no one is watching. (Paggawa ng mga reponsibilidad at Gawain kahit walng nagbabantay)'.

'Doing your best in everything that is entrusted to you. Pagbibigay ng iyong kakayanan sa kung ano ang pinapagawa sa'yo)'.

Finally, there are constructs that are consistently given high and less ratings by the respondents and also there are items that are not given a consistent rating. The construct that given consistent high rating in terms of discipline is the construct 'I can avoid people, things and places whenever they are influencing me to do bad action. (Kaya kong iwasan ang isang tao, lugar, at bagay kung ito'y naghihikayat na ako'y gumawa ng masama.)', while construct that consistently given less rating in terms of discipline is 'Setting limit to emotion and actions in any situation. (Paglilimita sa mga kilos anumang sitwasyon ng isang tao.)'. In terms of responsibility the most rated by the respondents is 'Using the gifts and talents given to you. (Paggamit ang mga talento at kakayahan na ibinigay sa'yo.)'. Finally, there are construct that was given high rating in the intended to apply yet given a lower rating in the stance of the students in a certain attributes and qualities; this is the construct 'I am accountable to others in everything I do. (Alam ko na ako'y responsable sa iba sa bawat kilos o gawa ko.)'

(2) To answer research question: What are the students' level of intention to apply the given situations anchored on discipline and responsibility? This research questions are answer based on the post-test result.

The intention to *apply* is based on the 5-rating scale, where five is the highest and verbally interpreted as 'Always' or 'Palagi', four as Usually, three as Sometimes, two as Rarely and one Never; and in the *rating of the students* on a certain attributes and qualities which is in 10 rating scale, the rating of ten is the highest and one as poorest rating.

Through descriptive statistics such as mean, the ratings given by the respondents are summarised in Table 1, in the next page, wherein based on the rating scale interpretation, the students' intention to apply the virtue of discipline and responsibility get the average of 3.7, respectively, which mean near to the verbal interpretation of usually (palagi), while the stance of the students on certain attributes and qualities are also in good standing wherein 6.8 for the discipline and 7.4 for the responsibility.

Table 1. Level of the intention to apply and stance of students of discipline and responsibility

	Apply	Stance
Discipline	3.7	6.8
Responsibility	3.7	7.4

In terms of the profile of the students and its relation to their intent to apply and stance on certain specific constructs of discipline and responsibility, Table 2 presents the correlation of the variables and the major construct. It shows that it is not correlated, meaning there no correlation between the given rating of the students on the following constructs in terms of gender (A5) and age (A6).

Table 2. Correlation of variables and discipline and responsibility

	A4	A5	A6	Discipline
A4	1	0.095	0.114	0.002
A5	0.095	1	-0.079	0.086
A6	0.114	-0.079	1	0.058
Discipline	0.002	0.086	0.058	1

	A4	A5	A6	Responsibility
A4	1	0.095	0.114	-0.169
A5	0.095	1	-0.079	0.025
A6	0.114	-0.079	1	0.033
Responsibility	-0.169	0.025	0.033	1

(3) Significant Difference

To confer the H_0 : There is no significant difference between the pre-test and post-test scores on the status and commitment to apply and uphold situations anchored on discipline and responsibility.

The result on the significant difference between the pre-test and post-test of the survey questionnaire, using the paired T-test the summary of the findings as presented in Table 3, on the next page.

Table 3. Summary of findings

	df	Computed p-value	Ho	Ha	Verbal Interpretation
Pair 1 Discipline Apply Pre and Post	178	0.024	X	✓	Significant
Pair 2 Discipline Stance Pre and Post	178	0.041	X	✓	Significant
Pair 3 Responsibility Apply Pre and Post	178	0.037	X	✓	Significant

Pair 4	Responsibility Stance Pre and Post	178	0.049	X	✓	Significant
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Table 3 presents the result of the pre-test and post-test of intention of students to apply and uphold specific constructs anchored on discipline and responsibility. Pair is the computed data of the pre-test and post-test of the major construct (discipline and responsibility). As presented in Table 3, all pairs are significant. As the computed p-value is less than the significance level $\alpha=0.05$, hence, the null hypothesis H_0 is rejected.

5. Discussion of Findings

The findings of this study some collaborated to the existing researches, such as in the study of Rai (2014), wherein he related that certain values such discipline, sympathy, tolerance, democratic rights and responsibilities may be taught in applied situations. In addition, he also suggested that stories of great personalities leave a great impact on the minds of young people; therefore, these should be included in the curriculum. Furthermore, in the study of Joireman et al. (2004, cited by Arbuthnott, 2009), wherein they posited that individual actions can alleviate and influence by pre-meditated behaviour. In addition, the study of Sharma (2016), wherein he related that value-based education builds the qualities of a person. Finally, Kaur (2015) suggest extension lectures based on morality/value-oriented education should be arranged in the educational institutions.

These researches confirmed the importance of intentional teaching of certain virtues to the students using the evidence-based teaching strategies as prescriptive and reflective learning yield significant results. According to Schwartz (2012), although the nature of values and their structure may be universal, individuals and groups differ substantially in the relative importance they attribute to the values. That is, individuals and groups have different values 'priorities' or 'hierarchies'.

6. Reflection

Value education is important to help everyone in improving the value system that he/she holds and put them to use (Singh, 2015), considering the findings of the study, that there are traces that some constructs or situations that are consistently positive and less rated by the students at the same time there are situations that they are not consistent. These findings only mean that there are situations that clearly understood by the students at the same time there are situations that the students are confused. This study therefore concludes that continues values saturation help students increase their intention to apply and uphold the virtue of discipline and responsibility and maybe some other virtues for students to be successful students and later have a good life.

Acknowledgement

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