
Relationship of Observed Core Values of Grade 6 Learners and Their Academic Performance

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This research main premise was to assess the relationship of observed core values and academic performance of Grade 6 pupils during the School Year 2024-2025 as bases for proposed core values sustainability plan. The study adopted mixed method using sequential explanatory. The respondents of the study were the Grade 6 pupils. There were 308 pupils who were requested as the respondents. The researcher requested 10 teacher-participants in qualitative data gathering. Documentary analysis and semi-structured interview were used to gather data. Weighted mean and thematic analysis were applied for interpretation. Results tell that Grade 6 pupils have a rating of Always Observed on Maka-Diyos (M=3.73), Makatao (M=3.80), Makalikasan (M=3.48) and Makabansa (M=3.74). 23.05% have outstanding academic performance, 35.06% have very satisfactory academic performance, 26.30% have satisfactory academic performance and 15.58% have fairly satisfactory academic performance. The relationship between Maka-Diyos and academic performance listed an r value of 0.5619 and p value of 0.0324. In addition, the relationship between Makatao and academic performance garnered an r value of 0.6148 and p value of 0.0231. Also, Makakalikasan and academic performance got an r value of 0.5215 and p value of 0.0356. Makabansa and academic performance got an r value of 0.5141 and p value of 0.0312. Unique styles of teachers in integrating core values in their teaching include Providing Chances to Apply in Actual Situation and Utilizing Viral Videos as Springboard.

Keywords: core values, academic performance, elementary, teaching

I. INTRODUCTION

Students stay in school to learn and be a productive part of the community one day. This means that schools do not only teach skills and competencies like reading, writing and arithmetic but they also teach values to the learners. This denotes that discipline and values is also part of what should be developed and it must be observed.

Schools tackle anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences (Zarillo 2013), which is about how to relate effectively with the community.

According to Hooks (2013), students need to be effectively engaged with people and the community where they belong. One can say that a person is educated depending on his actions in the community. Undeniably, one of the purposes of education is to educate and guide the learners in such a way as to meet the needs of the community, healthy, effective education does both.

The environment of the students plays a huge role in the development of a child. So the kind of parents that they have affect how they behave. “Good” parents encourage their children to learn and grow, to embrace good character and consideration for others, to take education and learning seriously, to respect their peers and teachers alike (Ukeje, 2016).

The role of the teacher is, of course, to encourage and facilitate learning. In the formal sense, the teacher is responsible for the immediate learning environment, the means and effectiveness of instruction, and the cultivation of understanding on the part of the pupils.

Chick and Hong (2012) coined that it is part of the work of the teachers to make the learners acquire values that they will be able to use to mingle well with the community. Nonetheless, instructions should not only focus on competencies about the subjects but also how to be a human and how to adapt to the environment.

Teachers in the 21st century hold multiple roles and view children through various lenses, and recognize that their personal and professional identities are continually evolving. Teachers are

builders of relationship, scaffolder of children's learning, planner for learning and teacher as learner. They adapt instruction to meet the needs of individual learners.

Bender (2018) states that effective teachers are responsive in the implementation of the curriculum, utilize differentiated instructional strategies, and student products, incorporate a variety of techniques in the instruction, assessment, and grouping of students because not everyone learns the same thing at the same time with the same approach.

The role of the teacher is changing from one being the supplier of knowledge to the facilitator of communications between the learners, interaction between the teacher and learners is critical to the success of learning as well as pupil motivation.

Values are the criteria by which individuals judge ideas, objects, people, situations, and actions as good, worthwhile, desirable, wrong, worthless, or undesirable (Shaver & Strong, 1976). Without shared values, it is unfeasible to find the basis for establishing common values and standards of behavior in society.

In this context, throughout history, various societies had produced various common values to sustain their existence and keep the nation in solidarity. One of the most influential agents of society to sustain its values is schools. For centuries, authorities have considered education as a useful tool to embed and perceive behaviors and values within new generations.

According to Ünal (2013), education is a process the state regulates through the curriculum to maintain its controlling system in a society. Accordingly, authorities with different understandings struggle to convey their understanding to the next generation; such power struggle can be observed within the hidden curricular activities. For example, pictures and quotations of historical heroes on school walls are related to national values. Schools create a moral habitat where society passes its values and beliefs to students. Thus, the students learn what they can or cannot do (Ozoliņš, 2010). In this context, schools have played an important role in transmitting the common values of society to future generations throughout history.

In this context, governments have focused on the creation or development of individualistic values, which are going to help individuals to survive in a competitive environment, at schools. In

other words, they have given priority to educate or training. On the contrary, as Ünal (2016) indicated, they have neglected the transition of values that contribute to peace and serenity in the country such as friendship, respect, and cooperation. In other words, they have ignored educate or education for years.

McKenzie (2012) synthesizes the three learning domains of Gardner 's multiple intelligences into analytic, interactive, and introspective. The analytic domain includes logical, mathematical, and naturalistic intelligences. Kinesthetic, intrapersonal, and verbal comprise the interpersonal domain, while intrapersonal, visual; existential intelligences constitute the introspective domain. Addressing these nine multiple intelligences support whole brain learning development, which includes the individual 's cognitive, affective, and psychomotor potentials.

In her recent book, *Mindset*, Dweck (2019) argued that individuals mindsets influence whether they will be optimistic or pessimistic, shape their goals and how hard they will strive to reach those goal, and effects many aspects of their lives, including achievement and success in school and sports. Dweck says that mindsets begin to be shaped as children and adolescents interact with patterns, and coaches, who themselves have either a fixed mindset or a growth mindset.

Kanauan, Inprasitha, Changsri and Sudjamnong (2019) determined the student interns' perceptions about the 4 core values according to Inprasitha (2013). The participants were 124 student teachers in the mathematics education program, at KhonKaen University during the 2017 school year. Data were collected by questionnaires, interviews after their completion of practicum and participatory observation. Data were analyzed by descriptive statistics and content analysis. The results revealed 100% of student interns perceived each value. The four values are: 1) Building Collaboration: they valued students' working together and recognized the need to compromise opinions arising from mutual discussions while planning and reflecting together; 2) Open-Minded Attitudes: they valued listening to comments from their peers, and they valued waiting for students to understand the problem/situation by themselves and gave students the opportunity to think by themselves and explain their ideas; 3) Public Concern: they valued supporting student learning in the classroom and taking care of all students, and they could help with school activities and; 4) Emphasis on Product-Processes Approach: they valued thoroughly planning, anticipated students' ideas and patiently waited for students to solve their own problems.

In this country, as stipulated in the DepEd Discussion Paper (2010), every graduate is inculcated with the respect for human rights and values, notably, Maka-Diyos, Maka-tao, Makabansa, and Maka-Kalikasan. This makes every graduate empowered to effect positive changes in his/her life and that of others.

The aspiration of Education for All 2015 and the Philippine K-12 Basic Education Curriculum Framework which is to have the skills required in the 21st century in order to cultivate a "functionally literate and developed Filipino." In reaching such a goal, K-12 Curriculum will shape people with analytical, contemplative, accountable, productive, sustainable, humane and nationalist with a national and global perspective and appreciative of the historical and social issues.

One of the prime thrusts of curriculum in education settings is to develop holistic and responsible citizens of a nation who can bring social change and development. The main goal of is to develop students who are analytical, creative, responsible, productive, and nationalistic and cares for the environment and humanity (Saguid, 2016).

In developing a school educational system, there has always to be a balance between the needs of the individual and the needs of wider society. The individual learners will not only need to be prepared for life beyond school including the world of work but also to be able to develop as individuals so that they are capable of taking their full place in society as they understanding themselves and the world around.

This is in line with DepEd mission to provide quality basic education that is equitably accessible to all and to lay foundation lifelong learning and service to common good. This supports vision for every learner to be functionally literate, equipped with life skills as they appreciate arts and sports reinforce with desirable values of a person who is Makabayan, Makatao, Makakalikasan and Maka-Diyos.

The presentation of literature and studies magnified that schools do not center on teaching literacy and numeracy. They also need to develop students as individuals who can mingle with the community. With this, it is shown that there is scarcity of information regarding the evaluation of core values in the education. This convinced the researcher to formulate this study that assessed

the relationship of observed core values and academic performance of Grade 6 pupils during the School Year 2024-2025 as bases for proposed core values sustainability plan.

Conceptual Framework

The study was guided by the DepEd Order 8, s. 2015 about the core values of the Department of Education. The said order focused on assessment of learning but it also included the observation of core values. The researcher adopted the IPO model.

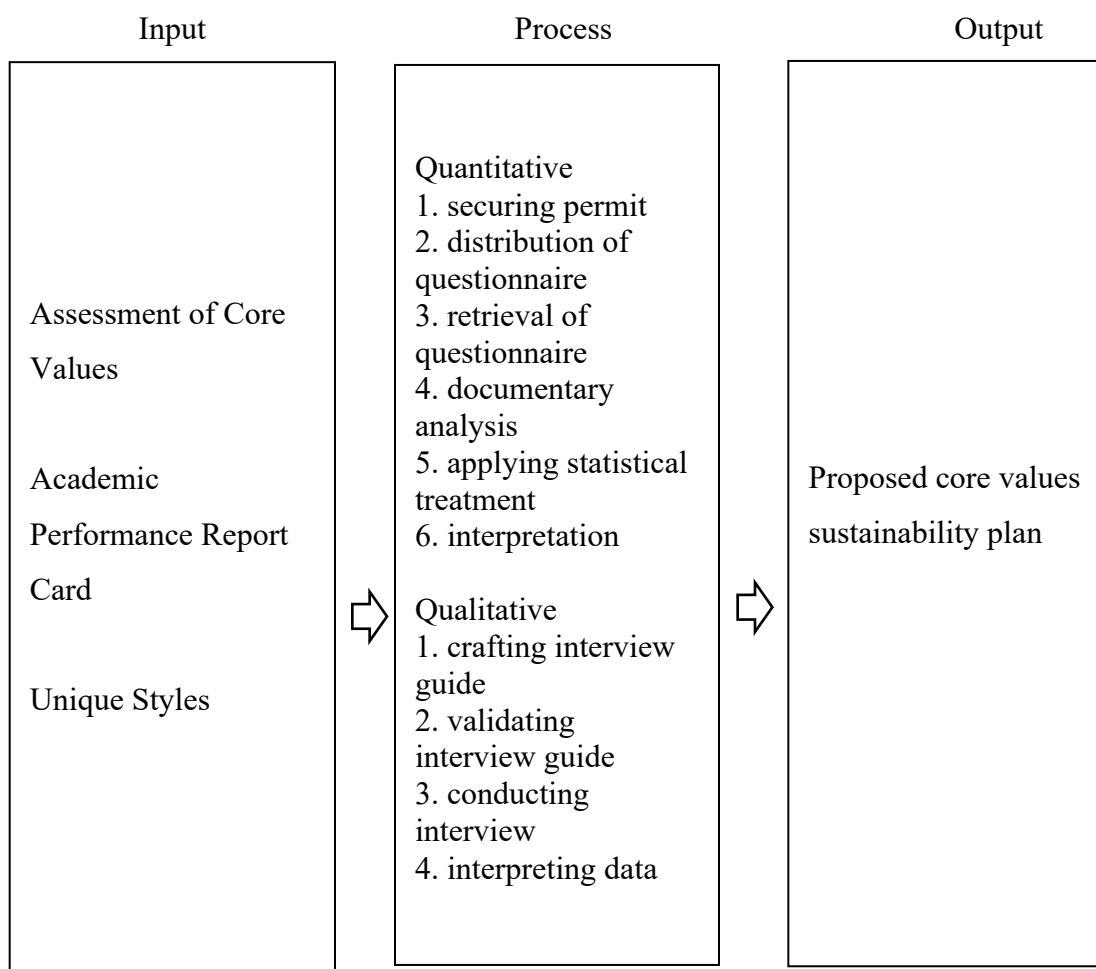


FIGURE 1
PARADIGM OF THE STUDY

The input framework had details about the assessment of the students on core values focusing on Maka-Diyos, Makatao, Makakalikasan, and Makabansa. In addition, academic performance their report card will also be collected. The unique styles of the teachers in integrating core values in their lessons were tackled.

The process framework was divided into quantitative phase and qualitative phase. The first part had securing permit, distribution of questionnaire, retrieval of questionnaire, documentary analysis, applying statistical treatment and interpretation. The second part had crafting interview guide, validating interview guide, conducting interview, and interpreting data.

The output was the proposed core values sustainability plan.

Statement of the Problem

This research main premise was to assess the relationship of observed core values and academic performance of Grade 6 pupils during the School Year 2024-2025 as bases for proposed core values sustainability plan.

Specifically, the study sought to answer the following questions:

1. How may the core values of the pupils be assessed considering the following:
 - 1.1 Maka-Diyos,
 - 1.2 Makatao,
 - 1.3 Makakalikasan, and
 - 1.4 Makabansa?
2. How may the academic performance of the pupils be described in their report card?
3. Is there a significant relationship between observed core values and academic performance of the respondents?

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4. What are the unique styles of teachers in integrating core values in their lessons?
 5. Based on the findings, what core values sustainability plan may be proposed?

Hypothesis

This study was guided by the null hypothesis that there is no significant relationship between observed core values and academic performance of the respondents.

Significance of the Study

The following are expected to benefit from the study:

School Heads This study will give the school heads information about the core values of the students and the challenges of the teachers. With this, they can provide better technical assistance by suiting it on the needs of the teachers.

Teachers This study may be used for them to carefully plan how they integrate core values in their lessons even though it is not part of the things that are being graded to learners. The proposed core values sustainability plan may also help them lessen their work because they may adopt them.

Students They may benefit from this study through the improvement of integration of core values in teaching. Furthermore, once they acquired the core values of DepEd. They can have a better chance of having an image of being educated.

Future Researchers This study may serve as a basis for conducting a study related to the variables. Also, the study may open a new path for other researchers.

Scope and Delimitation

The study was conducted in Bacolor South District, Division of Pampanga, which is one of the 33 districts in the Division. This started and was completed during the School Year 2024-2025.

This first target was to assess the observed core values of pupils focusing on Maka-Diyos, Makatao, Makakalikasan, and Makabansa. In addition, the academic performance in report card was collected. Also, the unique styles in integrating core values were tackled.

All of these were used for the proposed core values sustainability plan.

Definition of Terms

For better understanding, the following terms are operationally and conceptually defined:

Academic Performance. It refers to the numerical rating that the pupils get after submitting all the necessary written works, performance tasks and quarterly assessments in one school year.

Core Values include Maka-Diyos, Makatao, Makakalikasan, and Makabansa based on the Vision, Mission and Core Values of DepEd. Watkins and Donnelly (2014) coined that core values are traits or qualities that are not just worthwhile, they represent an individual's or an organization's highest priorities, deeply held beliefs, and core, fundamental driving forces.

Challenges. These are the problems encountered by the teachers in integrating the core values in their lessons.

II. METHODOLOGY

This chapter presents and discusses the research design, participants and sampling, the sources of data, instrumentation, data collecting procedure and data analysis, which are used in the conduct of this research.

Research Design

The study adopted mixed method, which is a combination of both quantitative data gathering and interpretation as well as qualitative data collection and analysis.

Considering the stance of Creswell (2014), a mixed method approach is a combination of both the quantitative and qualitative research and data in one research study. The use of the two methods in a single research is not only confined with combining the beauty of the two but by the purpose of strengthening the weakness of the other. Even Almaki (2016) noted the same concept that mixed method is a powerful design that involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon.

A mixed method approach using sequential explanatory approach was utilized in this study. This approach is focused on the collection, analysis and mixing both quantitative and qualitative data in a single study. This study is a combination of quantitative and qualitative data to provide better understanding of the nature of the problem.

Considering the traits of sequential explanatory, the researcher finds it suited on the purpose of the study which was to assess the relationship of observed core values and academic performance of Grade 6 pupils during the School Year 2024-2025 as bases for proposed core values sustainability plan.

Respondents/Participants

The respondents of the study were the Grade 6 pupils of Bacolor South District in the Division of Pampanga during the School Year 2024-2025.

The researcher considered G power at 0.05 level of significance to determine the sample size of learners to be used in quantitative part. Using sample size was beneficial because Bacolor South District is a huge place and it would be tough to make everyone participate. Table 1 reflects that there were 308 pupils who were requested as the respondents.

TABLE 1
RESPONDENTS OF THE STUDY

Schools	Frequency	Percentage
School 1	33	10.71%
School 2	32	10.39%
School 3	21	6.82%
School 4	18	5.84%
School 5	15	4.87%
School 6	15	4.87%
School 7	13	4.22%
School 8	15	4.87%
School 9	17	5.52%
School 10	14	4.55%
School 11	12	3.90%
School 12	11	3.57%
School 13	13	4.22%
School 14	14	4.55%
School 15	14	4.55%
School 16	14	4.55%
School 17	13	4.22%
School 18	12	3.90%
School 19	12	3.90%
Total	308	100.00%

The next consideration is the selection process. To make sure that every school is represented, stratified random sampling was applied. It gives everyone the chance to be selected and minimize the chance of being bias in the selection.

On the other hand, another set of source of information was considered for qualitative part. The researcher requested 10 teacher-participants in qualitative data gathering. For this part, the researcher applied purposive sampling technique. It is a selection technique that limits the choices of the researcher. With this, the researcher needs to set criteria for selection to have a more substantial data for interpretation. The goal is to get quality data rather than focusing on quantity.

For teachers to be included in the qualitative part, they must meet the following criteria: (1) currently assigned as classroom adviser, (2) a master teacher, and (3) adviser for at least five years.

Research Instruments

Another consideration of the study is on the kind of instrument that was used. In a research, it is needed to ensure that the avenue to be used for data collection is carefully selected and chosen after consideration on the main goal of the study. From the view of Eng (2013), a research instrument serves as the tool to solicit the pertinent information from the different sources that will answer the given questions of the study.

For quantitative part, the researcher used the tool on DepEd Order 8 s, 2015 about the observed core values focusing on Maka-Diyos, Makatao, Makakalikasan at Makabansa.

The qualitative part resorted to semi-structured interview. The data solicited were not quantified by numbers in a qualitative research thus the researcher of this study relied on semi-structured interview. It is a type of interview wherein predetermined questions are given to the participants prior to the conduct of the actual interview. There was also a huge probability that not all of the questions were asked during the data collection because it would depend on how the participants respond to each question. Furthermore, additional questions might be asked to solicit more substantial data from the target participants.

In this phase, the questions asked were open-ended to give way for the teachers to fully express themselves including their thoughts, ideas, and experiences about the phenomenon under investigation. These questions were the expounded version of the actual research questions presented in the previous chapter.

The purpose of giving these questions to the participants is to primarily collect qualitative information for key point identification, coding, and grouping of codes until themes are yielded from the analysis.

The questions asked were crafted personally by the researcher. Once the first draft is conceptualized, it was presented to the research adviser for recommendations to improve the tool. After editing the first draft, it was presented to the set of qualitative experts for content validation. To have a unity in validation, each question was analyzed and scrutinized considering the following parameter: (a) relevance to the research questions, (b) clarity of the questions and (c) appropriateness of the words. Before crafting the final draft, the comments and suggestion of the validators were discussed with the adviser to incorporate the suggestions for the betterment of the questions asked, which were used during the interview.

Data Collection

Protocols in securing the necessary permits and approval were done initially prior to the commencement of the research. The researcher personally wrote a letter of request signed by the adviser and the dean of the graduate school sent to the Schools Division Superintendent. It included the information of the researcher and the purpose of the study. With this, the higher authorities may contact the researcher whenever there are questions or clarification.

After getting all the approvals, the researcher focused on data collection through online platform.

In terms of qualitative data gathering, the interviews were done online. The researcher needed to record the conduct of the interview for accurate transcription of the data. However, the researcher got the permission of the teacher-participant first.

Ethical Considerations

The researcher explained to the respondents the purpose of the study. Each respondent had the liberty to ask question when they find it necessary. Another consideration was to ensure that the participation is on voluntary basis. To do this, there was a letter of consent that will be signed by the respondents to show their approval. Furthermore, the researcher protected their identity by giving them the chance to write their names optionally. In addition, parents' consent was secured.

In addition, there was no information in the entire manuscript that would pinpoint the identity of the teachers. All of the data were coded and no answer was singled out in the entire manuscript.

Statistical Treatment/Data Analysis

The researcher applied both quantitative and qualitative analysis of data. For the quantitative part, the researcher used the following:

1. Weighted mean, to summarize the observed core-values of the students
2. Frequency and percentage, to summarize the academic performance
3. Pearson r analysis, to determine the relationship of the two variables

The uniqueness of qualitative phase lies more on its data analysis. Words, phrases, sentences, and observations are the pieces of information that are tough to analyze or interpret because the researcher is the one who will extract the meaning from the given data.

Figure 2 guided the researcher in processing the qualitative data analysis. The data were the ones taken from the semi-structured interview.

Data analysis commenced after each interview is recorded. The researcher purposively listened to the recordings and write the audio information until they are converted to printed texts or transcripts. Verification of the accurateness of the transcripts was done by the researcher and the adviser by reading the printed texts while listening on the audio for comparison.

In an interview, not all the words from the participants' answers would be given meaning. Only the important parts that answered the listed/provided questions are the ones that were focused. This was the process of key point identification wherein only the salient quotations will be highlighted.

After getting all the key points from every participant, they were given codes that represented the entire statement of the participants. Each code was analyzed to reveal the similar concepts until they are grouped through their affinity before the assignment of the themes.

The diagram below summarizes the processing of the qualitative data.

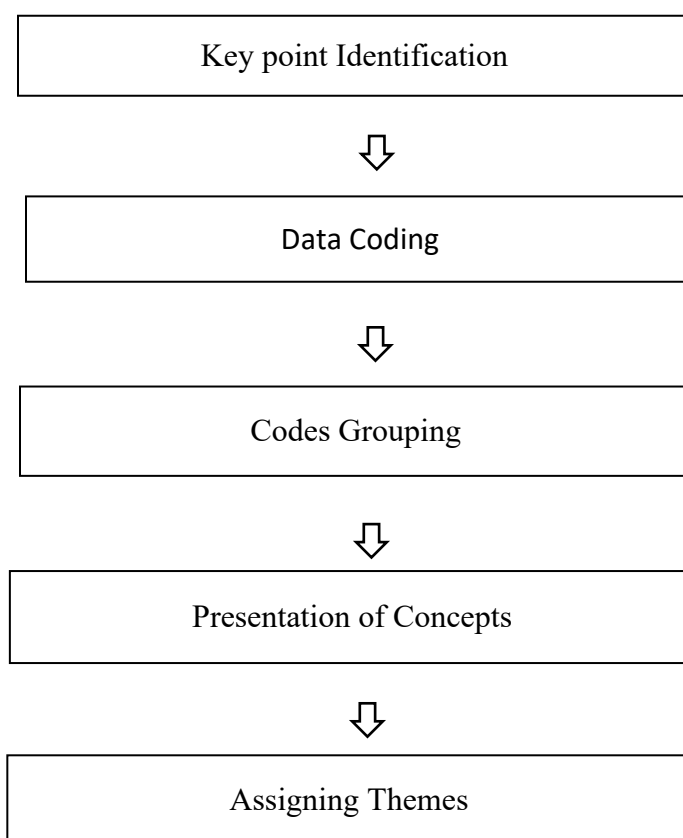


FIGURE 2
DIAGRAM OF QUALITATIVE DATA ANALYSIS

III. RESULTS AND DISCUSSION

This chapter deals with the presentation of results and discussions. Presentation is based on the arrangement of the research questions in the previous chapter.

1. Assessment of Core Values of the Grade 6 Pupils

The core values of the Grade 6 pupils were based on Maka-Diyos, Makatao, Makalikasan at Makabansa.

It can be seen from Table 2 that Maka-Diyos is rated as Always Observed in the report card of the students with a grand mean of 3.73 (SD=0.28). A closer look on the table reveals that the highest mean of 3.78 (SD=0.32) is given to first indicator “Engage myself in worthwhile spiritual activities”, while the lowest mean of 3.71 (SD=0.28) is found on “aspire to be fair and kind to all”, which is the ninth indicator but rated as Always Observed.

Results indicate that the Grade 6 pupils possess characteristics of being Maka-Diyos. This denotes that they show respect to the beliefs of other students and they do not engage in debate or discussions with others. Being "Maka-Diyos," which means "God-fearing" or "God-loving," is a deeply embedded Filipino virtue that emphasizes faith, spirituality, and living a virtuous life based on religious values.

Even Fernando et al. (2024) underscored that it is one of the most important things that the teachers are teaching to the learners especially in lower grade level. It is expected that students will have a deep understand of being Maka-Diyos.

TABLE 2
SUMMARY OF MAKADIYOS

I	Mean	SD	Description
1. Engage myself in worthwhile spiritual activities	3.78	0.32	Always Observed
2. respect sacred places	3.72	0.31	Always Observed
3. respect religious beliefs of others	3.72	0.29	Always Observed
4. demonstrate curiosity and willingness to learn about other ways	3.75	0.36	Always Observed
5. tell the truth	3.73	0.31	Always Observed
6. return borrowed things in good condition	3.75	0.28	Always Observed
7. demonstrate intellectual honesty	3.72	0.29	Always Observed
8. expect honesty from others	3.73	0.33	Always Observed
9. aspire to be fair and kind to all	3.71	0.28	Always Observed
10. identify personal biases	3.74	0.26	Always Observed
11. recognize and respect one's feelings and those of others	3.72	0.31	Always Observed
Grand Mean	3.73	0.28	Always Observed

Makatao is given a rating of Always Observed as reflected on its grand mean of 3.80 (SD=0.28). The same table will reveal that all of the indicators are rated as Always Observed. First

indicator “show respect for all” garnered a mean of 3.87 (SD=0.31), while sixth indicator “volunteer to assist others in times of need” marked a mean of 3.78 (SD=0.21).

The information that is displayed on the table indicates that the pupils are aware of and concerned about the individuals in their immediate environment. They make an effort to find ways in which they can de-escalate conflicts and interact with their contemporaries. It was suggested by Shin et al. (2019) that while people are doing good for others, they are also doing good things for themselves because they are able to develop a better connection with the people they are helping who are doing the good for them. There is more to being Makatao than merely being polite to other people. Additionally, it indicates that you are able to comprehend them and that they are taken into consideration whenever a person wishes to express themselves or carry out an action.

TABLE 3
SUMMARY OF MAKATAO

I...	Mean	SD	Description
1. show respect for all	3.87	0.31	Always Observed
2. wait for one's turn	3.82	0.27	Always Observed
3. take good care of borrowed things	3.85	0.27	Always Observed
4. view mistakes as learning opportunities	3.81	0.28	Always Observed
5. uphold and respect the dignity and equality of all including those with special needs	3.80	0.31	Always Observed
6. volunteer to assist others in times of need	3.73	0.25	Always Observed
7. recognize and respect people from different economic, social, and cultural background	3.80	0.32	Always Observed

8. cooperate during activities	3.76	0.25	Always Observed
9. recognize and accept the contribution of others towards a goal	3.80	0.30	Always Observed
10. consider diverse views	3.81	0.28	Always Observed
11. communicate respectfully	3.82	0.28	Always Observed
12. accept defeat and celebrate other's victories	3.81	0.26	Always Observed
13. enable others to succeed	3.83	0.25	Always Observed
14. speak out against and prevents bullying	3.83	0.29	Always Observed
Grand Mean	3.80	0.28	Always Observed

Table 4 reflects that Makabansa Core Values is rated as Always observed with a grand mean of 3.48 (SD=0.33). A quick glance on the table tells that first indicator “show a caring attitude toward the environment” is given the highest mean of 3.52 (SD=0.35), while third indicator “conserve energy and resources” listed a mean of 3.44 (SD=0.32).

Consequently, this indicates that pupils have characteristics that indicate they care about the environment and that they look for ways in which they can safeguard it. Being a Makalikasan can be inculcated through ways such as the incorporation of teachings about the environment. It is easier for educators to emphasize the significance of Makalikasan when environmental issues and concerns are incorporated into their lessons. It was emphasized by Maurissens et al (2024) that when teachers teach lessons about the environment, they should include methods on how to safeguard the world where we live. These methods should include the straightforward separation of garbage and other methods.

TABLE 4
SUMMARY OF MAKAKALIKASAN

I	Mean	SD	Description
1. show a caring attitude toward the environment	3.52	0.35	Always Observed
2. practice waste management	3.47	0.33	Always Observed
3. conserve energy and resources	3.44	0.32	Always Observed
4. take care of school materials, facilities and equipment	3.47	0.33	Always Observed
5. keep work area in order during and after work	3.49	0.35	Always Observed
6. keep one work orderly and neat	3.47	0.34	Always Observed
Grand Mean	3.48	0.33	Always Observed

Lastly, data on Makabansa are also presented in Table 5 with a mean of 3.74 (SD=0.26) or Always Observed. The same presentation highlights that first indicator “identify myself as a Filipino” is given a mean of 3.82 (SD=0.27) or Always Observed, while fifth indicator “abide by the rules of the school, community and country” listed a mean of 3.71 (SD=0.31) or Always Observed.

The data indicates that students show attributes of love for country. In doing so, they demonstrate their admiration for the events that will highlight patriotism. In order to ensure that pupils are paying attention during the ritual of raising the flag, the school takes a number of measures. Other teachers also integrate them in their lessons.

The goal of love for nation is to foster a sense of cultural identity. Students exhibit characteristics that are unique to a certain nation when they have a strong relationship with their

nation. One example of this is the practice of placing one's hand on one's chest during the singing of the National Anthem in the Philippines.

Love for country refers to an emotional attachment that represents a sense of belonging, duty, and pride. According to Osborne et al. (2017), it comprises the positive feelings and positive affiliation that an individual has to their country. According to Huang et al. (2023), national identity is comprised of a citizen's cognitive recognition of their political community as well as their propensity to adopt the political, cultural, and ethnic values of the nation. It is generally accepted that a sense of national identity is the source of patriotism.

TABLE 5
SUMMARY OF MAKABANSA

I...	Mean	SD	Description
1. identify myself as a Filipino	3.82	0.27	Always Observed
2. respect the flag and national anthem	3.72	0.29	Always Observed
3. take pride in diverse Filipino cultural expressions, practices and traditions	3.76	0.22	Always Observed
4. promote the appreciation and enhancement of Filipino languages	3.72	0.20	Always Observed
5. abide by the rules of the school, community and country	3.71	0.31	Always Observed
6. enable others to develop interest and pride in being a Filipino	3.72	0.28	Always Observed
7. manages time and personal resources efficiently and effectively	3.72	0.22	Always Observed
8. perseveres to achieve goals despite difficult circumstances	3.73	0.29	Always Observed
9. conduct myself appropriately in various situations	3.72	0.28	Always Observed
Grand Mean	3.74	0.26	Always Observed

2. Academic Performance of Grade 6 Pupils

The study also collected data on academic performance of the Grade 6 pupils on their report which is presented in Table 6.

As shown, 23.05% have outstanding academic performance, 35.06% have very satisfactory academic performance, 26.30% have satisfactory academic performance and 15.58% have fairly satisfactory academic performance.

The figures show that there are many pupils who are able to comply with the requirement of their subjects in written tasks, performance tasks and quarterly examinations. This means that most of the competencies are mastered by the pupils based on the curriculum.

Education at the elementary level is essential because it creates the groundwork for learning, critical thinking, social and emotional development, individual growth, and self-confidence (Wickramasinghe, et al., 2024). A strong academic performance should begin as early as feasible since it helps to ensure that pupils are able to comprehend more complicated competencies when they are successful in elementary school. This is why it is emphasized that high academic performance should begin as early as possible.

TABLE 6
SUMMARY OF ACADEMIC PERFORMANCE

Academic Performance	Frequency	Percentage
Outstanding	71	23.05
Very Satisfactory	108	35.06
Satisfactory	81	26.30
Fairly Satisfactory	48	15.58
Total	308	100.00

3. Relationship Between Observed Core Values and Academic Performance of Grade 6 Pupils

The study also dwelt on examining the relationship between observed core values and academic performance of the respondents.

Table 7 tells that relationship between Maka-Diyos and academic performance got an r value of 0.5619 and p value of 0.0324. From this figure, it can be inferred that the relationship of the two is statistically significant. This means that when Core Values on Maka-Diyos is not given attention, the academic performance will decline.

In addition, the relationship between Makatao and academic performance listed an r value of 0.6148 and p value of 0.0231. This data is sufficient to reject the null hypothesis and claim that the relationship is statistically significant, which entails that when core values on Makatao is given further attention, the academic performance of the pupils will increase.

The same table shows that the relationship between Makakalikasan and academic performance garnered an r value of 0.5215 and p value of 0.0356 which convinced the researcher to reject the null hypothesis. The information implies a significant relationship between the two. When the core values in Makakalikasan decreases, the academic performance will be affected negatively.

Also, Makabansa and academic performance got an r value of 0.5141 and p value of 0.0312. These figures are enough to reject the null hypothesis and say that there is a significant relationship between Makabansa and academic performance. When Makabansa core values improve, the academic performance will move on the same direction.

Olipas (2023) reiterated that as learners acquire new knowledge, skills and competencies in schools in all subjects, their core values should not be neglected. It helps in developing the students holistically, which will definitely contribute on how they perform in schools.

TABLE 7
PEARSON ANALYSIS OF THE VARIABLES

Variables			r-value	p-value	Decision
Maka-Diyos performance	and	academic	0.5619	0.0324	Reject Null
Makatao performance	and	academic	0.6148	0.0231	Reject Null
Makakalikasan performance	and	academic	0.5215	0.0356	Reject Null
Makabansa performance	and	academic	0.5141	0.0312	Reject Null

4. Unique Styles of Teachers in Integrating Core Values in Their Lessons

The researcher also dwelt on the unique styles of teachers in integrating core values in their lessons. This was done through semi-structured interview. Their responses were carefully analyzed and the following themes were yielded:

Theme 1: Providing Chances to Apply in Actual Situation

Teaching of core values include making students become Maka-Diyos, Makatao, Makakalikasan and Makabansa. Teachers believe that they should be able to immerse students in real-world scenarios that will demonstrate the fundamental principles that they need to understand in order to ensure that students truly gain this knowledge.

When it comes to teaching, the majority of the time, teachers will provide pupils with examples so that they can better visualize the concept that educators are attempting to convey to them. When students are able to imagine the situation, their ability to give examples will be at its

highest. This is feasible when the students are aware of the situations or when they have personal experiences related to the problems.

This theme is conceptualized based on the following key points:

*It will be easier if you give them the chance to use it
in actual situation (P1)*

*Provide situations to students then let them visualize
it and ask them what will they do (P3)*

*I connect their actual experiences by asking them
(P5)*

*Aside from books, experience is the best teacher so I
give them scenarios and situations (P7)*

*Relate their experiences to the lessons that will
integrate core values (P8)*

According to Geoffrey (2021), the utilization of pupils' prior knowledge could also refer to the experiences that they have had with a particular subject. Because they are familiar with the scenarios and because they are based on the students' genuine experiences, the students are able to completely immerse themselves in the events. Pre-existing knowledge refers to the information that an individual possesses prior to the acquisition of new ideas or concepts.

According to Tophat (2021), this information might have been collected throughout the course of time via their personal, societal, and cultural influences or experiences. It encompasses a wide range of factors, including pre-existing knowledge, beliefs, abilities, and attitudes, all of which have an impact on how individuals pay attention to, interpret, and organize information that is presented to them. Bada and Olusegun (2015), who are focusing on the constructivism theory, point out that humans construct knowledge and meaning from the experiences they have. Learners are active actors in the process of knowledge acquisition, and as such, they discover and convert

information, compare the new information to the information they already possess, and have the ability to modify the information when it is no longer applicable.

Theme 2: Utilizing Viral Videos as Springboard

There has never been an easy time teaching basic principles, especially considering that it is not truly a subject that teachers are required to teach. An effort is currently being made to incorporate core values into the teachings in order to guarantee that these are being addressed. The utilization of videos that are already familiar to the pupils or that are viral nowadays is one of the most effective methods that teachers employ. These shows sometimes highlight core values like Maka-Diyos, Makatao, Makalikasan and Makabansa.

This theme is created with much consideration on the following answers:

I use some viral vidoes like helping an old lady (P2)

Amazing Earth videos help me teach nature or Makakalikasan (P4)

Of course, there are viral videos now in this current time that you can use to teach core values (P6)

I downloaded videos to show to the students (P9)

Ali and Baig (2023) underlined that teachers use educational films to impart concepts and topics to their students. What distinguishes the teachers' approach is that they employ educational movies to integrate core values rather than specific subject competencies. They concluded that educational videos are successful, particularly when they address students' interests.

5. Proposed Core Values Sustainability Plan

This research main premise was to assess the relationship of observed core values and

academic performance of Grade 6 pupils during the School Year 2024-2025. The final output of the study is to have a proposed core values sustainability plan.

Objectives	Strategies	Person In Charge	Date	MoVs
1. sustain the Always Observed Maka-Diyos Core Values of the learners	1. include in integration of lessons the importance of being kind to all	Class Advisers	Quarterly	Lesson plans highlighting integration of Maka-Diyos
	2. provide situations to learners on how they can be kind to everyone	Class Advisers	Quarterly	Lesson plans highlighting integration of Maka-Diyos
2. sustain the Always Observed Makatao Core Values of the learners	1. include in integration of lessons role playing activities to increase cooperation during activities	Class Adviser	Quarterly	Lesson plans highlighting integration of Makatao
	2. give chance to pupils to volunteer to	Class Adviser	Quarterly	Lesson activities

	assist others in times of need				
3. sustain the Always Observed Makakalikas an Core Values of the learners	1. include in integration of lessons how to conserve energy and resources in school and at home	Class Advisers	Quarterly	Lesson plans highlighting integration of Makakalikasan	
	2. use viral vidoes for teaching of Makakalikasan	Class Advisers	Quarterly	Lesson plans highlighting vidoes that shows Makakalikasan core values	
4. sustain the Always Observed Makatao Core Values of the learners	1. provide chances to pupils to have conversation through role playing to promote the appreciation and enhancement of Filipino languages	Class Advisers	Quarterly	Lesson plans highlighting integration of Makatao	

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations offered.

Summary of Findings

The following are the summary of findings:

1. Grade 6 pupils have a rating of Always Observed on Maka-Diyos ($M=3.73$), Makatao ($M=3.80$), Makalikasan ($M=3.48$) and Makabansa ($M=3.74$).
2. 23.05% have outstanding academic performance, 35.06% have very satisfactory academic performance, 26.30% have satisfactory academic performance and 15.58% have fairly satisfactory academic performance.
3. The relationship between Maka-Diyos and academic performance listed an r value of 0.5619 and p value of 0.0324. In addition, the relationship between Makatao and academic performance garnered an r value of 0.6148 and p value of 0.0231. Also, Makakalikasan and academic performance got an r value of 0.5215 and p value of 0.0356. Makabansa and academic performance got an r value of 0.5141 and p value of 0.0312.
4. Unique styles of teachers in integrating core values in their teaching include Providing Chances to Apply in Actual Situation and Utilizing Viral Videos as Springboard.
5. A core values sustainability plan is proposed based on the findings of the study.

Conclusions

The following conclusions were inferred:

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1. Grade 6 pupils possess the traits of being Maka-Diyos, Makatao, Makalikasan and Makabansa which are reflected in their actions and deeds as observed by their classroom advisers.
 2. Grade 6 pupils were able to go beyond the minimum expectations and were able to master the target competencies in all of their subjects in the curriculum.
 3. Core values in terms of Maka-Diyos, Makatao, Makakalikasan and Makabansa are significantly correlated with the academic performance of Grade 6 pupils indicating that their academic performance will increase once core values is given attention.
 4. Teachers used experiences, situations and viral videos that can be used in teaching to highlight the core values in their teaching as their best strategies.
 5. The proposed core values sustainability plan aims to help teachers to sustain the high observation of core values of students.

Recommendations

The following recommendations are formed based on the conclusions drawn:

1. High core values may be sustained by teachers through constant monitoring of the actions of the pupils based on the indicators of being Maka-Diyos, Makatao, Makalikasan and Makabansa.
2. The academic performance of Grade 6 pupils may be improved further by focusing on the least learned competencies of the students and giving them enrichment activities.
3. A concentration on integration of core values in terms of Maka-Diyos, Makatao, Makakalikasan and Makabansa may be done by the school heads and teachers since these affect the performance of the pupils.
4. A festival of teaching focusing on integration of core values may be conducted so teachers will actually see the use of unique styles of teachers.

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5. The proposed core values sustainability plan may be utilized in a school to test its effectiveness and find rooms for improvement.
 6. Future researchers may conduct study on how core values is reflected by pupils outside school premises to enrich the findings of the study.

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