

Assessment and Evaluation of a School-based Values Formation Program

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Abstract. This study addresses the observed decline in values and moral character among Filipino students, as evidenced by their communication and interactions with peers, teachers, and others. To counter this trend, a school-based values formation program was implemented. The research aimed to evaluate the acceptability of the program. Using descriptive narrative and inferential statistics, the study found that the program has a profound and positive impact, effectively instilling positive values and character traits in students. The results indicated no significant difference in acceptability levels between parents and teachers, with both groups highly endorsing the project. These findings provide a strong case for schools to adopt the program to promote positive values and character traits among students. The study recommends implementing the program in all Pililla Sub-Office and Division of Rizal elementary schools, offering a practical solution to the observed decline in values. Furthermore, it encourages teachers to develop similar programs with varying scopes of values and character integration, providing a flexible approach to values formation. Establishing a regular values formation program as part of the annual school action plan is also advised, ensuring the sustainability of the program. Finally, the study recommends enhancing the existing program for greater effectiveness and conducting parallel studies considering additional variables, suggesting avenues for further research and program improvement.

Keywords: Values formation program; Program evaluation; Assessment and evaluation.

1.0 Introduction

The COVID-19 pandemic has profoundly impacted students' lives, significantly affecting their mental health, education, and daily routines. Filipino students, in particular, have shown a decline in values and moral ethics, evident in their communication with peers, teachers, and others. The increased use of technology, including mobile phones, multimedia, and social media, has contributed to this decline. The shift to autonomous learning during the pandemic has increased reliance on online education, altering how students develop their moral principles and character due to the reduced direct contact with teachers and peers. This change has resulted in a lack of respect for teachers, a diminished understanding of the importance of caring, a decline in ethical behaviour, and increased harassment (Suciati, 2023).

Traditional classroom settings have been replaced with online or modular learning, requiring students to study at home, often independently. Consequently, parents have assumed greater responsibility for their children's education (Gozum et al., 2021). Haryati (2013) emphasized that the success of developed nations is not solely due to natural resources but also to the excellent character traits of their citizens, such as honesty, hard work, responsibility, empathy, and patience. Character education aims to enhance student achievement and integrate character building. The pandemic has exacerbated educational disruptions, leading to significant learning losses.

Due to the pandemic, the Philippines is experiencing severe "learning poverty" (Lu, 2023). The Global Education Evidence Advisory Panel (GEEAP) highlighted that the damage to education will have long-term effects on children's well-being, including their mental health and productivity, making educational disruption a significant threat to recovery from COVID-19 unless addressed promptly.

The gap in students' moral and ethical behaviour has widened over the past two years, as evidenced by a decline in good manners and proper conduct. The Department of Education (DepEd) has recognized this issue and reintroduced Good Manners and Right Conduct (GMRC) in the curriculum, demonstrating the government's commitment to addressing this problem.

Values are central to social sciences and are transmitted through socialization, passing behaviors and attitudes from one generation to the next (Makarova, 2018). Republic Act No. 11476, the "Good Manners and Right Conduct and Values Education Act," underscores the importance of values education in developing young people's moral and ethical well-being. This act highlights the role of educational institutions in fostering patriotism, nationalism, respect for human rights, ethical and spiritual values, and critical and creative thinking.

Studies emphasize the importance of instilling respect, attitude, love, and nationalism. Bautista (2016) found that media influence and education significantly impact a person's morality. Educational institutions should enhance their curriculum to integrate values education, promoting desirable qualities alongside technological and conceptual life skills. Purba (2024) argued that education must include an understanding and appreciation of societal values to achieve complete human development. Guzman (2023) found that reading is linked to character development, enabling students to expand their horizons and promote compassion and curiosity. Moral education is essential for national progress, cultivating healthy, patriotic, honest, and sincere citizens.

Teaching good manners and right conduct requires collaboration among educators, parents, and the community, nurturing respectful and kind-hearted individuals who will contribute positively to society (David, 2024). Social media also influences students' moral development, necessitating parental supervision to prevent behaviors such as bullying (Idrus et al., 2023).

Children in their formative years, typically ages 2-4, need the most support as they begin to form their perspectives on life (Kington et al., 2013). Matagbak Elementary School recognizes the need to strengthen values formation and has committed to implementing programs and projects to bridge this gap. That is why, a values formation program was established. The research aimed to evaluate the acceptability of the program.

2.0 Methodology

2.1 Research Design

The study utilized a descriptive research method to evaluate the development and acceptability of the values formation program. This method was chosen to gather comprehensive information about existing conditions, involving the description, collection, analysis, and classification of data to make accurate interpretations.

2.2 Research Participants

The respondents included nine teachers and 165 parents in Matagbak Elementary School. The respondents were chosen using purposive sampling.

2.3 Research Instrument

The researcher developed the necessary paraphernalia and learning materials and promoted the project. A questionnaire checklist was created to assess the project's acceptability among parents and teachers. The questionnaire checklist with a Likert scale was prepared to identify the level of acceptability of the respondents in the project.

2.4 Data Gathering Procedure

After approval, the researcher personally administered the instrument to the parents and teachers.

2.5 Data Analysis Procedure

The gathered data was statistically analyzed using several tools. In order to identify the number of parent respondents, probability random sampling was used. The mean was calculated to evaluate the project's acceptability in accuracy, applicability, user-friendliness, workability, completeness, modifiability, and clarity. Additionally, an independent t-test was used to determine whether there was a significant difference between teachers' and parents' perceptions of the projects' acceptability across these specified categories.

3.0 Results and Discussion

3.1 Program Development

The researcher initiated the development of the Project entitled "Let's Cultivate Good Manners Today" by presenting a comprehensive project proposal to the school head of Matagbak Elementary School. This proposal included instructional materials, modules, learning competencies, a complete program schedule, and plans for monitoring and evaluation. After receiving approval from the school head, the pre-implementation phase commenced. This phase involved planning, meetings, and identifying learners' needs regarding values formation and program development. Orientation meetings were also held for all teachers and parents.

A new school mantra, "In Matagbak Elementary School, Every Child is Cared," was introduced during the implementation phase. An information drive campaign disseminated the five core values, called the "5M's of MATESIAN": Godly, Courteous, Honest, Helpful, and Diligent. This was achieved through classroom and office postings and distributing reading materials about the 5M's. Additionally, the "the Oath of MATESIAN" was recited daily during the raising ceremony to reinforce these values among learners. The School Learning Action Cell on Values Formation was also organized to support teachers in providing relevant learning resources for this campaign.

3.2. Relevance of the Program

Based on the teachers' perspective on the project's relevance in instilling positive values and character traits in their students, they have seen the project as very helpful. Since introducing the different activities, their learners have shown a positive attitude, especially when it comes to the 5M's of MATESIAN.

Teacher 2 stated, *"I have seen the importance and application of the project. Through constant reminders of the 5Ms' of MATESIAN, they can follow them and realize that the different values they are citing become an everyday attitude. I do hope that this will be the start of their change."*

Teacher 5 added, *"The school mantra is relevant because they have believed in it, and we all become aware of our responsibility to our students. It is indeed a turning point in how we should inculcate in the minds of every learner that they are the main reason why our institution was built."*

Citing these values makes their character and attitude grow positively. Some students always smile and never forget to give a good greeting to their teachers and parents. Po and Opo were always heard of inside the classroom, and students showed the love of God in their classes. Parents are so happy seeing their children have a positive attitude in their learning at home. Some parents were interviewed to see if the program was effective, and they suggested that it was a great help in inculcating good manners in their children. Others were so grateful for how their sons or daughters talked to them with courtesy and kindness. Also, they suggest that the school must continue to implement the program so that it will help them in the long term.

Parent 15 expressed, *"I am so happy about how the school provides for our children. Because of the pandemic, we cannot teach our children, especially regarding values and moral character. I am ashamed that, as a parent, I don't have much time to teach my children all the time. That is why when face-to-face learning started, this gave us a great relief."*

Parent 21 uttered, *"Thank you for your sacrifices, our dear teachers. Thank you for always looking out for the welfare of our children, and that is how you teach them with your heart. We can say anything more but only to give you words of appreciation."*

3.3 Challenges and Opportunities

Challenges and opportunities must be addressed for the program to be sustained. During the project implementation, some challenges were the acceptance of the teachers and parents that there was something wrong or a problem with the values and attitudes of the learners. There is always an opportunity to solve this problem. Parents could provide feedback on their children's attitudes and values. The support of the parents in implementing the program is quite high since they realize how it will help them positively. Teachers show additional enthusiasm in their teaching profession because students' attitudes change, affecting the teaching and learning process. With these opportunities, Project "Let's Cultivate Good Manners Today" will be a great addition to the schools' successful project for the years to come.

Teacher 1 cited, *"The introduction of the project and the unique way of implementing it provides a new way of inculcating good manners and right conduct to our students. Although this project has some challenges, like students not following the school mantra or not reading the reading materials intended for the project, it is manageable and can be followed through. This project is successful and must be sustained the following year."*

3.4 Acceptability of Project

In terms of Accuracy

Table 1. Descriptive statistics of the acceptability of the project in terms of accuracy

Accuracy	Parent		Teacher	
	Mean	Interpretation	Mean	Interpretation
1. Presents and explains the content properly.	4.64	High	4.89	High
2. Practice appropriate skills	4.75	High	4.78	High
3. Diagnoses measurement	4.82	High	4.89	High
4. Provides accurate and precise information that satisfies the needs of the learners.	4.87	High	4.89	High
Average	4.77	High	4.86	High

Table 1 presents the computed mean on the project's acceptability level concerning accuracy, as perceived by parents and teachers. According to the table, parents rated the accuracy of the project as highly acceptable, with an average mean of 4.77. Similarly, teachers rated the accuracy highly acceptable, with an average mean of 4.86. Both groups perceived all items related to accuracy as highly acceptable. These findings are consistent with the study by Taborada (2019), where two sets of respondents highly accepted a developed program of computer-aided instruction on selected topics in differential calculus in terms of accuracy, applicability, user-friendliness, and other factors, using the weighted mean as the basis for the results. This indicates that the developed system was an effective instructional tool in the teaching and learning process. The high acceptability ratings from parents and teachers imply that they were adequately informed and provided accurate information for implementing the project.

In terms of Applicability

Table 2. Descriptive statistics of the acceptability of the project in terms of applicability

Accuracy	Parent		Teacher	
	Mean	Interpretation	Mean	Interpretation
1. Executes according to plan.	4.66	High	4.67	High
2. Serves as a learning tool in educating the intended beneficiaries.	4.70	High	4.78	High
3. Has appropriate activities for the learners.	4.53	High	5.00	High
4. Easy to understand and follow the flow of the project.	4.65	High	4.89	High
Average	4.63	High	4.83	High

Table 2 presents the computed mean on the level of acceptability of the project concerning applicability as perceived by parents and teachers. The table shows that the project is deemed highly acceptable in terms of applicability, with parents giving it an average rating of 4.63 and teachers giving it an average rating of 4.83. Both groups of respondents rated all items related to applicability as highly acceptable. This suggests that parents and teachers believe the project can effectively apply to students. The high level of acceptability in terms of applicability implies that the project was well-guided and that activities were adequately documented, contributing to the students' positive experiences in the program.

In terms of Use-friendliness

Table 3. Descriptive statistics of the acceptability of the project in terms of user-friendliness

Accuracy	Parent		Teacher	
	Mean	Interpretation	Mean	Interpretation
1. Is easy to understand and follow.	4.89	High	4.67	High
2. Is significant and useful to the learners.	4.70	High	4.78	High
3. Effectively performs its task and function.	4.61	High	4.56	High
4. Provides accurate and precise information that satisfies the needs of the learners.	4.51	High	4.56	High
Average	4.68	High	4.64	High

Table 3 presents the computed mean on the level of acceptability of the project concerning user-friendliness, as perceived by parents and teachers. The table shows that the project is considered highly acceptable in terms of user-friendliness, with parents giving it an average mean rating of 4.68 and teachers giving it an average mean rating of 4.64. Both groups rated all items related to user-friendliness as highly acceptable. This indicates that the project is user-friendly and highly accepted by both groups of respondents. The high level of user-friendliness suggests that the project can be easily followed, as evidenced by the students' effective performance of assigned tasks. This finding supports the statement by Bangayan et al. (2013) that user-friendly and personalized interactive learning is not only a new insight for learners but also an innovative way of learning that can enhance student engagement and effectiveness in computer education.

In terms of Workability

Table 4. Descriptive statistics of the acceptability of the project in terms of workability

Accuracy	Parent		Teacher	
	Mean	Interpretation	Mean	Interpretation
1. Does what it is supposed to implement.	4.84	High	5.00	High
2. Performs according to plan.	4.89	High	5.00	High
3. No problems were encountered during the implementation of the program.	4.73	High	4.89	High
4. Has scheduled activities that are feasible and attainable.	4.70	High	4.44	High
Average	4.79	High	4.83	High

Table 4 presents the computed mean on the level of acceptability of the project concerning workability as perceived by parents and teachers. The table shows that the project is considered highly acceptable regarding workability, with parents giving it a general mean of 4.79 and teachers giving it a general mean of 4.83. Both groups interpreted all items as highly acceptable. This suggests that the project is attainable and workable and can be implemented according to plan, with activities and objectives that the students can achieve. These findings align with Campo's (2013) study, which found that the multimedia module in music was rated as outstanding in terms of acceptability and workability, indicating a high level of acceptance by respondents.

In terms of Completeness

Table 5. Descriptive statistics of the acceptability of the project in terms of completeness

Accuracy	Parent		Teacher	
	Mean	Interpretation	Mean	Interpretation
1. Plans and program organization were done.	4.68	High	4.44	High
2. Orientation of the program and communication with other stakeholders were achieved.	4.70	High	4.78	High
3. Activities were completed entirely.	4.89	High	5.00	High
4. Monitoring and evaluation have been conducted with the results of the program course.	4.70	High	4.78	High
Average	4.74	High	4.75	High

Table 5 shows the computed mean on the level of acceptability of the project concerning completeness, as perceived by parents and teachers. The table indicates that the project is highly acceptable in terms of completeness, with parents giving it an average mean of 4.74 and teachers giving it an average mean of 4.75. Additionally, both groups rated all items related to completeness as highly acceptable. This means that all

necessary activities, such as orientation, diagnostic and achievement tests, and student attendance, were fully completed during the program's duration and were highly acceptable to parents and teachers.

In terms of Modifiability

Table 6. Descriptive statistics of the acceptability of the project in terms of modifiability

Accuracy	Parent		Teacher	
	Mean	Interpretation	Mean	Interpretation
1. It can be upgraded as required.	4.89	High	4.22	High
2. Allows modification if needed.	4.89	High	4.89	High
3. Functions in a simple manner.	4.79	High	5.00	High
4. Can be adapted based on student skills.	4.70	High	4.78	High
Average	4.82	High	4.72	High

Table 6 presents the computed mean on the project's acceptability level concerning modifiability, as perceived by parents and teachers. The table indicates that the project is highly acceptable in modifiability, with parents giving it an average mean of 4.82 and teachers giving it an average of 4.72. Both groups of respondents rated all items related to modifiability as highly acceptable. This suggests that parents and teachers believe the project can be easily modified and personalized. These findings are consistent with Moore et al.'s (2012) study, which emphasizes the importance of modifying and personalising projects or programs to achieve new and innovative learning approaches.

In terms of Clarity

Table 7. Descriptive statistics of the acceptability of the project in terms of clarity

Accuracy	Parent		Teacher	
	Mean	Interpretation	Mean	Interpretation
1. The scope of the program has been explained	4.55	High	4.78	High
2. Competencies that will be developed are clear to all tutees	4.39	High	4.67	High
3. Program modules were easily followed	4.70	High	4.67	High
4. Program duration was clarified to students and parents	4.59	High	4.78	High
Average	4.56	High	4.72	High

Table 7 presents the computed mean on the level of acceptability of the project concerning clarity, as perceived by parents and teachers. According to the table, parents rated the project as highly acceptable, with an average mean of 4.56. On the other hand, teachers perceived it as slightly higher, with an average mean of 4.72, and interpreted it as highly acceptable. All clarity-related items were rated as highly acceptable for both groups of respondents. This suggests that the project is clear, and the competencies are well-explained, learned, and developed, ensuring clarity for the students. These findings indicate that parents and teachers agree that the project effectively communicates its objectives and activities, ensuring a clear understanding among the students involved.

Overall Acceptability

Table 8. Descriptive statistics of the overall acceptability of the project

Accuracy	Parent		Teacher	
	Mean	Interpretation	Mean	Interpretation
1. Accuracy	4.77	High	4.86	High
2. Applicability	4.63	High	4.83	High
3. User Friendliness	4.68	High	4.64	High
4. Workability	4.79	High	4.83	High
5. Completeness	4.74	High	4.75	High
6. Modifiability	4.82	High	4.72	High
7. Clarity	4.56	High	4.72	High
Overall	4.71	High	4.76	High

Table 8 presents the composite average mean on the level of acceptability of the project as perceived by parents and teachers. The table indicates that overall, the project is highly acceptable to both respondents, with an average mean of 4.71 for parents and 4.76 for teachers. Parents and teachers rated the project highly acceptable across different aspects, including accuracy, applicability, user-friendliness, workability, completeness, modifiability,

and clarity. These findings suggest that the project was well-received and endorsed by parents and teachers. It underscores its potential as an effective program for instilling positive values and character traits in students. Overall, the high levels of acceptability across various dimensions indicate strong support for the project's role in enhancing students' moral and ethical development within the school context.

3.5 Difference in the Respondents' Responses

Table 9. Analysis of the difference in the respondents' responses

	Respondents	Mean	SD	t	df	Sig	Ho	VI
Accuracy	Parent	4.77	0.335	-0.791	172	0.430	FR	NS
	Teacher	4.86	0.253					
Applicability	Parent	4.63	0.319	-1.834	172	0.068	FR	NS
	Teacher	4.83	0.250					
User Friendliness	Parent	4.68	0.316	0.350	172	0.727	FR	NS
	Teacher	4.64	0.397					
Workability	Parent	4.79	0.203	-0.618	172	0.537	FR	NS
	Teacher	4.83	0.125					
Completeness	Parent	4.74	0.262	-0.102	172	0.919	FR	NS
	Teacher	4.75	0.217					
Modifiability	Parent	4.82	0.312	0.909	172	0.365	FR	NS
	Teacher	4.72	0.232					
Clarity	Parent	4.56	0.288	-1.663	172	0.098	FR	NS
	Teacher	4.72	0.317					

Table 9 presents the computed t-values on the level of acceptability of the project as perceived by parents and teachers across different criteria: accuracy ($t = 0.430$), applicability ($t = 0.068$), user-friendliness ($t = 0.727$), workability ($t = 0.537$), completeness ($t = 0.919$), modifiability ($t = 0.365$), and clarity ($t = 0.098$). The computed t-values indicate no statistically significant difference in the perceptions of parents and teachers regarding the acceptability of the project across these criteria. This conclusion is drawn because the computed t-values for all criteria exceed the tabular t-value at the 0.05 significance level. Therefore, the study fails to reject the null hypothesis, which posits that there is no significant difference in how parents and teachers perceive the project's acceptability.

This implies that both parents and teachers have similar perceptions regarding the project's accuracy, applicability, user-friendliness, workability, completeness, modifiability, and clarity. Their consensus supports the project's overall acceptability and effectiveness in instilling positive values and character traits in students, reinforcing its potential as a valuable educational initiative.

4.0 Conclusion

Based on the study results, it is evident that developing the project has proven effective in instilling positive values and character traits in students, as perceived and accepted by both parents and teachers. Implementing this program involves following structured steps and diligent monitoring to ensure its ongoing success. Furthermore, the project's success suggests its potential applicability in other schools to reinforce their efforts in nurturing positive values and character among students. Promoting and extending the project to all elementary schools within the Pililla Sub-Office and Division of Rizal is crucial, aiming to foster a consistent approach to character development. Encouraging educators to adopt similar programs with diverse focuses on values and character integration is also beneficial. Incorporating the project as a regular component of the school's annual action plan is essential for sustained impact. Additionally, there is a need to continuously enhance the project to maximize its effectiveness and productivity for students. Future studies in different school settings can explore parallel initiatives while considering additional variables to enrich character education efforts further.

5.0 Contributions of Authors

The sole author conceptualized and implemented the study.

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7.0 Conflict of Interests

The author declares no conflicts of interest about the publication of this paper.

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