

## Values Rediscovery Program

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***Abstract:** Values are desirable trans-situational goals varying in importance that serve as principles in the life of a person or other social entity. It influences the behavior and plays a role in practical reasoning. This study determined the socio cultural values of grade 11 students of Senior High School of the La Union National High School. The result of this study served as the basis in the formulation of values rediscovery program. Specifically, it answered the research queries on the degree of importance of socio- cultural values and the extent of influence of the grade 11 students of LUNHS. The descriptive developmental research design was used with the questionnaire as the data gathering tool. The researcher was able to gather data from 145 students. The findings of the study showed that the degree of importance of socio cultural values of students is highly important, while the social institutions are highly influential in the socio cultural values of the respondents. The family has a great impact on the values formation of the respondents. To strengthen the socio cultural values, appropriate values rediscovery methods/ strategies and projects/ programs were offered to ensure that every learner has a strong foundation to meet the challenges in the 21st century of values rediscovery. In the light of the above findings, the researcher recommends the adoption of the Values Rediscovery Programs for Senior High School.*

***Keywords:** Values Rediscovery; Values Program; Rediscovery Program*

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## INTRODUCTION

Values are defined as desirable trans-situational goals varying in importance that serve as principles in the life of a person or other social entity. Furthermore, values influence the behavior, and play a role in practical reasoning [1].

Values of a particular individual can just only name righteous and unrighteous (bad and good). Hence it is caused by the nature and nurture an individual had received and thus values requires a conscious being to assess whatever is being valued. Values cannot exist without consciousness and nothing has intrinsic value in the sense of value-within-itself without reference to any living things [2].

In today's world, teaching values to our youth is more important than ever. From the moment they are born, children are extremely impressionable. They begin to form their opinions and view of the world before they even hit their adolescence. Values are caught by children as much as they are taught. This further emphasizes the fact that we must provide and be a good example for our youth. Without values, children have no sense of purpose and clarity. Not to mention, their ability to think clear and straight will be distorted. By fostering an environment where core values are a focal point, it enables students to logically grapple with the moral life and encourages healthy brain development and growth. Values alone are things they believe are important in the way we live and work. Values determine their priorities and deep down they are probably the measures that is used to tell if our life is running the way they want it. Everyone can most likely agree that students these days have more things to be bothered about distract them and get them into dilemma than any other generation of students ever had. With all of these issues going on the lives of the students, there is a need for someone to step forward and do something. Many people expect that parents, extended family, and friends should be able to identify these values in them and take it upon themselves to do something about it. However, there will be many instances where the people,

who are most involved in their life, may not know how to help or maybe too preoccupied with their own lives to notice that a particular student is falling through the cracks [3]. In fact, in the study of Camara [9], senior high schools were found to be not confident, i.e. moderately confident, in all and in any areas of self-efficacy measured in the study. Self-efficacy is the perception of a person to be able to accomplish a certain task.

LUNHS- Senior High School Department is one of the services caters the learners to become a God fearing, good citizen in the future with Holistic formation but sad to say their Values/ Behavior is deteriorating naturally because of the influence of media, peers and environment. The researcher as an ESP teacher for years had observe the decline of values formation of the grade 11 students in the Senior High School, in terms of Students values towards social media exposures and indulgence; local ordinances and laws; peer pressures and influences; family culture and practices; and religious moral practices and doctrine are not commendable. It is along these circumstances that the researcher was inspired to undertake a study in the field with an end goal of formulating a Values Rediscovery Program for Senior High School Students.

## OBJECTIVES OF THE STUDY

Education is the key to a successful future and it is important that assistance and encouragement to children be given to help them survive and enjoy schooling.

Preparing young children to engage in the world of Excellence must possess a Holistic Integral Value Formation that would bring major changes to achieve excellent performance. Through the years of schooling, everyone is taught that the classroom does not exist in a nutshell. Outside factors influence a student's ability to work well in the classroom, and other factors affect their performance, appropriate methods / strategies and programs must be provided in a whole array. /thus, this program is offered.

General objectives include: to instill righteous actions and to guide students to practice values and virtues in their daily life; to help learners to learn and develop the ideals of showing love, peace, truth, right action and non-violence for academic performance; to invoke values and develop senior high student's value acquisition; to strengthen the functionality and responsiveness of the methods / strategies and programs; and to develop a more responsive, value oriented and productive Filipino youth.

## **MATERIALS AND METHODS**

### **Research Design**

Descriptive developmental research will be used in this study applying the survey questionnaire technique [10]-[12]. This technique of data gathering is use to gather the data from the respondents. Data gathered will be tabulated, analyzed and interpreted. Developmental research will also be used since it focuses on the progressive changes that occur as an organism develops. It is the systematic study of designing, developing, and evaluating instructional programs, processes, and products that must meet criteria of internal consistency and effectiveness.

### **Respondents of the Study**

Grade 11 of La Union National High School who will be enrolled this first semester of school year 2017-2018 will be the respondents of this study. Respondents will be chosen according to criteria as set by the researcher. From the total enumeration of Grade 11 students the researcher will use the G- Power to calculate the sample size then will use the stratified sampling strategy to get the equal representative from each of the 12 sections The researcher will also ask the assistance of the advisers of the said respective sample population of grade 11 students, who knows more about the students, with the permission of the SHS Coordinator and the Principal.

### **Data Gathering Tool and Procedure**

Data relevant to this research will be collected through the use of a questionnaire. The questionnaire is adopted tool from cultural values questionnaire. The first part will determine the degree of the importance of the social cultural values along family, school/education, church/religion, government, and economic institution. The second part of the questionnaire will also measure the extent of influence to the social socio cultural values by the identified social institutions. Prior to the administration of the questionnaire, proper protocol and permission will be sought from the Principal and respective Class Advisers. Questionnaire will be retrieved after the administration.

The researcher will also be using the observation, interview and focus group discussion as his secondary techniques in gathering data to further his understanding, in-depth knowledge, and analysis on the data to be gathered from the respondents specifically that the focus of the study is on values of students.

### **Data Management**

The data will be collected and analyzed using the following statistical tools; Descriptive statistical measurement will be utilized in the study for problem on the degree of practice of socio cultural and extent of influence on values, weighted mean will be used while pearson r will be utilized on the significant relationship between the degree of importance of the socio cultural values and the extent of influence of social institutions on the said values.

## **RESULTS AND DISCUSSION**

This section presents, analyzes and interprets the pertinent findings of the study. This is to shed light on the Values perform of Grade 11 students of LUNHS- SHS.

Table 1. Degree of importance of Social Cultural Values

The table 1 shows the degree of importance of socio-cultural values. It is seen on the data, that family as the domain has the highest mean among the remaining 4 domain which is 4.34. The reason why is that family is the basic unit of the society which is the number one promoter of socialization, enculturation and the culture that serves as the primary where values are being taught by the parents and been developed. The religion has the lowest mean which is 3.46. It means that religion has the least important among the domains for this generation but yet it is essential in improving socio-cultural values.

Table 1. Degree of Importance of Socio-Cultural Values

Domains Descriptive	Mean
Family Very Highly Important	4.34
Education Highly Important	4.07
Religion Highly Important	3.46
Government Highly Important	3.79
Economic Institution Highly Important	4.01
Average Mean Highly Important	3.93

Asians tend to be highly group-oriented people who place a strong emphasis on family connection as the major source of identity and protection against the hardships of life. The family model is an extended one including immediate family and relatives, and loyalty to the family is expected. Thus, independent behavior that may disrupt the harmony of the family is highly discouraged. One must never bring dishonor or disgrace to one's self or the family. In the traditional Asian family, parents define the law and the children are expected to abide by their requests and demands; filial piety or respect for one's parents and elders is critically important. In the most traditional of families this manifests in rules of conduct such as: only speak when spoken to, speak only if one has something important to say. Self-control is expected and individuals should demonstrate inner stamina and strength to tolerate crisis. In healthcare settings, Asians may be unwilling to acknowledge strong emotion, grief, or pain due to their family and cultural values. Western medical professionals often find the stoic demeanors of Asian people difficult to interpret [4].

Moreover, Students are said to be the greatest stakeholders in all learning and undertakings. They make a viable contribution to the world of education [5]. The active participation of parents in the Values formation of students is vital and powerful concept for a better life and education as well as learning. It was [5] noted that part of the individual's understanding about life most especially values integration comes from social interaction and watching how students interact with one another. It stressed the importance of observation as a form of social learning. This includes a child watching his parents, gov't official leaders, religious leaders economic status behavior, children watching the behavior of other children and exposure to social customs as the students grow into adulthood being a good Christian and have commendable values.

Human being receives from society the gifts of family life, community life, education, vocation, legal rights, safety and protection in the same way he/she inherits from the culture the gift of cultural heritage. The personality of the individual is manifested through his pattern of behavior. The behavior is always influenced by the culture of his/her group. Aside from the family, the school, education is the next circle of interactions of today's generation of which different cultures emerge. Culture influences the physical, mental, moral, social, aesthetic and emotional aspects of individual. Thus, the behavior of the individual is greatly influenced by the culture.

Socialization as a process of acculturation: Many cultural anthropologists regard socialization as a process of acculturation or the culture of a group. In the words of Martin and Stendlar, "Culture refers to the total way of life of a people that complex whole which includes knowledge, belief, art, morals, law, customs and any other capabilities and habits, acquired by man as a member of society." This means that for the adoption of a culture one must participate in the activities of the society. One must mix up with others to learn the habits etc, of the society to which he belongs. In other words to socialize oneself one must learn the culture of the society. J.S. Brubacher has observed, "We cannot teach the coming generation to be good simply by teaching them to be wise. They must have plenty of opportunity to habituate themselves to moral ideals. Instead of learning lessons in school apart from life, school must incorporate into itself a social context of shops, laboratories, and play grounds. Moral learning in school and college must be continuous with moral training outside through field trips, community activities and the like. If schools fulfil this larger function, we may be assured that anything learned in an enterprise having an aim and in cooperation with others will be inescapable moral" [4].

Table 2. Extent of Influence of the Social Institution

Table 2 shows the extent of influence of social institution. On the table above, it presents here that still, the family is the most influential. Because it is where the place that could influence the children, of what the mother and father shows to them can be a reflection to the child. It is known that the family is the basic unit, yet it is indeed true. It is where the development happens, the attitude grows, the culture presented, norms and beliefs have been taught.

The family has the greatest mean which is 4.33, followed by education which is 4.08 but the lowest mean that is presented on the data is the economic institution which is 3.09. It is the economic institution because students are just going inside the school to learn and they are not aware about the economy. But as a student, there is a subject that helps students to educate about economy by simply having the entrepreneurship which aims to help the students established to put up a business and prepare them in the near future. It is the belief that it is one way to end up poverty and guide them in the right path. As the K to 12 aims, "Trabaho, Negosyo and Kolehiyo".

**Table 2. Extent of Influence of Social Institutions**

Social Institutions DER	Mean
Family Very Highly Influential	4.33
Education Highly Influential	4.08
Religion Highly Influential	3.94
Government Influential	3.30
Economic Institution Influential	3.09
Average Mean Highly Influential	3.75

Longitudinal Study data to evaluate social capital at home and at school. Parcel said her group evaluated results from 10,000 12th graders, taking into account their composite test scores in math, reading, science, and history to measure achievement levels.

**Table 3. Relationship of Variables**

The table presents the relationship of between the degree of importance of social cultural values to the respondents with the extent of influencing of the other socio cultural to them. It can be gleaned from the table that the degree of importance of social cultural values are negligibly correlated with the extent of influence. However, these findings reflect that the respondent's responses on the degree of importance of the social cultural values is significantly correlated of the extent of influence of those values to the respondents except for values on Education domain of which revealed of not significant. This shows that students learn concepts in different ways as implies by the multiple intelligence [6].

"The effort that parents are putting in at home in terms of checking homework, reinforcing the importance of school, and stressing the importance of academic achievement is ultimately very important to their children's academic achievement," [5] professor of sociology at North Carolina State University in Raleigh, N.C. and a co-author of the study, told Education Week. To arrive at their findings, researchers used the National Education

**Table 3. Relationship of Variables**

Variables	r	DER	p-Value	Decision	Interpretation
Socio Cultural Values VS					
Family Correlation	.171	Negligible	.040	Reject H0	Significant
Education Correlation	.153	Negligible	.066	Accept H0	Not significant
Religion Correlation	.234	Low	.005	Reject H0	Significant
Government Correlation	.215	Low	.010	Reject H0	Significant
Economic Institution Correlation	.243	Low	.003	Reject H0	Significant

Also mentioned in a study [7] entitled, Effects of Some Family Factors on Behavioral Patterns of the students that human are lifelong learners. From birth onward, everyone learns and assimilates what he has just learned into what he already knows. She mentioned too that learning is categorized into socio cultural values. Furthermore, the theories of Jean Piaget and Lev Vygotsky supported this idea. Keeping all this in mind, the extent of the effect of the socio cultural values as influenced by personality characteristics, organization, peer influence, socio-cultural motivations and the families level of support significantly correlated with the its degree of importance, however not statistically with the socio-cultural values along Education. [8] also cited that environment system include their family, friends, experiences and their roles in society, culture and transition, and shifts in one's life span.

Students are said to be the greatest stakeholders in all learning and undertakings. They make a viable contribution to the world of education[7]. The active participation of parents in the Values formation of students is vital and powerful concept for a better life and education as well as learning [8] noted that part of the individual's understanding about life most especially values integration comes from social interaction and watching how students interact with one another. It stressed the importance of observation as a form of social learning. This includes a child watching his parents, gov't official leaders, religious leaders economic status behavior, children watching the behavior of other children and exposure to social customs as the students grow into adulthood being a good Christian and have commendable values.

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