**LEARNERS’ ATTITUDES, VALUES AND SOCIAL BEHAVIOR: AN INPUT TO VALUES FORMATION PROGRAM**

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**Abstract**

 This study aimed in assessing the learners’ attitudes, values and their social behavior as an input to values formation program.

Descriptive evaluative research design was employed in this study. The respondents of the study were the selected 230 learners from Grade 3 and 4 level of Malaban Elementary School, School Year 2019-2020.

The researchers concluded that the findings showed that in terms of learners’ level of acceptability on attitude and values were acceptable, while in terms of social behavior there are indicators shown slightly acceptable, and some are acceptable, and in terms of negative social behavior it was slightly unacceptable which revealed that the learners under this study have acceptable attitude and values and some acceptable social behavior. It was also depicted that there is significant difference on the level of attitudes and values as well as the positive and negative social behavior when they were grouped according to their grade level.

Based on the results of this study that even the learners’ have acceptable attitudes and values, and social behavior, the researchers recommended the needs to conduct values formation program to the learners because this study only covered a small group of learners and the evidence that no one from the learner shows highly acceptable on their attitude and values as well as their social behavior. They also recommended the needs to integrate values education in all discipline.

*Keyword: moral values, social behavior, values formation*

**Introduction**

Human ideals play a vital role in culture as it is the basis for a better life for human beings. Both holy books of all religions are claimed to have the ideals of good life. The importance of values is usually expressed in relation to international or national issues, indebtedness or conventions, in studies opposing "value-free" approaches to science, or in discussion of quality of life and personal fulfillment. It is inferred, therefore, that values are important for the development of cultural development and for the conservation of cultural heritage. From a person's childhood, the importance of human values is seen. Preschool is the first phase or time that lays the basis of human values knowledge and learning about life values is a continuous process found in society. First data, however, is not static, but is still evolving. Such principles that change from now on, but fundamental values have been established. Changing the wrong behavior of the child is easier than trying to develop a new behavior. Developing the personality of the child in a planned and systematic process is critical in order to prevent the wrong development of education in values, (Sharma, 2015).

**Theoretical/Conceptual Framework**

This study is anchored from the philosophy of Kohlberg, it is based on six stages of moral reasoning, where children can move up or level up through behavior conversation. Kids are motivated by rewards and punishment in the first stage. When they progress to the second stage, reciprocity is prevalent and if they get something in exchange, kids will do something for others. A t-stage three, adult peer approval controls the behavior of the child. Behavior is based on respect for authority at the fourth stage of moral reasoning. Moving to the fifth stage, the personal values and opinions of the child determine what is right. Eventually, the conscience of the infant decides what is right and wrong at the highest stage.

It was shown in Figure 1, the research paradigm of this study wherein the independent variables consist of the Grade Level of the learners from Grade 2-4, while the dependent variables are the level of attitude and values and social behavior of the learners.

Dependent Variables

* Level of Learners’ Attitude and Values
* Level of Social Behavior

Independent Variables

 Grade Level of the Learners

* Grade 2
* Grade 3
* Grade 4

**Figure 1. Research Paradigm**

It was shown in Figure 2, the IPO Model of this study wherein the input consist of assessment of the learners’ level of attitude and values and social behavior of the learners, the process are data gathering, analysis, and interpretation of the findings, and the output is the proposed values formation program.

**Output**

Proposed Values Formation Program

**Process**

Data Gathering, Analysis and Interpretation of the Findings

**Input**

Assessment of

Learners’ Level of

>Attitude and Values

>Social Behavior

**Figure 2. IPO Model**

**Materials and Methods**

Descriptive-evaluative research design and utilized questionnaire-checklist as the main tool to gather the needed data of the study. This design is to appraise carefully the worthiness of the current study. According to Padua (2006), the descriptive method is the best method of describing the status of events, people, or subjects as they exist. Furthermore, he said that this is useful in obtaining the prevailing status and conditions of the problems which are essential to understand the present and future conditions

The respondents of the study were the selected 230 learners with the low performance in values education which consist of 75 Grade 2, 76 Grade 3 and 79 Grade 4 learners during S.Y. 2018-2019 of Malaban Elementary School, Biñan City.

Table 1 shows the frequency distribution of the respondents.

 **Table 1. Distribution of Respondents’ Sample Size**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Boys | Girls | Total |
| 1. Grade 2 | 28 | 47 | 75 |
| 2. Grade 3 | 33 | 43 | 76 |
| 3. Grade 4 | 27 | 52 | 79 |
| Total | 88 | 142 | 230 |

The instrument of this study is the ACER Social-Emotional Wellbeing (SEW) Survey offers schools the opportunity to survey their students and generate a report on a wide variety of social, emotional and behavioral outcomes of their student population. Students' academic competence is frequently measured. However, many schools want to gauge if students are making progress on less tangible qualities such as social and emotional growth.

It is a confidential strength-based survey for students aged three to 18 years. The SEW Survey provides schools with information about their student population (whole school, specific year levels or targeted groups), which can be used to direct planning and problem-solving efforts.

During 2015, analysis was conducted on SEW data collected since 2003 to review and improve the survey for primary and secondary students. A new edition of the Primary and Secondary surveys was released in 2018. This empirical investigation ensures that the SEW is providing schools with valid and reliable results regarding the social and emotional outcomes of students.

Analysis of Variance (ANOVA) was used in determining the significant difference between the Grade 2, 3, and 4 learners’ level of attitude and values, and their social behavior.

**Results and Discussion**

 Table 2 shows the learners’ attitudes and values.

**Table 2. Level of Acceptability of Learners’ Attitude and Values**

|  |  |  |  |
| --- | --- | --- | --- |
| Attitudes and Values | Mean | SD | DI |
| 1.Conscience | 4.08 | 0.26 | A |
| 2.Compassion | 4.20 | 0.64 | A |
| 3.Emotional Growth  | 3.89 | 0.84 | A |
| 4.Social Growth  | 4.24 | 0.83 | A |
| 5.Service of Others  | 4.11 | 0.86 | A |
| 6.Commitment to God  | 4.34 | 0.74 | A |
|   **Composite Mean** | 4.14 | 0.70 | A |

*Legend : 4.50-5.00 Highly Acceptable (HA); 3.50-4.49 Acceptable (A); 2.50-3.49 Slightly Acceptable(SA);*

 *1.50-2.49 Slightly Unacceptable (SU) & 1.00-1.49 Unacceptable (U)*

The attitudes and values of the learners like conscience (Mean=4.08; SD= 0.26) , compassion (Mean=4.20; SD= 0.64), emotional growth (Mean=3.89; SD= 0.84), social growth (Mean=4.24; SD= 0.83), service of others (Mean=4.11; SD= 0.86), and commitment to God(Mean=4.14; SD= 0.74) were acceptable.

The results revealed that the learners have acceptable learners’ attitude and values with a composite mean of 4.14 and SD of 0.70.

The results in table 3 shows the learners’ level of social behavior.

**Table 3. Level of Learners’ Social Behaviour**

|  |  |  |  |
| --- | --- | --- | --- |
| Statement | Mean | SD | DI |
| Positive Social Behaviour1.Willing to help other people. | 3.52 | 0.51 | A |
| 2.Being considerate on the feelings of others. | 3.10 | 0.43 | SA |
| 3.Respect other's opinion. | 2.92 | 0.42 | SA |
| 4.Giving respect to older classmates. | 2.57 | 0.42 | SA |
| 5.Being totally honest. | 2.74 | 0.82 | SA |
|  **Composite Mean** | 3.29 | 0.53 | A |
| Negative Social Behaviour |  |  |  |
| 1.Thinking bad to other people. | 2.02 | 0.89 | SU |
| 2.Do not respect and honor thy parents. | 1.90 | 0.72 | SU |
| 3.Saying or doing things without thinking. | 1.74 | 0.78 | SU |
| 4.Being liberated. | 1.98 | 0.68 | SU |
|  **Composite Mean** | 1.91 | 0.77 | SU |

*Legend : 4.50-5.00 Highly Acceptable (HA); 3.50-4.49 Acceptable (A); 2.50-3.49 Slightly Acceptable(SA);*

 *1.50-2.49 Slightly Unacceptable (SU) & 1.00-1.49 Unacceptable (U)*

The positive social behavior of the learners like willing to help other people, being considerate on the feelings of others, respect other's opinion, giving respect to older classmates, and being totally honest which were more on positive side of social behavior were acceptable for the learners with mean ranges from 4.00 to 4.20. In terms of negative side of social behavior such as thinking bad to other people, do not respect and honor thy parents, saying or doing things without thinking, and being liberated with mean of 1.63 to 2.36 were slightly unacceptable, which shows that the learners have acceptable positive social behavior with a composite mean of 4.09 and slightly unacceptable in terms of negative social behavior.

 Table 4 showed the test of significant differences among the learners’ level of attitudes and values.

|  |
| --- |
| **Table 4. Test of Significant Differences Among Learners’ Level of Attitudes and Values**  |
|  | Sum of Squares | df | Mean Square | F | Sig. |
| Attitudes and Values | Between Groups | 1.730 | 2 | .865 | 4.884 | .008 |
| Within Groups | 40.214 | 227 | .177 |  |  |
| Total | 41.944 | 229 |  |  |  |
|  |  |  |  |  |  |

*\*0.05 & \*\*0.01 Significance Level*

 The result depicts that there’s highly significant differences among the learners’ level of attitudes and values with computed F-value of 4.884 and .008 p-value which is less than .01 level of significance which mean that the level of attitudes and values of the learners varies differently according to their grade level.

 This was somehow supported by the results of Tukey Post hoc test wherein there is highly significant difference between Grade 2 and Grade learners’ level of attitude and values (p-values: 0.009 < 0.01 level of significance), while depicted non-significant difference between Grade 2 and Grade 4 ( 0.735> 0.05 level of significance) and also between Grade 3 and 4 ( p-values: 0.060>0.05 level of significance).

**Table 5. Tukey Post Hoc Test for Significant Differences among Learners’ Level of Attitudes and Values**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Dependent Variable | (I) Grade Level | (J) GradeLevel | Mean Difference (I-J) | Std. Error | Sig. |
|
|  | 2.00 | 3.00 | .20509\* | .06851 | .009 |
| 4.00 | .05080 | .06786 | .735 |
| 3.00 | 2.00 | -.20509\* | .06851 | .009 |
| 4.00 | -.15429 | .06763 | .060 |
| 4.00 | 2.00 | -.05080 | .06786 | .735 |
| 3.00 | .15429 | .06763 | .060 |

*\*0.05 & \*\*0.01 Significance Level*

 Table 6, presents the test of significant differences among the learners’ level of positive social behavior.

|  |
| --- |
| **Table 6. Test of Significant Differences Among the Learners’ Level of Positive Social Behavior**  |
|  | Sum of Squares | df | Mean Square | F | Sig. |
| Positive behavior | Between Groups | .076 | 2 | .038 | .276 | .759 |
| Within Groups | 31.471 | 227 | .139 |  |  |
| Total | 31.548 | 229 |  |  |  |
|  |  |  |  |  |  |

*\*0.05 & \*\*0.01 Significance Level*

 It was shown in table 7 that there is highly significant difference (computed F-value: 7.481; p-value: 0.001<0.01 level of significance) on the learners’ level of negative social behavior when they were grouped according to their grade level. It is also supported with table 8 with Tukey Post hoc test

( p-value: 0.000 < 0.01 level of significance) that Grade 3 and Grade 4 learners depicted highly significant differences on their attitudes which mean that the level of negative social behavior of the learners diverged depends on their grade level.

|  |
| --- |
| **Table 7. Test of Significant Differences Among the Learners’ Level of Negative Social Behavior**  |
|  | Sum of Squares | df | Mean Square | F | Sig. |
| Negative Behavior | Between Groups | 4.120 | 2 | 2.060 | 7.481 | .001 |
| Within Groups | 62.501 | 227 | .275 |  |  |
| Total | 66.621 | 229 |  |  |  |

*\*0.05 & \*\*0.01 Significance Level*

**Table 8. Tukey Post Hoc Analysis for Table 7**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Dependent Variable | (I) GradeLevel | (J) GradeLevel | Mean Difference (I-J) | Std. Error | Sig. |
|
| Negative Behavior | 2.00 | 3.00 | -.16772 | .08540 | .124 |
| 4.00 | .15840 | .08460 | .149 |
| 3.00 | 2.00 | .16772 | .08540 | .124 |
| 4.00 | .32612\* | .08431 | .000 |
| 4.00 | 2.00 | -.15840 | .08460 | .149 |
| 3.00 | -.32612\* | .08431 | .000 |

*\*0.05 & \*\*0.01 Significance Level*

**Conclusion and Recommendation**

The researchers concluded that the findings showed that in terms of learners’ level of acceptability on attitude and values were acceptable, while in terms of social behavior there are indicators shown slightly acceptable, and some are acceptable, and in terms of negative social behavior it was slightly unacceptable which revealed that the learners under this study have acceptable attitude and values and some acceptable social behavior.

Another conclusion was that there is highly significant difference between the level of attitudes and values a s well as the positive and negative social behavior of the learners when they were grouped according to their grade level.

Based on the results of this study that even the learners’ have acceptable attitudes and values, and social behavior, the researchers recommended the needs to conduct values formation program to the learners because this study only covered a small group of learners and the evidence that no one from the learner shows highly acceptable on their attitude and values as well as their social behavior. They also recommended the needs to integrate values education in all discipline.

**ACTION PLAN FOR VALUES FORMATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **OBJECTIVES** | **PROGRAMS/ ACTIVITIES** | **TIME FRAME** | **PERSON ENVOLVED** | **EXPECTED OUTPUT** |
| 1.Encourage and help pupil in behavior modification, clarifying problems and identifying self-concept  | Values orientation program | JUNE TO JULY 2020 | Guidance TeachersClass AdvisersPupils | 75% of pupils with behavioral problems counseled |
| 2. Upgrade knowledge and competencies of teachers on the different strategies and different mode of integrating values education on the subjects they handled | Teachers Seminars and Trainings | August 2020 | School HeadTeachersGuidance | 100% of teachers reoriented on teaching techniques |
| 3. To orient the parents on their participation on values formation seminar and trainings | Parents/GuardiansSeminars and Trainings | September 2020 | School HeadGuidanceParents | 75% of the parents/guardiansparticipated |
| 4. Improve attitudes and values as well as social behavior of the learners. | Home Visitation  | June -September 2020 | Principal TeachersParentsPupils | 75%of the pupils visited by the Teachers |

**ACKNOWLEDGEMENT**

The authors would like to humbly thank the honorable Mayor of Biñan City, Mayor Arman R. Dimaguila, the President of Laguna State Polytechnic University, Dr. Mario R. Briones , the Vice President of R & D, Dr. Robert C. Agatep, the Director of R &D, Prof. Christian Paul dela Cruz , Associate Dean Karen A. Manaig of College of Teacher Education , and the student-participants for their support on the completion of this study.

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