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Assessing Teachers' Integration of Core Filipino Values and Learners' Value Manifestation: A Correlational Study

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Abstract: ***Filipino values served as guiding principles that influenced the attitudes, behavior, relationships, and social interactions of individuals in Philippine society. This study examined the relationship between teachers' integration of Filipino core values and learners' manifestation of these values in public junior and senior high schools in Bohol, Philippines. The study utilized a quantitative descriptive-correlational research design. The participants consisted of 61 teachers selected through purposive sampling and 421 learners selected through stratified random sampling. A fully adapted questionnaire from Semacio et al. (2024) was used, and the data were analyzed using descriptive statistics and Pearson r correlation. The findings revealed that teachers moderately integrated Filipino core values in classroom instruction (M = 3.19, SD = 0.924), while learners moderately manifested these values (M = 2.81, SD = 0.619). Makakalikasan was identified as the least consistently integrated and demonstrated core value. The study further found no significant relationship (p value = 0.704) between teachers' value integration practices and learners' manifestation of Filipino core values, indicating that learner behavior is influenced by factors beyond classroom instruction. Based on these findings, the study recommended implementing an action plan that includes capacity-building programs, collaboration, multidisciplinary assessment approaches, and environmental field exposure activities to strengthen the integration of Filipino core values.***

Keywords: Teachers' Integration, Learners Manifestation, Core Filipino Values, Correlational Study, Public High School In Bohol.

I. INTRODUCTION

Filipino values serve as guiding principles that influence the attitudes, behavior, relationships, and social interactions of individuals in Philippine society. These values reflect the cultural identity of Filipinos and are strengthened in schools through the integration of the Department of Education core values: Maka-Diyos, Makatao, Makakalikasan, and Makabansa. Embedded in the K to 12 Curriculum, these core values aim to promote character formation, responsible citizenship, and social accountability among learners. The classroom plays an important role in developing these values through classroom activities, teacher modeling, learner interaction, and school programs. Integrating Filipino core values in classroom instruction helps cultivate learners' moral, social, and civic responsibility alongside academic development (Caballero, 2025).

Studies showed that integrating values in classroom instruction and management strengthened respect, discipline, empathy, and civic engagement while promoting an inclusive learning environment. Effective implementation of values education also required consistent teacher practices, contextualized learning experiences, institutional support, and effective classroom management and instructional practices provided by teachers (Santos et al., 2024; RSIS International, 2024; Khan, 2021).There also remains limited empirical evidence on how teacher competencies and classroom integration practices influence learner behavioral outcomes related to Filipino core values (Raguindin, 2025; Rivera et al., 2025; Santos et al., 2024). Raguindin (2025) emphasized the importance of teacher competencies in promoting values-oriented classroom practices, while Rivera et al. (2025) noted that curriculum responsiveness and teacher development remain underexplored in relation to learner behavioral outcomes associated with core values integration.

In the local context of public high school in Bohol, reports of learner misbehavior raised concerns regarding the manifestation of Filipino core values. Teachers also reported that their focus on completing subject content requirements sometimes limited the use of classroom strategies that promoted learners' holistic development. Most local studies focused on values education programs and general learner behavior but gave limited attention to how teachers' classroom integration practices influenced learners' manifestation of core Filipino values.

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This study investigates the level of teachers' integration of DepEd core Filipino values in classroom instruction and the extent to which learners manifest these values. Furthermore, it examines the relationship between teachers' value integration practices and learners' manifestation of core Filipino values within the educational setting. The findings may serve as basis for developing school-based strategies and policies that promote effective values formation among learners.

II. METHODOLOGY

A. Research Design

This study utilized a quantitative descriptive-correlational research design to determine the extent of teachers' integration of DepEd core Filipino values in classroom instruction and the extent of learners' manifestation of these values. The study also determined the significant relationship between teachers' integration practices and learners' manifestation of DepEd core Filipino values within the educational setting. The descriptive-correlational design was considered appropriate because the study described existing conditions and examined the relationship between variables without manipulating the research environment.

B. Research Environment

The study was conducted in public high school in Bohol, Philippines. The selected school implemented the DepEd core Filipino values in classroom instruction and school-related activities. The research locale was selected because it provided an appropriate setting for examining teachers' integration practices and learners' manifestation of DepEd core Filipino values in the teaching and learning process. The schools also represented different grade levels and academic strands to ensure adequate representation of teachers and learners.

C. Respondents and Sampling Technique

The respondents of the study consisted of junior high school and senior high school teachers and learners from selected public high school in Bohol. A total of 61 teachers participated in the study and were selected through purposive sampling because they were directly involved in classroom instruction and implementation of the DepEd core Filipino values. The inclusion criteria required teachers to have at least one year of teaching experience in the Department of Education, be active teaching personnel during the conduct of the study, and currently teach within the identified research locale. School heads, administrative personnel, non-teaching staff, and parents were excluded from the study. A total of 421 learners also participated in the study and were selected using stratified random sampling to ensure proportional representation across grade levels and academic strands. The learners included officially enrolled junior high school and senior high school students in the selected schools during the conduct of the study. Learners who were absent during the administration of the questionnaire or failed to secure parental consent and learner assent were excluded from the study. The sample size was considered adequate to support the statistical procedures utilized in the study.

D. Research Instrument

The study utilized an adapted and enhanced questionnaire from Semacio et al. (2024) titled Teacher's Integration and Learners' Manifestation of DepEd Core Values: Basis for Guidance and Counseling Enhancement Program. Permission to use the instrument was secured from the original authors before data collection. The questionnaire measured two variables: teachers' integration of DepEd core Filipino values and learners' manifestation of these values. The instrument covered the four DepEd core Filipino values, namely Maka-Diyos, Makatao, Makakalikasan, and Makabayan, with nine indicators for each value. Responses were measured using a four-point Likert scale ranging from 1 as Strongly Disagree, Not Integrated, or Not Manifested to 4 as Strongly Agree, Highly Integrated, or Highly Manifested.

The adapted instrument previously obtained a Cronbach's alpha coefficient of 0.904, indicating very good internal consistency reliability. A pilot test was conducted among 30 teachers for learners' manifestation and 50 learners across grade levels for values integration. The respondents were not included in the actual study, followed the inclusion and exclusion criteria of the study, and were selected outside the actual research locale. Results showed a Cronbach's alpha score of 0.986 for values integration and 0.957 for values manifestation. These scores, which were higher than the acceptable threshold of 0.70, indicated that the adapted and enhanced instrument had good internal consistency and reliability for the study.

E. Data Gathering Procedure

Before the conduct of the study, permission to conduct the research was secured from the appropriate school authorities and concerned offices.

After approval was granted, coordination with school heads and teachers was conducted for the administration of the research instrument. The respondents were informed about the purpose of the study, the voluntary nature of participation, and the confidentiality of their responses. Parental consent and learner assent were secured for minor participants prior to data collection. The researcher personally administered the questionnaires to the identified teacher and learner respondents during the scheduled data collection period. The accomplished questionnaires were retrieved immediately after completion, checked for completeness, coded, and organized for statistical analysis. All collected data were treated with confidentiality and used solely for academic and research purposes.

F. Ethical Considerations

The study adhered to established ethical standards in research involving human participants. Participation in the study was voluntary, and respondents were informed that they could withdraw from the study at any time without penalty. Confidentiality and anonymity of the respondents were maintained throughout the conduct of the study, and no identifying information was disclosed in the presentation of the findings. The study complied with the provisions of the Data Privacy Act of 2012 to ensure proper handling, storage, and protection of collected data. Parental consent and learner assent were secured for minor participants prior to data collection, and the study underwent proper review and approval from the appropriate research authorities before implementation.

G. Statistical Treatment

The data were analyzed using descriptive statistics, including frequency, percentage, weighted mean, and standard deviation. Frequency counts determined how often each response appeared, while percentages expressed these as proportions of the total number of respondents. The weighted mean identified the average level of responses, and the standard deviation showed the variability among responses. Mean scores were interpreted using a predefined scale to determine the extent to which teachers integrated and learners manifested and internalized the Core Filipino Values. The Pearson's r correlation coefficient was used to determine the relationship between teachers' integration and learners' manifestation of the Core Filipino Values.

III. RESULTS AND DISCUSSION

A. Integration of the Filipino Core Value in the Classroom

Table 1
Teachers' Level of Integration of the Filipino Core Value in the Classroom

Indicators	Composite Mean	SD	Interpretation
Maka-Diyos	3.24	0.923	Integrated
Makatao	3.16	0.928	Integrated
Makakalikasan	3.14	0.942	Integrated
Makabansa	3.23	0.903	Integrated
Overall Composite Mean	3.19	0.924	Integrated

Legend: 3.26 - 4.00 (Highly Integrated), 2.51 - 3.25 (Integrated), 1.76 - 2.50 (Less Integrated), 1.00 - 1.75 (Not Integrated)

Table 1 presented the teachers' level of integration of Filipino core values in the classroom. The overall composite mean of 3.19 with a standard deviation of 0.924 was verbally interpreted as Integrated, indicating that these values were generally evident in classroom instruction and learning practices. Among the indicators, Maka-Diyos obtained the highest composite mean of 3.24 (SD = 0.923), showing that spiritual and moral values were more consistently observed in teaching practices. In contrast, Makakalikasan registered the lowest composite mean of 3.14 (SD = 0.942), although it remained verbally interpreted as Integrated.

The overall responses of teachers showed that Filipino core values were generally integrated into classroom instruction and learning activities. However, the level of implementation varied among teachers and classrooms condition. The highest mean score indicated that spiritual and moral values were more consistently implemented and evident in instructional and classroom practices. In contrast, environmental-related values obtained the lowest mean score, indicating less consistent integration across classrooms. This suggested that the integration of environmental awareness and ecological responsibility varied based on teachers' classroom practices and opportunities for environmental instruction. The findings highlighted the need to strengthen environmental value integration while sustaining the consistent implementation of spiritual and moral values in classroom instruction.

Khathi et al. (2022) emphasized the importance of balancing academic instruction and value integration in education. Studies showed that students' moral and values development depended on consistent value integration, effective classroom environments, and holistic educational approaches (Junaid et al., 2023; Okeke, 2025). Arif and Elya (2021) found that religion-based instruction strengthened students' moral and spiritual values, while Putra et al. (2023) highlighted the importance of school-home collaboration in improving character education. These findings supported the result that explicit and implicit integration of values across subjects strengthened students' awareness and development of the four Filipino core values (Khan, 2021; Jestre & Despi, 2026). The findings highlighted the need to strengthen environmental value integration while sustaining the consistent implementation of spiritual and moral values in classroom instruction.

B. Learners Manifestation of the Core Filipino Values in the Classroom

Table 2
Level of Learners Manifestation of the Core Filipino Values in the Classroom

Indicator	Composite Mean	SD	Interpretation
Makabansa	2.99	0.552	Manifested
Maka-Diyos	2.79	0.639	Manifested
Makatao	2.79	0.603	Manifested
Makakalikasan	2.65	0.680	Manifested
Overall Composite Mean	2.81	0.619	Manifested

Legend: 3.26 - 4.00 (Highly Manifested), 2.51 - 3.25 (Manifested), 1.76 - 2.50 (Less Manifested), 1.00 - 1.75 (Not Manifested)

Table 2 presented the level of learners' manifestation of the core Filipino values in the classroom. The overall composite mean of 2.81 (SD = 0.619) was interpreted as "Manifested," indicating that learners generally demonstrated core Filipino values through their classroom behaviors and interactions. Among the value domains, Makabansa obtained the highest mean score of 2.99 (SD = 0.552), which showed that patriotic values were the most consistently manifested by learners. In contrast, Makakalikasan obtained the lowest mean score of 2.65 (SD = 0.680), although it was still interpreted as "Manifested," indicating that environmental values were less consistently demonstrated compared to the other core Filipino values.

The findings showed that core Filipino values were commonly demonstrated and reinforced through classroom interactions, school routines, and social engagement, which supported the development of socially responsible behaviors among learners. The high score indicate that learners consistently manifested cooperation, discipline, participation, and civic responsibility, while the low variability in responses indicated that these behaviors were commonly observed among most learners. In contrast, environmental responsibility and ecological awareness were less consistently practiced, and the wider variation in responses suggested differences in learners' exposure and engagement in environmental and sustainability-related practices. These findings suggest that environmental values were not yet fully integrated into classroom instruction and school routines, indicating the need to strengthen environmental education and sustainability practices within the school setting.

The studies of Garcia and Bual (2022), Caballero (2025), and Ayon et al. (2024) showed differences in the manifestation of Filipino core values among learners, which were attributed to weaknesses in instructional integration, teacher preparation, resource availability, and holistic teaching practices.

Although culturally relevant and student-centered strategies were implemented to improve learner engagement, basic education practices remained largely cognitive, resulting in a gap between learners' knowledge of Filipino core values and their actual behavior (Cruz-Ocampo, 2025; Bahia et al., 2025). The findings indicated the need for effective instructional materials and interdisciplinary, participatory approaches to strengthen the consistent application of Filipino core values in basic education (Gunduz & Polat, 2023; Cruz-Ocampo, 2025). The this suggest the importance of sustained and practice-based educational approaches in strengthening the manifestation of core Filipino values among learners specially the makakalikasan, while further research was recommended to identify the factors that hindered the full manifestation of these values, particularly in the area of Makakalikasan.

C. Relationship of Teachers Integration and Learners Manifestation Filipino Core Value in the Classroom

Table 3
Association of Teachers Integration and Learners Manifestation Filipino Core Value in the Classroom

Variable	r-	Strength of correlation	p-	Decision	Results
Teachers Integration Learners Manifestation	0.050	Very Weak Positive Relationship	0.704	Failed To Reject H0	Not Statistically Significant

Table 3 showed the association between teachers' integration of Filipino core values and learners' manifestation of Filipino core values in the classroom. The computed Pearson r-value of 0.050 indicated a very weak positive relationship between the two variables, which meant that changes in teachers' integration were associated with only minimal changes in learners' manifestation of Filipino core values. Furthermore, the computed p-value of 0.704 was greater than the 0.05 level of significance, which indicated that the relationship between the two variables was not statistically significant; therefore, the null hypothesis was failed to be rejected.

The result suggested that teachers' integration alone did not substantially explain learners' manifestation of Filipino core values, as learners' attitudes and behaviors were also influenced by other social environments such as family, peers, community culture, media, and digital platforms. The findings further suggest that the integration strategies employed by teachers, particularly those limited to verbal reminders, lesson incorporation, and routine classroom activities without sustained and authentic real-life application, had only minimal influence and were insufficient to produce measurable behavioral changes among learners within the context of the study.

The findings supported the study of Semacio, Lantaka, and Lantaka (2024), which identified a linear relationship between teacher integration and learners' demonstration of DepEd Core Values. Although environmental practices obtained high ratings, they remained lower than other indicators, indicating the need for further attention (Semacio et al., 2024). However, the result contrasted with Book et al. (2025), who found that teachers' integration efforts positively influenced learners' demonstration of Filipino core values. Literature further indicated that Filipino values are shaped through teaching, personal experiences, self-reflection, and support from significant individuals (Win & Wilang, 2025). Teachers integrated values through clear moral objectives and learning environments that promoted empathy, responsibility, and civility (Win & Wilang, 2025). Learners who practiced collaboration and responsible decision-making developed stronger intrapersonal skills and moral reflection (Subramanian & Banihashemi, 2024). These values were also influenced by learners' home experiences and perceptions of Values Education (Lanaca et al., 2022). Despite positive teacher experiences, behavioral outcomes remained inconsistent due to external challenges (Guerrero & Estera, 2025). It also stressed the importance of teacher-parent collaboration, behavior monitoring, and targeted support for learners requiring behavioral guidance (Tiblero, 2025).The study emphasized the need for holistic integration of Filipino core values across school, home, and other environments, with their application being consistent in all aspects of students' lives. It recommended exploring students' perspectives on how they practice and acquire these values

IV. CONCLUSION

The findings of the study concluded that the teachers' integration and learners' manifestation of Filipino core values were at a moderate level. Environmental values, including environmental responsibility and ecological awareness, were less consistently integrated and demonstrated in classroom practices. The study also found no significant relationship between the teachers' level of integration and the learners' manifestation of Filipino core values. Although a very weak positive relationship existed, the influence of teachers' integration practices on learner behavior remained minimal. These findings indicated that the manifestation of Filipino core values was also influenced by factors beyond classroom instruction.

V. RECOMMENDATION

The study recommended strengthening the integration of core Filipino values across subjects through teacher capacity-building programs, collaborative workshops, and clear instructional frameworks that supported consistent values-based teaching practices, particularly on being makakalikasan.

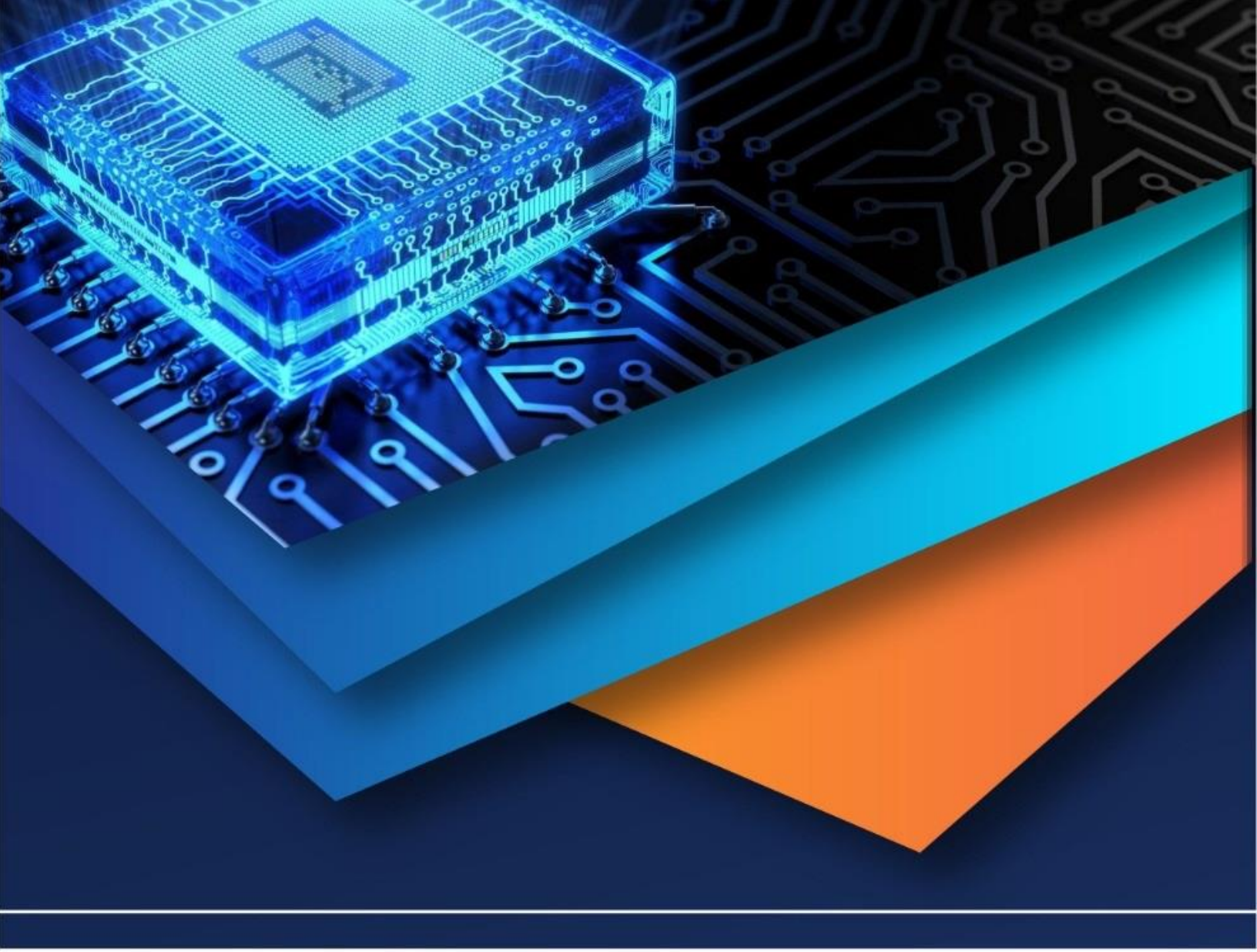
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Schools also provided experiential and community-based activities to help learners apply, internalize, and manifest Filipino values in real-life situations. In addition, schools established flexible and multimodal ways of evaluating learners' manifestation of core values and provided timely guidance and support for their behavioral and values development. Collaboration with local communities, environmental organizations, and other stakeholders further strengthened values education initiatives. Furthermore, future researchers were encouraged to conduct longitudinal and intervention-based studies to examine how teaching strategies, school culture, teacher beliefs, and family involvement influenced learners' values development, internalization, and sustained behavior.

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