


**THE IMPACT OF INTEGRATION OF CORE VALUES OF THE  
DOMINICAN COLLEGE OF SAN JUAN ON ITS  
PROGRAMS: BASIS FOR CURRICULAR  
IMPROVEMENT**



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## ABSTRACT

Title of the Research: **THE IMPACT OF THE INTEGRATION OF CORE VALUES OF THE DOMINICAN COLLEGE OF SAN JUAN ON ITS PROGRAMS: BASIS FOR CURRICULAR IMPROVEMENT**

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This descriptive study was conducted to assess and determine the impact of the integration of core values of the Dominican College of San Juan into its programs: as basis for curricular improvement. The school is located in San Juan City. The core values of the Dominican College are truth, love and justice. The main areas of the school in the integration of the core values are the campus ministry, classroom instruction and the extra-curricular/co-curricular activities. The conceptual framework or paradigm of the study was based on the program implementation of the school as conceptualized by the researcher.

The main sources of the data came primarily from the responses of a total of 150 or 100% of the fourth year high school students of the DCSJ

for the School Year 2012-2013. Mean, frequency and rank were used as statistical tools to quantify the data.

Findings from the study show that there was an integration of the core values of truth, love and justice in the Dominican College of San Juan. The area of the school that well integrated the core values of truth and love is the extra-curricular/co-curricular activities, while on the value of justice, classroom instruction garnered the highest mean with the interpretation of INTEGRATED.

These findings imply that students and young people nowadays learn more the core values through their extra-curricular/co-curricular activities. This means that young learners of our modern times are longing for education that makes and finds meaning in their daily lives.

This study concluded that students learn more the core values through their extra-curricular/co-curricular activities. Thus, values formation was not solely dependent on the formal set-up of the school but rather on the activities that were not confined to the four walls of the classroom.

The findings, conclusions and recommendations of this study may be used by DCSJ as basis for curricular improvement.

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