

A B S T R A C T

Title: A Comparative Study of RSEP and NSEC Teachers' Perceptions on the Values Development Program in Urban and Rural National Secondary Schools Division of Cavite.

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Summary

This study was undertaken specifically at finding out the answers to the following questions:

1. What are the perceptions of the NSEC and RSEP teachers of CNHS regarding the seven dimensions of values development in terms of acceptability?
2. What are the perceptions of the NSEC and RSEP teachers of DRCHS regarding the seven dimensions of values development in terms of acceptability?
3. Is there a correlation between the perceptions of RSEP and NSEC teachers respondents from both schools

regarding their acceptability of the seven dimensions of values development?

4. What are the perceptions of the NSEC and RSEP teachers of CNHS regarding the seven dimensions of values development in terms of priorities in strategies and approaches in teaching?

5. What are the perceptions of the NSEC and RSEP teachers of DRCHS regarding the seven dimensions of values development in terms of priorities in strategies and approaches in teaching?

6. Is there a correlation between the perceptions of the RSEP and NSEC teachers from both schools regarding their priorities of the teaching strategies and approaches on the seven dimensions of values development?

7. Is there a correlation between the perceptions of urban and rural secondary schools values education teachers regarding their acceptability of the seven dimensions of values development?

8. Is there a correlation between the perceptions of urban and rural secondary schools values education teachers regarding their priorities on the teaching

approaches and strategies on the seven dimensions of values development?

The following null hypotheses were tested:

1. There is no correlation between the perceptions of RSEP and NSEC teacher respondents regarding their acceptability of the seven dimensions of values development.
2. There is no correlation between the perceptions of the RSEP and NSEC teachers from both schools regarding their priorities of teaching strategies and approaches on the seven dimensions of values development.
3. There is no correlation between the perceptions of the urban and rural secondary schools values education teachers regarding their acceptability of the seven dimensions of values development.
4. There is no correlation between the perceptions of urban and rural secondary schools values education teachers regarding their priorities on the teaching approaches and strategies on the seven dimensions of values development.

This study involved a total of one hundred

teachers from both schools as respondents. Twenty-five from each group of respondents were taken inasmuch as there were only twenty-five teachers in each school who had been trained in the NSEC. The data were gathered through questionnaire validated by a jury of values education experts and the adviser of the writer of this study.

Problems 1, 2, 4, and 5 were based on the descriptive ratings of the items while for problems 3, 6, 7, and 8, the ranking of the items were considered.

To find the perceptions of the respondents from CNHS and DRCHS and those teaching under NSEC and RSEP from the same schools as regards acceptability on the seven dimensions of values development, the area and the item means of the responses were taken.

The quantitative analysis was based on the Likert 5-point scale while the descriptive analysis was provided by the researcher on an arbitrary basis.

For problems 3, 6, 7 and 8, the Spearman Rank Coefficient of Correlation formula forwarded by Uriarte and Punzalan (1987) was applied. The .05 level of confidence was the basis for determining the

correlation.

Findings

As to the acceptability of the seven dimensions of values development by the NSEC teachers of CNHS, the respondents, generally, had replied Agree to the items mentioned in this category. While for the RSEP teachers of CNHS, the response was also Agree. This further inferred, that the respondents were in favor of the items and areas mentioned in this category.

As to the responses of the NSEC teachers of DRCHS regarding their acceptability of the seven dimensions of values development, the answers of the respondents were Agree to the items. The responses of the RSEP teachers of DRCHS regarding the preceding problems and items mentioned were regarded as Acceptable.

Generally, the perceptions of the different groups of respondents regarding the acceptability of the seven dimensions of values development showed that the items and the areas considered were acceptable to them. Although there were some items that were perceived as Undecided as to their acceptability, yet there were a few which were strongly accepted, too.

As to the correlation of the responses of the RSEP and NSEC teachers from both schools as regards to their acceptability of the seven dimensions of values development, the data showed that the null hypothesis is rejected since a computed P of 0.82 with the critical values of 0.714 at .05 level of confidence is greater than the critical value. This further showed that there is a correlation between the responses of the two groups.

As regards the priorities of the RSEP and NSEC respondents from both schools on the teaching strategies and approaches of the seven dimensions of values development, the computed P 0.71 was lower than the critical value of 0.829 at .05 level of confidence. Hence, the null hypothesis is accepted. This means that there is no correlation between the responses of the two groups of respondents. It is also safe to state that the responses of the trained NSEC group had no relation with the responses of the untrained RSEP group.

As for the correlation between the perceptions of the urban and rural secondary schools values education teachers regarding their acceptability of the seven

dimensions of values development, the computed value was $P = 0.89$ which is greater than the critical value of 0.714 at $.05$ level of confidence. Therefore, the null hypothesis is rejected. This means that there is a correlation between the responses of the rural and the urban respondents.

Regarding the correlation between the urban and rural respondents as to their priorities on the teaching approaches and strategies of the seven dimensions of values education, the computed $P = 0.41$ is lower than the critical value of 0.829 at $.05$ level of confidence. Hence, the null hypothesis is accepted. This means that there is no correlation between the two responses.

Conclusions

On the basis of the findings, the following conclusions are presented:

1. The perceptions of the different groups of respondents regarding the acceptability of the seven dimensions of values development showed that the items and areas considered were acceptable to them.

2. The RSEP and NSEC teachers of CNHS had almost the same priorities on strategies and approaches in teaching values development upon which a conclusion can be made that regardless of the training for values development, the teacher respondents have the same perception of their priorities regarding teaching strategies and approaches. Furthermore, it can be said that the expenses incurred in conducting such training program for values education teachers in the secondary school seemed to be of naught.

3. There was no correlation between the perceptions of the RSEP teachers and the NSEC teachers from both CNHS and DRCHS combined regarding the acceptability of the seven dimensions of values development. Therefore, the training obtained by the secondary school values education teachers under the NSEC did not relate to their perceptions of the acceptability of the seven dimensions of values development.

4. It can also be concluded that regarding perceptions of priorities and strategies and approaches in values development, whatever perceptions the NSEC teachers held were true to the RSEP teachers. This is

perhaps due to the similarities on the theories and practices, gained from pre-service and in-service trainings of the NSEC teachers and the lessons or knowledge gathered by RSEP teachers from pre-service trainings, actual classroom experiences, and their interactions with other teachers.

5. Perceptions of teachers from the urban high school regarding their acceptability on the seven dimensions of values development differ from those who come from rural high school. It is concluded that the place where the school exists and the common practices of the people living in there may have differentiated effects on the respective respondents' perceptions regarding the matter.

6. On prioritizing values development teaching strategies and approaches, what the teachers from the urban secondary school perceived are related to what the teachers from rural secondary school perceived, too.

Recommendations

Based on the conclusions made, the following recommendations are advanced.

1. The Department of Education Culture and Sports people in charge of Values Education inclusion in the curriculum must have a deeper study of the dimensions of the subject area by analyzing further the impact of these on the teachers as well as the students and must introduce ways to improve the effects of these dimensions, so that if teachers will strongly agree on the dimensions' acceptability they will have to work out their way to make their teaching more effective.

A mere agreement on the acceptability of the areas and items under each dimension is not an effective attitudinal force that can motivate the teachers to improve their teaching. Some areas and items that are not decided upon for acceptability need to be clearly defined as to its importance.

2. A subject on the why, what and how of values education should be required and given more emphasis in the curriculum for BEED and BSE students.

3. Teachers who apply to teach values including head or coordinator of the subject on values should be properly screened by the recruiting schools in order to hire the cream among those with unquenchable

personality and qualifications. This will ensure a productive and effective development process on the part of students.

4. Improved guidance and supervision of values education secondary school teachers must be provided by the concerned schools.

5. A study similar to this research which should be conducted in other secondary schools is recommended in order to compare the results and further improve the teaching aspects of values development.

6. Another study involving students, parents and teachers as respondents should be undertaken to find out the effect of Values Education as a subject on the total personality development of students.