

A B S T R A C T

Title: Relationship Between Self and Teachers' Assessment of the Personal Core Values of the Grade VI Pupils of Silang 1 District, Silang, Cavite, SY 1993-1994

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Summary

This study was undertaken primarily to find the relationship between self and teachers' assessment of the personal core values of the Grade VI pupils of Silang I District, Silang, Cavite, SY 1993-1994.

Specifically, it sought the answers to the following questions:

1. What are the respondents' assessment of their personal core values of:

- a. honesty;
- b. politeness;
- c. helpfulness and cooperation;
- d. obedience;

- e. concern for others;
- f. sportsmanship;
- g. love of country;
- h. self-reliance;
- i. industry; and
- j. neatness and orderliness?

2. Are there differences on the respondents' assessment of their personal core values when they are grouped according to sex and IQ?

3. What are the teachers' assessment of the respondents' personal core values as reflected in the report cards in Character Education/ Good Manners and Right Conduct?

4. Are there differences on the pupils' assessment of themselves and the teachers' ratings in the report cards?

These hypotheses were proven:

1. There are no significant differences in the assessment of the pupils' core values when they are grouped according to sex and IQ.

2. There are no significant differences on the pupils' assessment of their personal core values and their teachers' ratings in the report cards.

Methodology

The study made use of the descriptive analytical method of research in analyzing and interpreting both the qualitative and quantitative data such as the grades given in the report cards for GMRC and the IQ test administered.

The statistical instruments used were the mean, standard deviation, T-Test, and One-Way ANOVA.

Findings

The careful analysis of the data obtained revealed the following findings:

1. The female respondents had higher assessment than the males of their personal core values which were significantly different.
2. When the respondents were grouped according to IQ, the females similarly had higher means than the males except in the personal core value of industry.
3. The respondents' assessment of their personal core values were on the average level, falling between 82 to 86 inclusive.
4. Similarly, the teachers' assessment of the respondents were on the average level, too, yet there was a significant difference with the overall assessment.
5. The personal core values that registered the highest significant difference were sportsmanship, concern

for others, and obedience.

6. Respondents assessed themselves higher than their teachers.

7. By and large, the respondents possessed average good manners and right conduct.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The female respondents assessed themselves much higher than the males.

2. The respondents possessed good moral values as per self and teachers' assessment.

3. The integration of moral values in the curriculum have a great influence over the conduct of the Grade VI pupils of Silang I which should be followed through by all teachers.

4. Although the respondents were grouped according to sex and IQ, their self-assessment were almost near similar to their teachers' assessment as reflected in the report cards but with significant difference.

5. The study tends to portray parents' cooperation in values inculcation with their children.

Recommendations

Based on the findings and conclusions, the following recommendations are hereby offered:

1. All teachers of the respondents of the study, together with their administrators, should be furnished of the findings for reference and follow-up.

2. More revitalized instruction on values education, especially on those identified weaknesses, should be undertaken to further strengthen said weaknesses.

3. Parents' attention of pupils found wanting and low in the core values should be appraised so that proper follow-up could be done to prevent delinquency.

4. Utilize the different suggested approaches for values education, like values clarification, open-ended situations (question and answer), role playing, simulation, and others for improvement.

5. Future researchers could venture on similar studies with slant on the other values stipulated in GMRC.

6. Although the respondents of the study showed that their moral values are good, follow-up of the students should be made periodically as they are embarking in their adolescence stage.

7. The high schools, private and public, where the respondents would enroll could be provided with the results for follow-up.