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INTERPERSONAL VALUES OF
HIGH SCHOOL STUDENTS
of CFIC-Managed SCHOOLS;
ITS IMPLICATION
FOR A COMPREHENSIVE
CHRISTIAN FORMATION
PROGRAM

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A C K N O W L E D G M E N T

" For all that has been, THANKS -
For all that will be, YES! "

- dag hammarskjold-

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**Above all, a life-time gratitude is kept to God - the source of life, for success is not my claim. but Gods' ... for SUCCESS means using these God given talents for the service of all especially to the marginalized or deprived brothers and sisters who in some way need God, salvation and spiritual direction.

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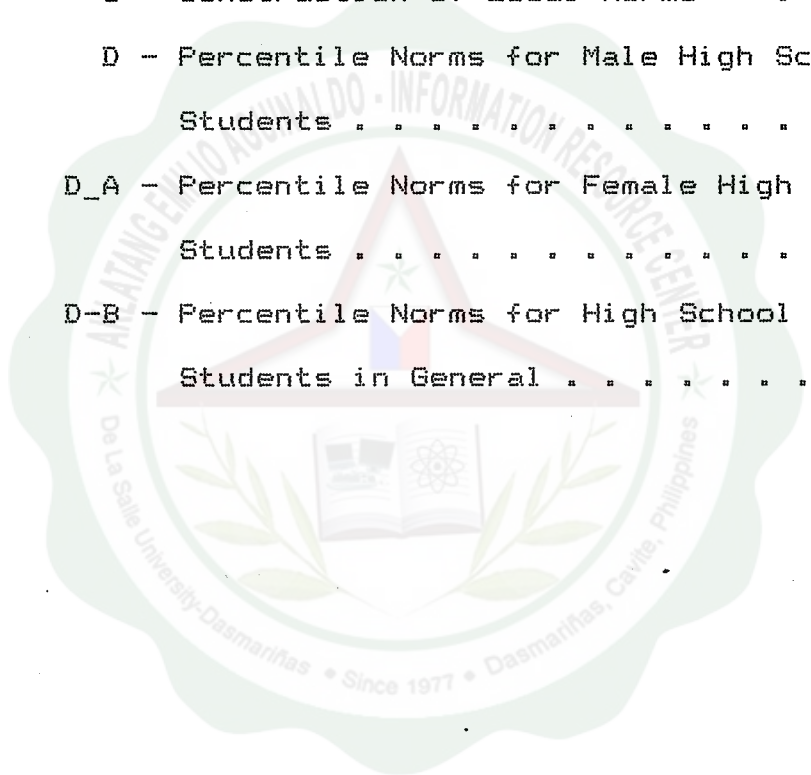
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CHAPTER V

SUMMARY, CONCLUSIONS, and RECOMMENDATIONS

Summary

This study was an outflow of the quest to understand the youth of today, the future hope of the nation. Taking the adolescents, who comprises the biggest number in our society, is not easy. They posed questions among those in authority in all facets of life. However, one approach to understand them and to be of better service to them in terms of molding them, is to have a thorough knowledge of the values they uphold. Values do greatly influence one's way of thinking and acting.

This study was undertaken to obtain results and provide valuable informations and insights into the interpersonal values of the students to be developed or transformed, in order to create a comprehensive outlook and a wholesome learning environment through a comprehensive Christian Formation Program.

The main purpose of the study is to determine the profile of interpersonal values of high school students of the CFIC-Managed schools. The specific questions which were the object of the study were:

What is the predominant value held by the



respondents among the following interpersonal values?

- 1.1. Support
- 1.2. Conformity
- 1.3. Recognition
- 1.4. Independence
- 1.5. Benevolence
- 1.6. Leadership

2. What is the profile of the interpersonal values of the high school students according to:

- 2.1. Year Level
- 2.2. General Academic Performance
- 2.3. Sex

3. Is there a significant difference in the ranking of the interpersonal values of high school students belonging to:

- 3.1. Year Level
- 3.2. General Academic Performance
- 3.3. Sex

The descriptive type of research was used in the present study. Tests and records were the main data-gathering instrument and sources used in the study, aided by personal observations, as well as individual and grouped interviews.

Systematic random sampling was used. Nine hundred sixteen (916) high school students were selected at



random to comprise the subjects of the study. This total number of respondents were classified into categories, namely:

A) According to Year Levels

1. First Year
2. Second Year
3. Third Year
4. Fourth Year

B) Academic Performance

1. High
2. Average
3. Low

C) Sex

1. Male
2. Female

The test used in the study was Gordon's Survey of Interpersonal Values. This instrument measures six values which are considered important in the individual's interpersonal adjustments, namely; Support, Conformity, Recognition, Independence, Benevolence and Leadership.

Data on students' academic performance were taken from the cumulative records of the students filed in the office of the High School Principal. This is the latest of the students' academic achievement record.



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All the gathered data were subjected to statistical analysis. The statistical analysis were computed by obtaining the means, ranked and interpreted according to priorities. The Kendall Coefficient of Concordance W. The results were presented in Table form.

The students in an informal way were interviewed on the significance of interpersonal values and other values in their life as students. All responses were well taken and registered.

This study yielded the following main findings:

1. The high school students of CFIC-run schools showed that BENEVOLENCE, and CONFORMITY are the most predominant values as shown in the obtained mean scores and interpreted as "high", SUPPORT, LEADERSHIP and INDEPENDENCE followed, ranked as third, fourth and fifth respectively, interpreted as "average" in their choice of values. RECOGNITION was the lowest in the rank, as number six and its interpretation is "low".

2. The profile of the interpersonal values according to year levels followed. The finding showed that all year levels have exactly the same ranking only it differs in the obtained mean scores. BENEVOLENCE and CONFORMITY, as rank one and two respectively, rated as "high", SUPPORT, LEADERSHIP, and INDEPENDENCE followed, ranked three, fourth and fifth, rated as "average" and



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RECOGNITION as the least which is rated "low".

A further scrutiny of the data presented in Table V, evidenced by the obtained mean scores, reveals that they all share the same values, except for the fourth year students with very slight difference, they choose INDEPENDENCE as number four instead of LEADERSHIP as chosen by the rest of the respondents. Although they differ in mean scores, it showed very slight differences. Like BENEVOLENCE and CONFORMITY, all the groups considered the highest among the values. Followed by SUPPORT. unanimously chosen by all with very slight differences, which is not really significant. LEADERSHIP and INDEPENDENCE, were next in rank for the first, second and third year students, also with slight difference in mean score. except for the fourth year students, they ranked INDEPENDENCE as fourth and LEADERSHIP as fifth, all three values interpreted as "average". RECOGNITION, is the last choice in all year levels, also with differences in mean score, but interpreted as "low", 76-82-99, 83-86-99, "average" and 87-95 up, "high."

Students who were under "low and average" categories have ranked the values in the same order, although with slight differences in the mean score. The order of interpersonal values are as follows: Ranked



one, BENEVOLENCE, rank two, CONFORMITY, rank three, SUPPORT, rank fourth, LEADERSHIP, INDEPENDENCE, rank fifth and rank sixth, RECOGNITION. Those students whose academic rating ranged from 87-95 up have ranked the values in this order; BENEVOLENCE; as priority; second in CONFORMITY; third, is SUPPORT; fourth, LEADERSHIP; fifth is INDEPENDENCE; interpreted as "low", whereas; under the "low and average" students, this was interpreted as "average". The least is the same with the rest of the respondents, the value of RECOGNITION, with the lowest obtained mean score compared to the other two groups.

4. The ranking between the two sexes, reveals that the respondents have the same choices rather ranking of values. BENEVOLENCE, as the predominant value and the least is the value of RECOGNITION. A closer investigation of the mean scores obtained, is reflected that the female obtained higher mean score under SUPPORT by .53, but the males have obtained higher under the value of LEADERSHIP by .83 and INDEPENDENCE by .47. In RECOGNITION, the males obtained a higher mean score by .13.

5. Based on the interviews, the significance of such values in the life of the fast growing, developing adolescents, this interpersonal values were identified as:

5.1. Interpersonal values are regarding and



therefore aids to personal satisfaction.

5.2. They served as guides for decision making and moves one to action, in the choice of life goals.

5.3. Enhances the growth and development of the total person most especially in terms of relationship, therefore results to a meaningful and fulfillment of a better life.

In general, the respondents have satisfactory interpersonal values. The fact that they have rated BENEVOLENCE and CONFORMITY as predominant values, comes first in their lives reflect the role expected of a "tao na nagpapakatao". It is heartening to know that the high school students of the CFIC-run schools do find meaning in giving their time, talent and treasure to people who need them. This was observed in their activities wherein they were oriented towards helping others by sharing themselves during the seasonal conducted outreach programs.

The Filipino adolescent students who are not confined within the four walls in the educational system, who reachout to the happening of the outside world becomes aware of the social situation affecting other people and gradually they involve themselves, in the measure of their time and resources, to help uplift



others of their state of fate and misfortune to lead them to development, more as a human person. This value of BENEVOLENCE is for the writer very logical since RECIPROCITY in its various forms is, also an essential feature in the "bayanihan" gesture and in the 'abuloy", common to Filipinos.

In the light of the Philippine social structure, BENEVOLENCE is part of the Filipino's strategy of achieving self-acceptance, social approval, and fostering smooth interpersonal relationship known as "pakikisama". This value may also be a product of Christian charity and hospitality.

CONFORMITY, as the second in rank is in line with the observations of Hollsteiner and Hurlock, that is divergence from group norms would cause strong social disapproval and therefore, the most acceptable adolescent are those who conforms most closely to the interest and values of a certain group. Also, this value of CONFORMITY becomes stronger during the adolescence period, and the greatest is during the early adolescence.

The least in their choice of value is the value of RECOGNITION, which can be traced back to the Filipino value of "hiya" as mentioned in the related literature. This particular value was explained fully by Hollsteiner and Salazar (1981). The latter identified the two



aspects of "hiya", that of the "labas" and "loob". Both considered this as one aspect of the interpersonal value scheme.

The different authors/writers, together with the present respondents seem to manifest oneness of mind with regards to the importance and significance of values and that values which people upholds can serve and bring in a better tomorrow for a new society.

Conclusions

The following conclusions are stated in the light of the findings revealed in the study that:

1. Year level, general academic performance and sex do not influence/affect the ranking of interpersonal values among the present day youth. The findings such as the positive results for the values of BENEVOLENCE and CONFORMITY and the negative results for the value of RECOGNITION can not be totally or directly attributed to the variables involved in the study. Perhaps, it could be attributed to other factors such as the cultural values, the environment, the up-bringing of individual and that of economic status.

2. In view of the CFP, program of activities, it has contributed to the development of benevolence as a



values among the respondents, however, it failed to instill a strong value for self worth.

RECOMMENDATIONS

Gleaned from the findings and the conclusions of the survey and to counteract the effects of non-development in the educational process particularly in the Christian Formation Department, the researcher hereby recommends:

a) For Administrators

1. An educational innovation of the entire school curriculum, for adequate and appropriate system considering the CFP as the core of the curriculum.

2. Have a strict supervision on the implementation of the CFP and a periodic evaluation on the performance of all CFP personnel and teachers in Christian living, Social Ethics, and Philosophy.

3. A reorientation of the objectives, approaches, methods, and strategies in the teaching of Christian living in all levels.

4. Provide in-service training/opportunities to school personnel, faculty and students regarding the CFP as the core of the school curriculum.



For the Christian Formation Department

1. A revision, reorganization and improvement of the program and co-curricular activities.

2. That some approaches, such as modelling for instilling of values among students be applied.

3. A revision of the CFP with more emphasis on the essential Christian values. Qualities such as: moral-social responsibility for the life and dignity of the human person, respect for their rights, etc.

4. Draw up lessons and accompanying activities that can help the adolescents love and value themselves and others, appreciate the gift of life and goodness in themselves and others, and finally give meaning to life and their relationships.

5. The CFP personnel, teachers and non-teaching personnel as well exert greater efforts to develop and improve the program in order to reinforce the value of RECOGNITION, along the area of self-worth/dignity of every person, likewise, the teachers as well as non-teaching staff should be oriented on the value of RECOGNITION and the dignity of every person.

6. The value of RECOGNITION be given emphasis not only in CFP but be integrated in all subject areas at all levels.



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7. That LEADERSHIP should be implemented as an avenue for effective service and not an excuse for or a chance to exercise power for its own sake, in order to minimize problems in interpersonal relations.

8. That development skills and school activities be included in the program and in general in the educational process, to enable the young to objectify and identify feelings and enhance social interaction.

9. Implement a CFP with emphasis on the development and proper hierarchy of values and ideals that that are most essential in the personal and interpersonal adjustments and right process in decision making of the students.

c) For Further Study

1. A longitudinal study on the interpersonal values and interest that bear upon the value choices of high school students.

2. An investigation of other factors like economic status and environment that exert great influence on the values development of high school students considering their up-bringing and peer influence.

3. A comparative study on the interpersonal values of high school students from private and public



schools.

4. An in-depth study on the Filipino value system of the adolescents.

5. An inquiry on the spiritual-moral values upheld by the present generation.

