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THESIS ABSTRACT

Title : The Development and Validation of an Instrument to Assess the Filipino and Catholic Values of Canossian Students

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Statement of the Problem:

✓ This is an initial attempt towards the development and validation of an instrument which will assess the Filipino and Catholic values by Canossian students in the Philippines.

The study aimed to respond to the following:

1. What are the derivative Filipino and Catholic values explicitly and implicitly contained in the mission statement of Canossian schools in the Philippines?
2. How do we translate the articulated Filipino and Catholic values into behavioral indicators in the level of 4th year Canossian students?



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3. How do we express the behavioral indicators in hypothetical stimulus situations common in the life of the students?

4. How do we identify/provide possible choices in hypothetical stimulus situations in different levels of values development as in Choosing, Prizing and Acting?

5. What are the reliability and validity indices of the instrument?

Research Design:

A developmental-descriptive research design was used in the study. The research consisted of three phases: the search for content domain based on the mission statement of Canossian schools in the Philippines, DECS' thrust and the needs of the Church here and now; the second phase is the Item Writing in which the content was expressed in the form hypothetical stimulus situations based on the everyday experiences of a fourth-year student; the last phase is the study of validity and reliability indices of the instrument.

Respondents:

Different sectors (administrators, sisters, teachers, parents and students) from the four Canossian schools (Sta. Rosa, San Pablo, Calamba in Laguna and Lipa in Batangas)



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participated in different stages in instrument's development and validation. There was a total of 156 respondents in Phase I; 323 in Phase II; and 577 in Phase III. There were thirty-one experts in the field who assisted in improving the content validity of the instruments.

Research Instruments:

The following instruments were administered to the respondents:

Phase I (Search for Content Domain)

a) A researcher-constructed questionnaire which aimed to draw the derivative values which could be gleaned from the mission statement of Canossian schools, DECS' thrust and the needs of the Church;

b) A checklist form of derivative values which asked the respondents to give weight in each value in the scale of 5 as the highest to 1 as the lowest.

Phase II (Item Writing):

a) A questionnaire format which asked the respondents to provide at least two behavioral indicators of a person between the ages of 14-17 years old manifesting the core value provided;

b) The collated behavioral indicators in each core value were sent to another set of respondents to analyze, comment, add, delete and complete the



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behavioral indicators in the core value provided;

c) The analyzed and confirmed set of values was sent to another group of respondents to provide the corresponding situations/events in the everyday experiences of a fourth-year student.

Phase III (Validity and Reliability Study):

The draft form of the instrument was field tested to randomly selected fourth-year students in a Canossian school. After further improvement of the instrument, the instrument was administered to its final sets of respondents.

Statistical Treatment:

The STAR under Fr. Luke Moortgat subjected the data to factor and item analyses and analysis of variance (t-test). In factors analysis, the items which have .3 and above factor loadings were retained. Likewise, to check the inter-item correlation, the item which has the lowest correlation in the factors was discarded to push the reliability index upward. However, if in the process the reliability went down, then the eliminated item was re-added to maintain the highest reliability gained. This signified that the peak had been reached and an indication that the process has to be stopped. The ANOVA (t-test) was used to determine if there is a significant difference



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between the test results of first-year and fourth-year students. The result of this treatment would further strengthen the validity of the instrument.

Findings:

There was a total of 40 derivative values gleaned from the mission statement of Canossian schools in the Philippines, DECS' thrust and the needs of the Church. Topping the list were love of God, love of neighbor, humility, spirituality, love of family, self-sacrifice, commitment and responsibility. These results were confirmed by different groups of respondents in different stages in the search for content domain. The same values enjoyed high ratings though ranked differently.

2. These 40 derivative values revealed that some had parallel or almost synonymous meaning. As a result, these values were clustered and classified under a core value which represented or described the whole cluster. These eight crystallized core values were Rich in Faith, Social Responsibility, Uprightness and Self-Discipline, Openness to Truth, Selfless Caring, Patriotism and Cultural Integration, Creative Teamwork, and Competency/Skills.

3. That the discovered eight core values gleaned from the mission statement of Canossian schools had struck a symmetrical harmony with DECS' guidelines and programs



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for values formation.

4. That the established and confirmed behavioral indicators in each core value could be taken as the value profile of a Canossian student;

5. Of the total 112 items, 58% have moderate factor loadings and 42% of the items could be described as high. It means that the items have a strong power to discriminate the high scorers from lower scorers.

6. That the results in factors and item analyses showed a similarity of pattern among the eight factors. The same factors exhibited reliability coefficients in the same ranking as what had been obtained in factor variance except in Factor 6;

7. Rich in Faith and Social Responsibility yielded the highest reliability indices of .87 and .83, respectively; Uprightness and Self-Discipline and Openness to Truth have .77 index; Selfless Caring and Patriotism and Cultural Integration have .75 index. However, Creative Teamwork (.63) and Competency/Skills (.62) have shown poor statistical performance. Though seen in this quantitative light, but due to their significant contribution to completely and sufficiently describe the criterion, these factors were retained;

8. Analysis of variance (t-test) revealed a significant difference of 1.04 (average) between the average mean



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scores of fourth-year students compared with their contrasted group of first-year students. In the same manner, ETA squared showed that an average of 36% difference in test results could be attributed in the difference of year levels.

Based on the results of each group under a particular core value, norms in terms of mean scores and percentile ranks were also constructed.

PHASE I: Search for Content Domain

Data Gathering:

Using a self-made questionnaire format, a group of Canossian sisters was asked to provide the derivative values which could be gleaned from the mission statement of Canossian schools, DECS' thrust and the needs of the Church here and now. Collation of data yielded 40 derivative values. This Preliminary List of Values was sent to a second group of respondents who were asked the question: "Which of these values are to be developed and held by Canossian students?" Along a 5-point scale ranging from 5 which is the highest to 1 which is the lowest, the respondents were instructed to rank the values. These two consultations manifested a striking pattern in terms of ranking done by both groups in separate and different questionnaires.



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These ranked values were given to the third group of respondents who clustered the values which have parallel or almost synonymous meanings. The values then were clustered under a core value which described the whole cluster.

Guided by the questions, 'What is the meaning of each core value according to the institutional identity of Canossian schools and the multi-faceted ramifications dictated by the needs of the time (DECS AND CHURCH)? and How do the Canossian schools envision their students manifesting these core values?' facilitated the whole process of deliberation among the administrators from the four Canossian schools. Taking into consideration the results of the succeeding consultations, the respondents discussed, analyzed, tentatively forwarded a raw definition, revised and refined again the tentative definition until a construct of the core value emerged. This process was followed for the eight core values until the descriptions of the eight values crystallized.

PHASE II: Item Writing

A questionnaire which contained the construct of a particular core value was sent to the respondents who were asked to read, reflect on the definition of the core value and in four categories (God, self, others, and community), provide behavioral indicators of a person between the ages 14-17 years old. Such behaviors will show that a person



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possesses the particular value. Upon collation, a set of these indicators was sent to another group of respondents who examined and judged the indicators in the particular construct in terms of completeness, sufficiency and consistency. After the scrutiny, the streamlined sets of indicators were given to another group who was requested to provide particular life situations in the context of fourth year students which show that such value is lived out. From these raw materials (behavioral indicators + life situations), the hypothetical stimulus situations were constructed. These became the items in the core values in which the students would be called to respond to. Likewise, responses/options in each item were provided in 4-scale: No Value (0), Choosing (1), Prizing (2), and Acting (3).

PHASE III: Validity and Reliability Study

The items were presented to groups of experts for content validation which required the 70% concurrence from all the 'judges'. This criterion was required before an item could be considered 'validated'. The final reading was done by another set of experts in Psychology and Education. For more clarity of language style, loads and directions, the instrument was field tested to a group of fourth-year students in one of the Canossian schools. Upon further refinement, the instrument was administered to first- and fourth-year students who were randomly selected



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from the four Canossian schools. The raw data were submitted to STAR for factor, item and variance analyses.

A tentative table of norms was also provided based on the mean cores of each group.

Conclusions:

1. That the eight crystallized core values gleaned from the mission statement of Canossian schools (Rich in Faith, Social Responsibility, Uprightness/Self-Discipline, Openness to Truth, Selfless Caring, Patriotism/Cultural Integration, Creative Teamwork and Competency/Skills) are very much aligned with the values framework of DECS. Such results underscore the school's relevance and responsiveness to the needs of the country here and now. This reality confirms the Filipino identity of Canossian schools.

2. That the eight crystallized core values are also expressive of the school's identity as Catholic institution for in these values are encapsulated the mandate of the Church to Catholic schools, "to prepare its pupils to contribute effectively to the welfare of the world of men and to work for the extension of the kingdom of God, so that by living an exemplary and apostolic life that they may be, as it were, a saving leaven in the community" (GE, 1965).

3. That the eight crystallized core values are



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expressive of the school's identity as Canossian schools for they spelled out the very heart of Canossian identity: love of God and love of neighbor.

4. That the established sets of behavioral indicators under eight major factors could be considered the values profile of Canossian students.

5. That among the major factors that exhibited the highest proportion of variance explained and reliability indices are Rich in Faith, Social Responsibility, Uprightness/Self-Discipline, Openness to Truth, Selfless Caring, and Patriotism/Cultural Integration. Creative Teamwork and Competency/Skills though registered low reliability indices but compensated it with strong discriminative power. This positive feature was supported by the indispensability of their content loads to sufficiently and completely describe the Canossian students. This rationale influenced the researcher to retain the factors. In terms of criterion-referenced measurement, this move is justified (Popham, 1966).

6. That within the limit of the present study and the qualitative (content and form) and quantitative (statistical properties) analyses made, the instrument may be used to assess the values of Canossian students.



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Recommendations:

1. That the items under Patriotism and Cultural Integration, Creative Teamwork and Competency/Skills be reviewed, content analyzed and be subjected to factor and item analyses to improve their statistical properties.
2. That other frameworks may be developed which will simplify the process of instrument development especially in drawing the content load and its succeeding validation process.
3. That other techniques may be used in item construction which will allow assessment of the latent value/inner disposition of the respondents.
4. That other scales may be constructed in assessing the values manifested by the respondents or other continuum may be established which would locate the respondent's level in values development or formation.
5. That other norms may be constructed based in criterion-referenced measurement which would give the users more descriptive results with regards to the criterion under study.
6. That the instrument be administered to those Canossian students entering first-year as a pre-test and the same instrument be given again as post-test to the same cohort of students when they reached fourth-year. This will



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provide the interested users a picture of the results in their value formation program in a particular batch. From these results will be deduced valuable feedbacks and thus, become potent tools for administrators to make more enlightened, relevant and effective decisions in terms of their value formation initiatives. If this point is reached and achieved, then the long-shot goal of this study would be accomplished and fulfilled.

