



ABSTRACT

Name of Institution : De La Salle University – Dasmariñas
Address : Dasmariñas, Cavite
Title : Revitalized Homeroom Guidance Program (RHGP)
Rating and Expressed Values of First Year Students
in Dasmariñas National High School – Main SY
2000-2001

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OBJECTIVES OF THE STUDY:

A. GENERAL

Assess the expressed values of the first year students in relation to their performance in RHGP in Dasmariñas National High School –Main SY 2000-2001.

B. SPECIFIC

1. Determine the profile of the first year students in DNHS – Main, SY 2000-2001 in terms of gender, mental ability, socio-economic status, and rating in RHGP.
2. Determine the expressed values of the respondents in terms of the behavior indicative for each of the core values as life sustenance, spirituality, nationalism, social responsibility, and human dignity.



3. Find out if there is a significant difference in the expressed values of the respondents when they are grouped as to gender, mental ability, and socio-economic status.

4. Find out if there is a significant relationship between the expressed values of the respondents and their ratings in RHGP.

SCOPE AND COVERAGE:

This study focused on the assessment of the expressed values of the first year students and their RHGP rating in DNHS – Main, SY 2000-2001. The respondents in this study were 384 or 32% of the 1,214 first year students enrolled in DNHS. They were chosen through random sampling. The variables of this study were the expressed values of the first year students as life sustenance, spirituality, nationalism, social responsibility and human dignity, the relationship of which to the rating in RHGP which is the criterion variable, was investigated. The sub-variables include gender, mental ability and socio-economic status.

METHODOLOGY

The descriptive research design was used in the study. Questionnaires and documentary analysis were the tools used. Data were analyzed using frequency count, percentage, ranking, t-test for uncorrelated means and F-test.

FINDINGS

The following findings resulted from the investigation made:

1. The profile of the first year students in DNHS – Main:

1.1. Gender. There were 201 females who constituted 52.3 % of the total



respondents and 183 males who comprised 47.7% of the group.

1.2. Mental Ability. The average group got the highest frequency of 207 or 53.91 % of the total respondents, while the moron and superior groups got the lowest frequency of 2(.52%) and 1(.26%) respectively.

1.3. Socio-economic Status. There were 223 or 58.07 % with an income of P9,999.00 and below, and 59 or 15.37% with an income of P 15,000.00 and above.

1.4. Rating in RHGP. There were 161 or 41.53% had a rating of 86-90 and 11 or 2.86% had a rating of 75-80.

2. As to expressed values of the respondents, the following were the findings:

2.1. For life sustenance, health got a mean of 4.47 (Always), goal orientation got a mean of 3.86 (Oftentimes), respect for life got a mean of 3.83 (Oftentimes), and work ethics got a mean of 3.58 (Oftentimes). The overall weighted mean for life sustenance is 3.94 (Oftentimes).

2.2. For spirituality, faith got a mean of 4.3; love got a mean of 3.95; peace got a mean of 3.89; hope got a mean of 3.80; loyalty got a mean of 3.79; and unity and harmony got a mean of 3.75. They are all interpreted as Oftentimes. The overall weighted mean for spirituality is 3.89 (Oftentimes).

2.3. For nationalism, identity got a mean of 3.86; pride in country got a mean of 3.71; and concern for others got a mean of 3.67. The overall weighted mean for nationalism is 3.75. They are all interpreted as oftentimes.

2.4. For social responsibility, social justice got a mean of 3.68 and conservation got a rank of 3.60. The overall weighted mean is 3.64. They are all



interpreted as Oftentimes.

2.5. For human dignity, freedom got a mean of 3.77; integrity and respect for human rights got a mean of 3.76. The overall weighted mean is 3.76 all interpreted as Oftentimes.

3. Differences between the expressed values as to:

3.1. Gender

3.1.1. As to life sustenance, the computed t-value of 1.849 was lesser than the critical ratio of 1.960 with 382 degree of freedom at .05 level of significance. The null hypotheses of no significant difference was accepted. Regardless of gender the student-respondents showed favorable attitudes as to life sustenance.

3.1.2. As to spirituality, the computed t-value of 2.676 was greater than the critical ratio of 1.960 with 382 degrees of freedom at .05 level of significance. The null hypotheses of no significant difference was rejected. Male and female student-respondents differed as to spirituality. The females exhibited higher spiritual values than males.

3.1.3. As to Nationalism, the computed t-value of 1.676 was lesser than the critical ratio of 1.960 with 382 degrees of freedom at .05 level of significance. The null hypothesis of no significant difference was accepted. Regardless of gender, student-respondents did not differ as to their expressed values in terms of nationalism. Both groups had the same outlook as to their views towards nationalism.

3.1.4. As to social responsibility, the computed t-value of 0.923 was lesser than the critical ratio of 1.960 with 382 degrees of freedom at .05 level of



significance. The null hypotheses of no significant difference was accepted. Regardless of gender, the expressed values of student-respondents in terms of social responsibility did not differ. Both groups had environmental consciousness and were concerned with their roles and duties in the society where they belong.

3.5. As to human dignity, the computed-t-value of 1.031 was lesser than the critical ratio of 1.960 with 382 degrees of freedom at .05 level of significance. The null hypotheses of no difference was accepted. Regardless of gender, the expressed values of the student-respondents did not differ in terms of human dignity.

3.2. Mental Ability

3.2.1. As to mental ability, the computed F-ratio of 2.3946 with a probability of 0.0675 and critical value of 2.6207 using 5 and 24 degrees of freedom at .05 level of significance was not significant. The null hypotheses that there is no significant difference in the expressed values of the respondents when grouped as to mental ability was accepted. Student-respondents did not differ in their expressed values as to their mental abilities.

3.2.2. As to socio-economic status, the computed F-ratio of 1.0723 with a probability of .3729 using 2 and 12 degrees of freedom at .05 level of significance was not significant. The null hypothesis that there is no significant difference in the expressed values of the respondents when grouped according to socio-economic status was accepted. Regardless of their socio-economic status, student-respondents did not differ in their expressed values.

5. As to expressed values and rating of the student in RHGP, the computed



F-ratio of 4.788 was greater than the critical value of 2.54 using .5 and 29 degrees of freedom. The null hypothesis of no relationship was rejected. There was a significant relationship between the expressed values and rating of the students in RHGP.

CONCLUSIONS

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

1. Majority of the respondents were females, had average mental ability, belonged to low income group of P9,999.00 and below, and had a rating of 86-90 in RHGP.
2. Generally, the student-respondents had favorable and positive expressed values as to life sustenance, spirituality, nationalism, social responsibility, and human dignity.
3. There were no significant differences between the expressed values of the respondents when they were grouped as to mental ability and socio-economic status. However, as to gender, there were also no significant differences in all expressed values except in spirituality wherein girls showed higher spirituality than boys.
4. There was significant relationship as to expressed values and rating in RHGP. The higher the expressed values of the students, the higher was their rating in RHGP. This shows the positive effect of the program to the students with the teacher-advisers working closely with their students.

RECOMMENDATIONS

In the light of the findings and conclusions reached in the study, the following recommendations are hereby offered:

1. Although it has been shown that generally the student-respondents had



favorable expressed values, the guidance counselors and the teachers should be vigilant in identifying the behavior of the students so that any existing problems could be detected earlier and proper steps could be undertaken to solve the problem, like calling concerned parents to a conference, conducting group guidance with identified clientele and making of referrals to some concerned authorities as to the level of seriousness with the problem at hand.

2. Closer relationship should be developed between the guidance counselors and teachers for proper coordination and implementation of the guidance program. A bi-monthly meeting or conference as the need arises should be held to discuss improvements and problems observed and update teachers on their role as guidance teachers.

3. Closer monitoring of the teacher–advisers should be done by the administrative staff and guidance coordinators and find out the techniques and strategies used in implementing the program. Formal and informal techniques of observation could be used. In the formal method, guidance counselors observing their RHGP classes could use the following steps: pre-conference, observation, post-conference and follow-up. In the informal method, the guidance counselors should visit the teachers and check the required records without writing any comments on their Form 178 or observation notes.

4. Parents should be properly motivated for further involvement in the program as holding fellowship programs, symposiums, and others etc. that could enhance their interests.

5. RHGP Program should be implemented thoroughly as stated in DECS Order No. 67, s. 1997. Guidance counselors should work closely with the teachers and give



assistance as needed like holding seminars and conferences and discuss updates in guidance and problems encountered in the course of working with the students.

6. Administrative staff such as the principals and department heads should be required to attend guidance seminars and workshops so that they will be properly oriented and motivated to support the guidance program.

7. Provisions of interesting lessons and activities should be done through film showing, field trips, making book reports, and lesson exercises which could deepen the students' understanding of themselves, their relationships with other people, and God.

8. Since expressed values are related to the rating of students in RHGP, the RHGP program should be implemented with closer monitoring system to insure its proper implementation not only by the guidance coordinators but by the administrators. Furthermore, the administrative staff, guidance coordinators and counselors, and teachers should work together to enhance the values of the students by setting as good examples to their students, making the school environment conducive to learning, observing smooth interpersonal relationship (SIR), and making themselves available at all times to help students in whatever conflict they have.

9. A similar study may also be conducted by students in the graduate school in the form of basic research for a comprehensive study of the expressed values of the students and by teachers in the form of action research using other year levels and include variables not utilized in the present study.