



**ABSTRACT**

**Name of Institution** : De La Salle University–Dasmariñas  
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**Title** : **A Survey on Moral Value Claims of National College of Science and Technology Students Based on the Spiritual, Social, and Cultural Dimensions**  
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**STATEMENT OF THE PROBLEM:**

The study determined the moral value claims of National College of Science and Technology (NCST) students based on spiritual, social, and cultural dimensions during the school year 2002 – 2003 which would serve as basis for proposing new curricular and co-curricular programs of the (NCST).



The following specific questions were answered in the study.

1. What are the moral value claims of the students as perceived by themselves, their parents and their teachers on the: spiritual, social and cultural dimensions?
2. Are there significant differences in the moral value claims of the students when they are grouped as to age, gender, family status and religion?
3. Are there significant differences in the moral value claims of the students as perceived by themselves, their parents, and their teachers on the spiritual, social and cultural dimensions?
4. What is the proposed curricular and co-curricular programs toward the improvement of the students' moral values?

**SCOPE AND COVERAGE:**

This study focused in determining the moral value claims of the National College of Science and Technology students based on the spiritual, social and cultural dimensions which serve as basis for the proposal of new curricular and co-curricular programs of NCST SY 2002-2003. The respondents of the study were 1,050 or 30 percent of the total population of the students, 86 or 100 percent of the full time teachers, and 1,050 parents of the student-respondents.



**METHODOLOGY:**

The descriptive – survey design was used in the study. There were 1,050 students from the three sessions of classes (morning, afternoon and evening) who answered the questionnaire checklist which was the main data gathering instrument. The following statistical tools were employed in order to analyze and interpret the data: frequency count, percentage, weighted mean, chi – square, t-test of significant difference, and F –test (ANOVA).

**MAJOR FINDINGS:**

1. The students sometimes practice their spiritual, social and cultural values as revealed by themselves, and as assessed by their parents and their teachers. This is a clear manifestation somehow of their laxity in the practice of the moral values as supported by the mean scores of 3.26 for the self, 3.21 for the parents, and 3.13 for the teachers on the spiritual dimension.

2. The personal variables of the students like, age and religion did not have a significant effect in the moral value claims in terms of the spiritual, social and cultural dimensions of the students as reflected from the computed F-value of 1.546 with an approximate probability of 0.187 which did not reach .05 level of significance. However, they manifest significant differences of the moral values when grouped according to gender and family status. The findings mean that the personal variables such as; age and



religion are not related to the manifestations of the moral value claims of students except for gender and family status as supported by the probability value of 0.187, 0.942, 0.633 for age; 0.009, 0.017, 0.018 for gender; 0.574, 0.010, 0.714 for family status; 0.073, 0.157, 0.239 for religion respectively.

3. The moral value claims of students are dominant as perceived by themselves compared to the perceptions of their parents as well as their teachers about the students' behavior as shown by the probability value of 0.009, 0.003, 0.000 respectively with the perception of the students themselves higher than that of the perception of their parents and teachers.

4. With regard to social dimension, the moral value claims of students are dominant as perceived by themselves compared to the perceptions of their parents as well as their teachers just like in cultural dimension. This only shows that students know their behavior better compared to that of their parents and teachers.

5. With regard to the proposed programs to be implemented based on the results of the study, a proposed 1 unit class on NCST Orient 1 course is given emphasis. It shall be taken by all students starting on the first day of classes until the prelim period. This class embodies the NCST core values and its culture. Such is a mandated 1 hour class and this will be handled primarily by college officials.



6. A revised syllabus on professional ethics for those students who are taking courses under the CHED program and an intensive work ethics syllabus for those students who are taking courses under the TESDA program are proposed based on the result of the study in order to intensify the practice of values among students of NCST.

7. With regard to the co – curricular program, a proposed non – sectarian annual recollection and retreat activities for all students are proposed which will enhance the spiritual dimension of every student of NCST.

8. A seminar-workshop for parents and students is likewise proposed to reorient each one his/her role in educating the young. This will be done every opening of the semester.

#### **CONCLUSIONS:**

From the aforementioned findings the following conclusions were drawn.

1. The NCST students show laxity in their practice of the moral values on the social and cultural dimensions, however, they showed higher manifestation of moral values on the spiritual dimension as perceived by themselves, their parents and their teachers.

2. The age and religion of the students do not greatly affect the manifestation of their moral values particularly on spiritual, social and cultural



dimensions. It only means that the students whether young or old and whatever their religion would be have no significant difference in terms of their values.

3. With regard to the expression of moral values in three dimensions, students show great difference in moral values when grouped according to gender. Female students manifest stronger sense of values compared to male especially on spiritual dimension.

4. In the aspect of family status, students' moral values have no significant effect in their expression of behavior. This clearly shows that even if a student came from a broken or intact family, their actions are not significantly affected. Student behaviors are products of their independent decision and not the effect of family or external persuasion.

5. In general, though students belong to different religious denominations, yet the living – out of their moral values in three dimensions: spiritual, social and cultural dimensions are not significantly affected. Today's youth in one way or the other are considered nominal Christian believers. They may be part of a Christian or religious group, yet the realization of the Christian values are not given prior importance.

6. As a whole, the attitudes of the students are dominant as revealed by themselves compared to that of the perception of their parents and their teachers.



7. A proposed revised syllabus for the teaching of professional ethics and work ethics are given emphasis for the curricular program as well as an additional 1 unit class on NCST orient 1 course is also proposed. Further, the conduct of annual recollection and retreat activities to all students of NCST are likewise proposed for the enhancement of the moral values of the learners; and lastly a seminar-workshop for parents and students is also considered

**RECOMMENDATIONS:**

The following recommendations are offered for implementations and future research.

1. The National College of Science and Technology (NCST) should plan additional programs in the curriculum as well as in the co – curricular programs that would enhance the moral awareness of the students in terms of the spiritual, social, and cultural dimensions.
2. The school should create programs particularly on aspects that will motivate the students to participate, ex. outreach activities, projects that involve the participation of the community.
3. The curriculum development should integrate in the programs offered the different national celebrations and activities to awaken the cultural consciousness of the students.



4. The school should integrate in the co – curricular programs some concerns that will encourage students to promote spiritual awareness by means of forming prayer groups, conducting recollections and retreats at least once a year per level.

5. The school should plan for some seminar - workshops to both parents and students in order to have a hand – and –hand support for the studies and formation of the young.

6. Studies on the moral value claims of parents and their effect to the formation of values of the children must be given importance.

7. Administration's integration of faculty moral development must be given attention since the attitudes of the faculty may play an important role in the development of values among students.

8. Similar studies must be made on the factors involved in the development of the moral values and the causes of the decline of moral values of students must be given priority to reform the behavior of the individual student.