

School Climate and the Manifestation of the Core Values Among The Grade 5 Learners: Basis For Enhancing the Teaching of Edukasyon Sa Pagpapakatao (ESP)

DOI: <https://doi.org/10.47175/rielsj.v6i2.1174>

| Carmena C. Ladaran^{1,*} | Isidro M. Biol Jr.² |

^{1,2}Agusan Colleges
Incorporated, Butuan City,
Philippines

*carmzain@gmail.com



This work is licensed
under a Creative Commons Attribution-
ShareAlike 4.0 International License.

ABSTRACT

This study investigated the relationship between school climate and the manifestation of core values among Grade 5 learners at Jose T. Domingo Sr. Central Elementary School. Utilizing a descriptive-correlational design and grounded in Bandura's Social Cognitive Theory, the research explored the influence of school safety, teaching and learning practices, community relationships, and the school environment on the integration of values like *Maka-Diyos*, *Makatao*, *Makakalikasan*, and *Makabansa* within *Edukasyon sa Pagpapakatao (ESP)* instruction. Findings revealed a generally positive school climate, with students demonstrating core values, particularly environmental awareness (*Makakalikasan*) and patriotism (*Makabansa*), which were significantly related by the school environment. The study proposed an *Integrated Values Development Program* to further enhance values education

KEYWORDS

School climate; core values; *Edukasyon sa Pagpapakatao*; descriptive-correlation.

INTRODUCTION

School climate is extremely important because it sets the tone for the entire learning experience. A positive school climate, where learners feel safe, supported, and respected, creates a fertile ground for academic success, social-emotional growth, and the development of positive values (Dutta & Sahney, 2022). When learners feel connected to their school and have positive relationships with their teachers and peers, they are more likely to attend school regularly, engage in learning, and achieve higher academic outcomes. A positive climate also fosters a sense of belonging and reduces instances of bullying and negative behaviors, promoting learners' mental health and well-being (Vang & Nishina, 2022). Furthermore, a supportive school climate can nurture learners' social-emotional skills, such as empathy, cooperation, and conflict resolution, which are essential for success in life beyond academics (Tusha et al., 2024). Ultimately, a positive school climate creates an environment where all students feel valued, respected, and empowered to reach their full potential.

Edukasyon sa Pagpapakatao (ESP) is enshrined in the Department of Education's (DepEd) vision, mission, and core values framework, making it central to the Philippine educational philosophy. Aligning this research with DepEd's values ensures that the study is grounded in the national educational context and contributes to the broader goals of Filipino education. These core values represent fundamental principles deeply ingrained in Filipino culture and identity, as emphasized in Republic Act No. 11476, also known as the Good Manners and Right Conduct (GMRC) and Values Education Act. This act mandates

the integration of values education in the K to 12 curriculum, recognizing its crucial role in shaping responsible and upright citizens (Timidi & Okuro, 2024).

Basic education emphasizes their role in shaping students' character, ethical reasoning, and social responsibility. Lim (2024) highlights that values education in Philippine schools is deeply integrated into the curriculum, fostering moral development and civic engagement. Similarly, teaching core values enhances students' ability to navigate complex social interactions, reinforcing empathy and respect in diverse learning environments. Zalli (2024) further underscores that embedding values education within academic instruction strengthens students' sense of identity and national consciousness, contributing to holistic development. These perspectives collectively affirm that learning core values in basic education is essential for cultivating responsible and engaged citizens.

The Department of Education (DepEd) issued DepEd Order No. 10, s. 2024, which outlines the policy guidelines for the implementation of the MATATAG Curriculum. One of the core subjects under this curriculum is Good Manners and Right Conduct (GMRC). GMRC is included to instill essential social values, etiquette, and proper behavior in students, promoting respect for others and fostering a sense of responsibility and ethical conduct, and its inclusion aims to develop holistic learners who embody the values of Maka-Diyos, Makatao, Makakalikasan, and Makabansa.

The offering of GMRC in the MATATAG Curriculum is closely related to Republic Act No. 11476, also known as the GMRC and Values Education Act. This Act mandates the institutionalization of GMRC and Values Education in the K to 12 Basic Education Curriculum (Republic Act No. 11476, 2020). The law recognizes the vital role of the youth in nation-building and aims to inculcate patriotism, nationalism, and respect for human rights among learners. By integrating GMRC into the curriculum, the DepEd ensures that learners not only acquire academic knowledge but also develop the moral and ethical values necessary for their personal and social growth (Republic Act No. 11476, 2020). However, despite the emphasis on values education in the Philippine educational system, a gap exists between the idealized vision and the reality in schools. As noted by De Guzman (2023), there is a growing concern that the core values, while effectively taught in theory, are not consistently translated into practice. This disconnect is evident in the rise of bullying incidents, difficulties in collaborative learning environments, and instances of disrespect towards authority figures and peers. This gap highlights the need to bridge the divide between theoretical knowledge and practical application of values in learners' daily lives.

At Jose T. Domingo Sr. Central Elementary School, the administration has observed this troubling trend among Grade 5 learners, where the core values taught in Edukasyon sa Pagpapakatao (ESP) classes, such as respect, responsibility, and empathy, are not being consistently manifested in the learners' behavior. Despite the structured ESP curriculum, there has been an increase in bullying incidents, challenges in group work, and instances of disrespect towards teachers and peers. This suggests a gap between the values education provided in the classroom and the actual school climate. This scenario stresses the need to investigate how the school climate influences the manifestation of core values among Grade 5 learners, with the aim of identifying areas for improvement and enhancing the teaching of ESP to ensure these values are effectively integrated into learners' daily lives. This study investigated the relationship between school climate and core values integration in the teaching of Edukasyon sa Pagpapakatao (ESP) among Grade 5 learners. It sought to understand how a positive school environment, characterized by safety, effective teaching and learning practices, strong relationships, and a conducive physical setting, contributed to the successful integration of core values (Maka-Diyos, Makatao, Makakalikasan,

Makabansa) among the learners. The ultimate goal was to develop an enhancement program that could further strengthen values education and foster the holistic development of learners. Hence, this study was conceived.

This study determined the school climate and the extent of core values among Grade 5 learners.

LITERATURE REVIEW

This study was anchored on the Social Cognitive Theory (Bandura, 1986). This theory posited that human behavior is a dynamic interplay of personal factors, environmental influences, and behavioral factors. It emphasizes the role of observational learning, self-efficacy, and reciprocal determinism in shaping individuals' actions and beliefs. According to this theory, individuals learn by observing others and the consequences of their actions. They then develop beliefs about their own capabilities (self-efficacy) to perform certain behaviors, which in turn influence their choices and actions (Bandura, 2023). This process is reciprocal, meaning that personal factors, environmental factors, and behavior continuously interact and influenced each other.

In the context of education, this theory highlights the importance of creating a conducive learning environment where learners could observe positive role models, develop a sense of self-efficacy, and engage in behaviors that reinforce their learning. It suggests that teachers play a crucial role in shaping learners' behavior by modeling desired values and providing opportunities for learners to practice those values in a supportive environment.

This theory provided a robust framework for understanding how school climate and core values integration influenced ESP teaching and learning. This suggested that a positive school climate, where learners felt safe, respected, and supported, enhanced learners' self-efficacy and motivation to learn values. Additionally, the theory highlighted the importance of teachers modeling desired values and providing opportunities for learners to practice those values in a supportive environment. This study examined how these theoretical concepts are manifested in the context of Jose T. Domingo Sr. Central Elementary School, providing insights into how to create a conducive environment for effective ESP instruction and the development of core values among Grade 5 learners

RESEARCH METHODS

Research Design

This study utilized, a descriptive correlational research design to examine the relationship between school climate, core values integration, and student development. This design combined descriptive research, which systematically described the characteristics of variables, with correlational research, which identified associations between them without establishing causation. By employing this approach, the study quantified students' perceptions of their learning environment and ethical instruction while exploring how these factors interacted.

The descriptive-correlational design is appropriate for this study as it enables the exploration of complex relationships between variables within a natural, real-world setting. In this context, the researcher aims to gain insights into the existing dynamics within the school without introducing any external changes. The descriptive-correlational approach provides a solid foundation for identifying potential areas for intervention and enhancement in ESP education, grounded in the observed relationships between school climate, core values, and teaching practices.

Research Locale

Jose T. Domingo Sr. Central Elementary School was the research locale for this study. It is a public institution located in a densely populated urban area within Butuan City, Caraga Region. Accessing the schools can be accomplished through various modes of transportation. Fares for vehicles range from ten pesos to twenty pesos, depending on the distance from the city center. Catering to a diverse student population of approximately 1592, including around 232 Grade 5 learners, the school deals with the challenges typical of many urban public schools: socioeconomic disparities among students, limited resources, and overcrowded classrooms.

This indicates a generally positive school climate with students feeling relatively safe and supported, areas for improvement persist, particularly in addressing bullying and fostering a stronger sense of community. Observations of ESP classes reveal a range of teaching and learning practices, with some teachers employing engaging activities and others relying on traditional methods. Parent involvement remains relatively low, with limited opportunities for teacher-parent collaboration.

In terms of core values integration, while explicitly mentioned in the ESP curriculum, their practical implementation appears inconsistent. Some teachers actively incorporate values-based approaches, while others prioritize content delivery. Existing school initiatives promote certain values, but a cohesive, school-wide strategy seems to be lacking. ESP student performance is generally satisfactory, but deeper understanding and real-life application of values need improvement. Some students report feeling disconnected from the curriculum, and teachers express a desire for more professional development in values education (Department of Education).

Research Instrument

This study utilized a structured survey questionnaire as the primary research instrument to assess school climate and core values integration in student development. It consisted of key sections, each containing four indicators with ten statements per indicator, ensuring a comprehensive evaluation of relevant factors. The school climate section examined school safety, academic teaching and learning, community relationships, and school environment, analyzing their impact on student experiences. The core values integration section focused on faith in God/spirituality, love for others/human dignity, love and respect for the environment, and love for country/patriotism, measuring students' adherence to these values in their daily interactions. Responses were quantified using a Likert-scale format, enabling systematic analysis, and the instrument underwent validation to ensure accuracy and reliability in capturing meaningful insights.

Data Gathering Procedure

The data gathering procedure was conducted in a systematic and ethical manner, ensuring the participation and well-being of all involved. Initially, formal permission was sought from the school administration and relevant authorities to conduct the research at Jose T. Domingo Sr. Central Elementary School. Once approval was granted, informed consent was obtained from the Grade 5 learners and their parents or legal guardians. The selected student-respondents were then administered the validated survey questionnaire. The questionnaire completion was supervised to address any queries and ensure accurate responses.

Data Analysis Plan

Statistical Treatment

The following statistical tools were used in treating the problems in this study.

Weighted Mean. The mean, or average, was employed to describe the central tendency of responses on the Likert-scale items in the survey questionnaire.

Spearman-Rho: The Pearson correlation coefficient (r) was used to examine the relationships between the different variables in the study.

data gathered is compiled, sorted out, organized and will be tabulated. And these is subject to statistical tools to facilitate the presentation of analysis and interpretation of data.

The following tests are frequency counts, mean, standard deviation and multiple regression. Computation used to determine the frequency distribution of data at certain levels of ratings. To further validate the results a regression analysis is used to test the significance of the study at 0.05 level of significance.

RESULTS AND DISCUSSION

Table 1. Extent of Indication of School Climate in terms of School Safety

| Indicators | Wtd mean | SD | Verbal description | Extent of Indication |
|--|-------------|--------------|--------------------|------------------------|
| 1. There are clear policies regarding the safety of students in the school | 3.31 | 1.051 | Uncertain | Slightly Strong |
| 2. Bullying incidents are immediately addressed in school. | 3.31 | 1.051 | Uncertain | Slightly Strong |
| 3. There is adequate security inside and outside the school to ensure every-one's safety. | 3.45 | 1.148 | Uncertain | Slightly Strong |
| 4. There are proper and regular emergency drills (e.g., earthquake, fire) conducted in school. | 2.84 | 0.958 | Uncertain | Slightly Strong |
| 5. The school facilities are free from hazards and safe for the health and safety of students. | 4.00 | 0.929 | Agree | Strong |
| 6. Students can easily report any incident of violence or bullying. | 2.90 | 1.100 | Uncertain | Slightly Strong |
| 7. We feel confident that we are safe within the school. | 3.56 | 0.869 | Agree | Strong |
| 8. There are enough streetlights and security cameras around the school | 3.89 | 0.829 | Agree | Strong |
| 9. The school has a proper emergency response system and a complete first aid kit. | 2.05 | 1.143 | Disagree | Weak |
| 10. All teachers and staff effectively implement school security policies. | 3.24 | 1.564 | Uncertain | Slightly Strong |
| Overall Weighted Mean | 3.85 | 0.839 | Uncertain | Slightly Strong |

Legend: 1.00-1.49 Strong, Disagree/Very weak; 1.50-2.49 Disagree/Weak; 2.50-3.49 Uncertain/Slightly Strong; 3.50-4.49 Agree/Strong; 4.50-5.00 Strongly Agree/Very Strong

The lowest weighted mean is 2.05 for the indicator “The school has a proper emergency response system and a complete first aid kit.” This highlight concerns regarding emergency preparedness, indicating that the availability of response systems and first aid kits may be insufficient, potentially compromising immediate action during emergencies. Nguyen & Tran (2024) emphasize that inadequate emergency preparedness, including limited response systems and first aid resources, can delay immediate action and heighten risks during critical incidents.

The overall weighted mean is 3.85, with a standard deviation of 0.839, verbal description as “Uncertain,” and extent of indication marked as “Slightly Strong.” This reflects a generally positive perception of school safety but also acknowledges areas that require improvement to strengthen confidence in safety measures. A study by Johnson et al. (2022) found that students who perceived their schools as safe reported higher levels of academic engagement and motivation, reinforcing the essential role of school safety in fostering a positive learning environment. However, the study also emphasized that while students generally felt secure, areas such as emergency preparedness and bullying prevention required continuous improvement to strengthen overall confidence in school safety measures.

This underscores the crucial role of school safety in fostering a positive and productive learning environment. When students feel secure, they are more likely to engage actively in their studies, build meaningful relationships, and develop a sense of confidence in their surroundings. However, the study also highlights the need for continuous improvement in safety measures, as gaps in areas like emergency preparedness and bullying prevention can affect students' overall trust in institutional security. This insight reinforces the idea that while schools may generally be perceived as safe, efforts to strengthen protective policies, enhance supervision, and promote student participation in safety initiatives remain essential in maintaining and improving confidence in school safety.

Table 2 illustrates the extent of indication of school climate in terms of academic teaching and learning.

Table 2. Extent of Indication of School Climate in terms of Academic Teaching and Learning

| Indicators | Wtd Mean | SD | Verbal Description | Extent of Indication |
|---|-------------|--------------|--------------------|----------------------|
| In our school. | | | | |
| 1. Teachers use various teaching methods to keep students engaged. | 3.95 | 1.163 | Agree | Strong |
| 2. The curriculum is suited to the needs and interests of the students. | 3.52 | 1.016 | Agree | Strong |
| 3. Teachers sufficiently use instructional materials and technology in teaching. | 3.92 | 1.156 | Agree | Strong |
| 4. Teachers provide clear and organized explanations of lessons. | 4.18 | 1.117 | Agree | Strong |
| 5. The school provides adequate learning support like remedial classes and tutorials. | 3.79 | 1.289 | Agree | Strong |
| 6. There are interactive discussions that enhance student learning in class. | 3.88 | 1.082 | Agree | Strong |
| 7. Teachers encourage critical thinking in every activity. | 4.01 | 1.044 | Agree | Strong |
| 8. Teachers have sufficient training to address students' needs | 4.07 | 1.151 | Agree | Strong |
| 9. Technology is effectively used to enhance learning experiences. | 4.01 | 0.868 | Agree | Strong |
| 10. I am satisfied with the quality of education received at this school. | 3.98 | 1.132 | Agree | Strong |
| Overall Weighted Mean | 3.93 | 0.564 | Agree | Strong |

Legend: 1.00-1.49-Strongly Disagree/Very weak; 1.50-2.49-Disagree/Weak; 2.50-3.49-Uncertain/Slightly Strong; 3.50-4.49-Agree/Strong; 4.50-5.00-Strongly Agree/Very Strong

The highest weighted mean is 4.18 for the indicator “*Teachers provide clear and organized explanations of lessons,*” with a standard deviation of 1.117. This implies that clarity and organization in lesson delivery are highly valued by learners, reinforcing the effectiveness of instructional methods and contributing to a structured learning experience. Reyes (2020) found that students in well-structured academic environments exhibit higher motivation and comprehension, highlighting the importance of clear and organized lesson delivery in enhancing learning experiences.

The lowest weighted mean is 3.52 for the indicator “*The curriculum is suited to the needs and interests of the learners,*” with a standard deviation of 1.016. This indicates a relatively lower level of agreement compared to other indicators, implying that while the

curriculum is generally perceived as appropriate, there are varying perspectives on its alignment with learners' specific needs and interests. Darling-Hammond et al. (2020) emphasize that curriculum adaptability is essential in addressing diverse learning needs, as variations in student experiences can influence how effectively educational content aligns with their interests and developmental requirements.

The overall weighted mean is 3.93 with a standard deviation of 0.564, conveying that academic teaching and learning are regarded positively. This means a strong academic climate where teaching methodologies are effective, but considerations regarding curriculum adaptability remain an area for further reflection. A study by Reyes (2020) found that students in supportive and well-structured academic environments exhibit higher motivation and comprehension, reinforcing the idea that effective teaching methodologies contribute to a strong academic climate. However, the study also highlights the importance of curriculum adaptability to ensure that learning remains relevant and inclusive for diverse student needs

Academic teaching and learning are perceived positively; the effectiveness of instructional strategies must be complemented by a curriculum that adapts to evolving student needs. A high weighted mean reflects confidence in teaching methodologies, yet the standard deviation indicates some variation in perceptions, possibly influenced by differing experiences in content delivery.

Table 3 presents the extent of indication of school climate in terms of community relationship.

Table 3. Extent of Indication of School Climate in terms of Community Relationship

| Indicators | Wtd Mean | SD | Verbal Description | Extent of Indication |
|---|-------------|--------------|--------------------|----------------------|
| In our school..... | | | | |
| 1. There is open communication with parents regarding their children's progress. | 4.31 | 0.606 | Agree | Strong |
| 2. The school has enough programs to strengthen school-community relationships. | 3.52 | 1.036 | Agree | Strong |
| 3. Parents actively participate in school activities. | 3.65 | 0.984 | Agree | Strong |
| 4. The school has a clear mechanism for receiving feedback from the community. | 3.42 | 1.215 | Agree | Strong |
| 5. The school collaborates with local organizations for various projects. | 3.82 | 0.659 | Agree | Strong |
| 6. The school maintains a positive outlook toward cooperation with stakeholders (teachers, parents, community). | 4.19 | 0.725 | Agree | Strong |
| 7. The school receives adequate support from local government or other institutions. | 3.58 | 0.711 | Agree | Strong |
| 8. School projects have a positive impact on the community. | 4.39 | 0.735 | Agree | Strong |
| 9. The school promotes community-based programs like tree planting, feeding programs, and other services. | 2.81 | 1.161 | Uncertain | Slightly Strong |
| 10. The school nurtures a culture of respect for student diversity. | 3.93 | 0.833 | Agree | Strong |
| Overall Weighted Mean | 3.76 | 0.441 | Agree | Strong |

Legend: 1.00-1.49-Strongly Disagree/Very weak; 1.50-2.49-Disagree/Weak; 2.50-3.49-Uncertain/Slightly Strong; 3.50-4.49-Agree/Strong; 4.50-5.00-Strongly Agree/Very Strong

The highest weighted mean is 4.39 with a standard deviation of 0.735, indicating that school projects have a positive impact on the community. This implies that the community perceives school projects as beneficial, reinforcing the idea that these initiatives effectively foster engagement and support between the school and the surrounding environment.

The lowest weighted mean is 2.81 with a standard deviation of 1.161, reflecting

uncertainty about the strength of community-based programs such as tree planting, feeding programs, and other services. This implies that these programs may not be as widely embraced or effectively implemented as other initiatives, possibly due to varying levels of awareness or participation.

The overall weighted mean is 3.76 with a standard deviation of 0.441, demonstrating a strong agreement that the school climate in terms of community relationship is positive. This implies that, despite some discrepancies in program reception, the general perception affirms the school's efforts in establishing meaningful interactions with the community. A study by Osterman (2020) found that strong teacher-student relationships and positive peer interactions foster a sense of belonging, leading to improved academic performance and reduced behavioral issues. This supports the idea that a positive school climate, particularly in terms of community relationships, enhances meaningful engagement within the educational environment

The findings indicate that the school has fostered strong community relationships, promoting meaningful interactions among students, teachers, and stakeholders. While the overall perception is positive, some variations in experiences highlight the need for continued efforts to ensure inclusivity and consistency in engagement initiatives.

Table 4 presents the extent of indication of school climate in terms of school environment.

Table 4. Extent of Indication of School Climate in terms of School Environment

| Indicators | Wtd Mean | SD | Verbal Description | Extent of Indication |
|---|-------------|--------------|--------------------|----------------------|
| In our school.... | | | | |
| 1. School facilities and classrooms are clean and well-maintained. | 4.14 | 0.911 | Agree | Strong |
| 2. The school has adequate open spaces for physical activities, rest. | 3.34 | 1.301 | Agree | Strong |
| 3. The school provides sufficient learning resources for students. | 3.97 | 1.053 | Agree | Strong |
| 4. Each classroom has proper ventilation and lighting. | 3.73 | 1.120 | Agree | Strong |
| 5. The school has enough green spaces (e.g., gardens, plants). | 3.21 | 1.430 | Agree | Strong |
| 6. The school displays artworks that reflect our core values. | 3.86 | 1.018 | Agree | Strong |
| 7. School facilities are accessible to all students, including those with disabilities. | 3.05 | 1.391 | Uncertain | Slightly Strong |
| 8. Noise around the school does not disrupt learning. | 3.12 | 1.208 | Agree | Strong |
| 9. The school has an effective waste management system. | 3.31 | 1.150 | Agree | Strong |
| 10. The physical environment of the school motivates students to attend daily. | 3.76 | 1.108 | Agree | Strong |
| Overall Weighted Mean | 3.55 | 0.762 | Agree | Strong |

Legend: 1.00-1.49-Strongly Disagree/Very weak; 1.50-2.49-Disagree/Weak; 2.50-3.49-Uncertain/Slightly Strong; 3.50-4.49-Agree/Strong; 4.50-5.00-Strongly Agree/Very Strong

The highest mean score is 4.14, corresponding to the statement "School facilities and classrooms are clean and well-maintained." This suggests that cleanliness and maintenance are strongly observed in the school. A high rating in this area reflects the school's commitment to maintaining a well-organized and hygienic environment, which can positively influence learners' learning experiences and overall well-being.

Conversely, the lowest mean score is 3.05, corresponding to "School facilities are accessible to all students, including those with disabilities." This implies concerns regarding the accessibility of school infrastructure. A lower rating in this category suggests variations in learners' experiences with facility access, particularly for those requiring additional accommodations, which may affect their ease of mobility and participation in school activities.

The overall weighted mean is 3.55, categorized as "Strong" in terms of indication. This suggests that the school environment is generally perceived positively, with cleanliness and

maintenance being key strengths. However, differences in accessibility ratings highlight the varying experiences of learners, indicating that while the school is well-maintained, the inclusiveness of facilities remains an area where perceptions differ. A study by Barrett et al. (2020) found that a well-maintained and aesthetically pleasing school environment fosters a sense of pride and engagement among students, positively impacting their learning experience.

The findings suggest that the school maintains a clean and well-kept environment, contributing to a positive and conducive atmosphere for learning. However, variations in accessibility ratings indicate that students experience the school's facilities differently, possibly due to structural limitations or differing needs. This highlights the contrast between strong maintenance efforts and the inclusiveness of spaces, reflecting an area where perceptions diverge.

Extent of Manifestation of the Core Values of the Grade 5 Learners

The core values serve as fundamental guiding principles in the development of Grade 5 learners, shaping their behaviors, attitudes, and interactions within the school environment. These values—*Maka-Diyos*, *Makatao*, *Makakalikasan*, and *Makabansa*—reflect the learners' moral, social, environmental, and national consciousness. Their extent of manifestation provides valuable insights into how well these values are integrated into learners' daily experiences and actions.

The following tables present data on the extent to which these core values are exhibited by the learners, highlighting both the strengths and variations in their manifestation.

Table 5 presents the extent of manifestation of the core values of Grade 5 learners in terms of *Maka-Diyos*.

Table 5. Extent of Manifestation of the Core Values of the learners in terms of MakaDiyos

| Indicators | Wtd Mean | SD | Verbal Description | Extent of Manifestation |
|--|-------------|--------------|-----------------------|----------------------------|
| The Grade 5 learners in school.... | | | | |
| 1. Participate in meaningful spiritual activities. | 3.97 | 1.143 | Agree | High |
| 2. Respect sacred places. | 4.10 | 1.131 | Agree | High |
| 3. Respect the beliefs of others. | 4.12 | 1.059 | Agree | High |
| 4. Are curious and open to learning about different expressions of spirituality. | 3.78 | 1.249 | Agree | High |
| 5. Always strives to tell the truth. | 4.02 | 0.895 | Agree | High |
| 6. Return borrowed items in good condition. | 4.17 | 0.989 | Agree | High |
| 7. Value honesty in academic work. | 3.95 | 1.009 | Agree | High |
| 8. Expects honesty from others. | 3.42 | 1.227 | Agree | High |
| 9. Strive to be fair and kind to everyone. | 4.22 | 0.983 | Agree | High |
| 10. Acknowledge oneself and respects the feelings of other | 3.96 | 1.078 | Agree | High |
| Overall Weighted Mean | 3.97 | 0.654 | Agree | High |

Legend: 1.00-1.49-Strongly Disagree/ Very Low; 1.50-2.49-Disagree/Low; 2.50-3.49-Uncertain/Slightly High ; 3.50-4.49-Agree/High; 4.50-5.00-Strongly Agree/Very High

The highest mean score is 4.22, corresponding to the statement "*Strive to be fair and kind to everyone.*" Fairness and kindness are dominant qualities among Grade 5 learners, highlighting their ability to engage with peers in a respectful and considerate manner. A high rating in this area reflects the presence of empathy and inclusivity in their interactions, contributing to a socially harmonious school environment where learner cultivate strong interpersonal bonds.

Conversely, the lowest mean score is 3.42, corresponding to "*Expects honesty from others.*" Learners place importance on honesty but exhibit varying levels of confidence in

its presence within their peer groups. The lower rating in this category points to differences in expectations regarding truthfulness, which may influence the way students perceive trust and accountability in their interactions.

The overall weighted mean is 3.97, categorized as "High" in terms of manifestation. The consistency in fairness and kindness illustrates how these values shape learner interactions, while the disparity in perceptions of honesty emphasizes the complexities of trust-building within peer relationships. The range of responses reveals how students experience and interpret moral values in their daily interactions, reflecting the diversity of perspectives within the school environment. A study by Osterman (2020) found that strong teacher-student relationships and positive peer interactions foster a supportive school environment, where fairness and kindness play a crucial role in shaping social behavior.

The findings suggest that fairness and kindness are consistently demonstrated in student interactions, reinforcing a culture of respect within the school. However, the differences in perceptions of honesty highlight the challenges of trust-building, as individual experiences and expectations influence how students interpret integrity within their peer relationships. This variation in responses reflects the diverse ways in which learners engage with moral values, emphasizing the nuanced nature of ethical development in a shared educational space

Table 6 presents the extent of manifestation of the core values of Grade 5 learners in terms of *Makakalikasan*.

Table 6. Extent of Manifestation of the Core Values of the learners in terms of Makatao

| Indicators | Wtd Mean | SD | Verbal Description | Extent of Manifestation |
|--|-------------|--------------|-----------------------|----------------------------|
| The Grade 5 learners in school.... | | | | |
| 1. Know how to wait for their turn or opportunity. | 3.61 | 1.285 | Agree | High |
| 2. View mistakes as opportunities to learn. | 3.97 | 0.921 | Agree | High |
| 3. Advocate and respect the dignity and equality of all, including those with special needs. | 3.77 | 0.973 | Agree | High |
| 4. Recognize and respect people from different social, cultural, and economic backgrounds. | 4.35 | 1.058 | Agree | High |
| 5. Participate properly and actively in group activities. | 4.35 | 0.881 | Agree | High |
| 6. Accept and value others' contributions toward achieving a goal. | 4.12 | 0.888 | Agree | High |
| 7. Consider different viewpoints before making a decision | 3.86 | 0.914 | Agree | High |
| 8. Accept defeat and celebrates others' success. | 4.19 | 0.734 | Agree | High |
| 9. Value the success of others and helps them succeed. | 3.76 | 1.161 | Agree | High |
| 10. Bravely speak out against and actively helps prevent bullying in any form. | 4.07 | 1.018 | Agree | High |
| Overall Weighted Mean | 4.00 | 0.605 | Agree | High |

Legend: 1.00-1.49-Strongly Disagree/ Very Low; 1.50-2.49-Disagree/Low; 2.50-3.49-Uncertain/Slightly High ; 3.50-4.49-Agree/High; 4.50-5.00-Strongly Agree/Very High

The highest mean score is 4.35, corresponding to the statements "Recognize and respect people from different social, cultural, and economic backgrounds." and "Participate properly and actively in group activities." Diversity and collaboration hold strong value among Grade 5 learners, emphasizing their ability to engage inclusively with peers from various backgrounds. The presence of teamwork and mutual respect reflects an environment where learners interact positively, contributing to cohesive relationships both inside and outside the classroom.

Conversely, the lowest mean score is 3.61, corresponding to "Know how to wait for their turn or opportunity." While patience is generally practiced, differences in self-

regulation become apparent in certain situations. The lower rating in this category highlights varying experiences regarding discipline and social awareness, where some learners encounter challenges in waiting or recognizing shared opportunities.

The overall weighted mean is 4.00, categorized as "High" in terms of manifestation. The importance placed on diversity and group participation underscores the learners' ability to work harmoniously with others, while differences in patience reflect variations in behavioral tendencies. The range of responses indicates how social interactions and environmental influences contribute to shaping the manifestation of these values within the school setting.

Social responsibility and respect for diversity are vital components of value formation. Table 6 presents high engagement in teamwork and inclusivity, which resonates with research highlighting group activities and collaborative learning as critical for interpersonal development (Fernandez, 2020). The relatively lower score for patience and waiting for turns reflects studies noting that self-regulation skills require continuous reinforcement in school settings.

Table 7 presents the extent of manifestation of the core values of Grade 5 learners in terms of Makakalikasan.

Table 7. Extent of Manifestation of the Core Values of the learners in terms of Makakalikasan

| Indicators | Wtd Mean | SD | Verbal Description | Extent of Manifestation |
|--|-------------|--------------|--------------------|-------------------------|
| The Grade 5 learners in school.... | | | | |
| 1. Show concern for nature through actions and decisions. | 4.10 | 1.169 | Agree | High |
| 2. Actively participate in proper waste management, such as segregation and recycling. | 3.97 | 1.066 | Agree | High |
| 3. Try to conserve energy and other natural resources. | 4.11 | 0.945 | Agree | High |
| 4. Take care of school materials and facilities to keep them in good condition. | 4.07 | 1.133 | Agree | High |
| 5. Ensure the classroom is clean and tidy before and after activities. | 3.97 | 1.219 | Agree | High |
| 6. Keep projects and tasks clean and well-organized. | 4.31 | 0.816 | Agree | High |
| 7. Choose eco-friendly products and alternatives when possible. | 3.85 | 1.131 | Agree | High |
| 8. Influence others, especially students, to care for the environment. | 3.62 | 1.459 | Agree | High |
| 9. Strive to reduce the use of plastic and other non-biodegradable waste. | 3.72 | 1.192 | Agree | High |
| 10. Follow school policies on environmental care and proper use of resources. | 4.31 | 0.997 | Agree | High |
| Overall Weighted Mean | 4.10 | 1.169 | Agree | High |

Legend: 1.00-1.49-Strongly Disagree/ Very Low; 1.50-2.49-Disagree/Low; 2.50-3.49-Uncertain/Slightly High ; 3.50-4.49-Agree/High; 4.50-5.00-Strongly Agree/Very High

The highest mean score of 4.31 suggests that Grade 5 learners strongly agree with the importance of keeping projects and tasks clean and well-organized as well as following school policies on environmental care and proper use of resources. This indicates a high level of awareness and commitment among students toward maintaining cleanliness and adhering to institutional guidelines on sustainability. Their strong agreement reflects consistent practices in organizing their work and respecting environmental policies, reinforcing the idea that structured school initiatives successfully instill responsible behavior and eco-consciousness among learners.

Conversely, the lowest mean score is 3.62, corresponding to "Influence others, especially students, to care for the environment." While learners engage in environmental practices, variations in assertiveness when encouraging their peers to do the same become apparent. The lower rating in this category highlights differences in how learners promote sustainability within their social interactions, indicating that environmental responsibility tends to manifest more as an individual effort rather than as a shared initiative.

The overall weighted mean is 4.10, categorized as "High" in terms of manifestation. The consistency in maintaining cleanliness and following environmental regulations underscores learners' engagement in ecological responsibility, while the lower inclination toward influencing peers reflects differences in advocacy efforts. These results illustrate how learners internalize environmental awareness primarily through personal actions rather than collective influence.

Environmental consciousness is closely linked to school-led sustainability initiatives (Utari et al., 2024). Table 7 presents strong engagement in cleanliness and resource conservation, which aligns with findings that schools incorporating eco-friendly programs observe higher environmental responsibility in students (Villanueva, 2023). However, lower ratings for peer influence in environmental advocacy mirror studies showing that individual commitment to sustainability does not always translate into widespread collective action.

Table 8 presents the extent of manifestation of the core values of Grade 5 learners in terms of *Makabansa*.

Table 8. Extent of Manifestation of the Core Values of the learners in terms of Makabansa

| Indicators | Wtd Mean | SD | Verbal Description | Extent of Manifestation |
|---|-------------|--------------|--------------------|-------------------------|
| The Grade 5 learners in school.... | | | | |
| 1. Are proud to be a Filipino. | 4.54 | 0.564 | Strongly Agree | Very High |
| 2. Show respect for the flag and national anthem through proper conduct during ceremonies. | 4.41 | 0.792 | Agree | High |
| 3. Are proud of the rich culture, traditions, and practices of Filipinos. | 4.47 | 0.830 | Agree | High |
| 4. Promote the use of Filipino and other native languages in the Philippines. | 4.56 | 0.769 | Strongly Agree | Very High |
| 5. Actively participate in school activities that promote nationalism, such as Independence Day and Language Month. | 3.94 | 0.796 | Agree | High |
| 6. Faithfully follow school and community rules. | 3.87 | 0.862 | Agree | High |
| 7. Encourage others to love, be proud of being Filipino. | 4.60 | 0.689 | Strongly Agree | Very High |
| 8. Proudly honor the Philippine flag by singing the national anthem properly and observing the correct flag ceremony. | 4.46 | 0.695 | Agree | High |
| 9. Actively engage in community programs that preserve culture, history, and national development. | 4.02 | 0.976 | Agree | High |
| 10. Strive to be good citizens who care for others and the country. | 4.29 | 0.829 | Agree | High |
| Overall Weighted Mean | 4.32 | 0.556 | Agree | High |

Legend: 1.00-1.49-Strongly Disagree/ Very Low; 1.50-2.49-Disagree/Low; 2.50-3.49-Uncertain/Slightly High ; 3.50-4.49-Agree/High; 4.50-5.00-Strongly Agree/Very High

The highest mean score is 4.60, corresponding to the statement "Encourage others to love and be proud of being Filipino." National identity is deeply ingrained in the values of Grade 5 learners, reflecting their enthusiasm for patriotism and collective pride. A high

rating in this area highlights the importance placed on cultural and national awareness, shaping their interactions and perceptions within the school environment.

Conversely, the lowest mean score is 3.87, corresponding to "Faithfully follow school and community rules." While adherence to regulations is generally present, variations in compliance appear across different circumstances. The lower rating in this category reflects differences in how learners perceive rules, where some display consistency in following guidelines while others demonstrate occasional lapses in observance.

The overall weighted mean is 4.32, categorized as "High" in terms of manifestation. Expressions of national pride and identity are evident among learners, reinforcing the significance of *Makabansa* values in their experiences. The distinction between patriotism and regulatory adherence reflects differing interpretations of responsibility, where pride in being Filipino remains strong, while rule compliance exhibits fluctuations in engagement.

National identity and patriotic engagement are influenced by school-based cultural education (Cahyani & Pamungkas, 2024). Table 8 demonstrates strong manifestations of Filipino pride and cultural awareness, which supports literature emphasizing that students exposed to national heritage discussions and historical activities develop a stronger connection to their identity (De Guzman, 2021). The lower ratings for rule adherence are consistent with studies indicating that civic responsibility needs reinforcement through structured interventions.

Test of Significant Relationship between the extent of the manifestation of the school climate and the extent of manifestation of the core values of the Grade 5 Learners

Table 9 displays the Correlation analysis between extent of the indication of school climate and the extent of manifestation of the core values of the Grade 5 learners

Table 9. Correlation analysis between extent of the indication of school climate and the extent of manifestation of the core values of the Grade 5 learners

| School Climate Indicators | | MakaDiyos | Makatao | Makakalikasan | Makabansa |
|--------------------------------|----------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| School Safety | Correlation Coefficient | -.023 | .010 | .122 | .083 |
| | p-value | .786 | .903 | .140 | .320 |
| | Decision on H ₀ | Do not reject H ₀ | Do not reject H ₀ | Do not reject H ₀ | Do not reject H ₀ |
| | Interpretation | Not significant | Not significant | Not significant | Not significant |
| Academic Teaching and Learning | Correlation Coefficient | -.046 | -.115 | .143 | .011 |
| | p-value | .579 | .165 | .085 | .892 |
| | Decision on H ₀ | Do not reject H ₀ | Do not reject H ₀ | Do not reject H ₀ | Do not reject H ₀ |
| | Interpretation | Not significant | Not significant | Not significant | Not significant |
| Community Relationship | Correlation Coefficient | -.036 | .019 | .001 | .087 |
| | p-value | .666 | .821 | .986 | .294 |
| | Decision on H ₀ | Do not reject H ₀ | Do not reject H ₀ | Do not reject H ₀ | Do not reject H ₀ |
| | Interpretation | Not significant | Not significant | Not significant | Not significant |
| School Environment | Correlation Coefficient | .149 | .154 | .222** | .290** |
| | p-value | .072 | .063 | .007 | .000 |
| | Decision on H ₀ | Do not reject H ₀ | Do not reject H ₀ | Reject H ₀ | Reject H ₀ |
| | Interpretation | Not significant | Not significant | Significant | Significant |

**significant @ $p < .01$

The result of the Spearman correlation analysis between the extent of indication of school climate and the extent of manifestation of the core values among the Grade 5 learners shows that school safety, academic teaching and learning, and community

relationship do not have significant relationship with any of the four core values of *makaDiyos*, *Makatao*, *Makakalikasan*, and *Makabayan*. The correlation coefficients are generally positive indicating a linear relationship but these are very small values that do not warrant the significance of these relationships between the pairs of variables. This is indicated by the p-values that are beyond the .05 level set for significance.

The extent of indication of the school climate along school environment does not have a significant relationship with the core values of *MakaDiyos* and *Makatao* as evidenced by the p-values that are beyond the .05 level set for significance. Markedly, school environment has a significant relationship with the core values of *Makakalikasan* ($\rho=.222$; $p=.007$) and *Makabansa* ($\rho=.290$; $p=.000$). This indicates that, in a very strong indication of school climate, the learners will very likely have the tendencies to manifest commendable core values of *makakalikasan* and *makabansa*. This is also an indication that the schools maintain the appropriate school climate that provides the very favorable grounds for the development of these core values among the learners.

Learners consistently demonstrate their *Makakalikasan* values when the school actively promotes environmental stewardship. For example, during a science activity on waste segregation, learners eagerly participate in sorting recyclables and biodegradable waste. One memorable instance occurred when a group of learners took the initiative to remind their peers to properly dispose of their trash after lunch, showing their commitment to cleanliness beyond classroom discussions. This real behavior aligns with the finding that a strong school environment reinforces learners' environmental consciousness.

Similarly, *Makabansa* values are highly visible during activities that celebrate Filipino heritage. During a National Heroes Day event, learners engaged in role-playing exercises where they portrayed historical figures, exhibiting pride and appreciation for their Filipino identity. This enthusiasm was also evident in their participation in flag ceremonies, where they sang the national anthem with conviction. These firsthand observations support the data, showing that when the school climate strongly integrates national symbols and history, learners are more likely to embrace patriotism.

Research has shown mixed findings on the relationship between school climate and values development (Perez, 2021). Table 4 indicates significant relationships between school environment and *Makakalikasan*/*Makabansa*, which aligns with studies asserting that physical surroundings and cultural exposure significantly shape environmental consciousness and national identity. However, the lack of significant correlation between other variables reflects literature suggesting that personal upbringing and home influences play a stronger role in shaping faith-based and social values.

Proposed Enhancements in Teaching ESP

Title: "Integrated Values Development Program: Strengthening Core Values in Grade 5 Learners"

Rationale

The findings of the study indicate that Grade 5 learners exhibit strong manifestations of certain core values, particularly *Makakalikasan* and *Makabansa*, while areas such as *Maka-Diyos* and adherence to rules show variability. To reinforce these values holistically, the **Integrated Values Development Program** provides structured opportunities for students to deepen their understanding and application of core values through environmental action, national identity reinforcement, character-building initiatives, and community engagement activities. This program aligns with the school's commitment to nurturing responsible and value-driven individuals by fostering meaningful learning experiences.

| Findings from the Study (Lowest Mean) | Lessons | Objectives | Time Frame | Persons Involved | Mode of Verifiable Indicators | Remarks |
|---|---|--|---------------------------|---|--|----------------|
| Lack of proper emergency response system and incomplete first aid kit (2.05 Wtd. Mean, School Safety) | Emergency Preparedness Training and First Aid Kit Accessibility Enhancement | Equip students and staff with necessary emergency response skills and ensure availability of first aid kits | July - September 2025 | School Nurse, Teachers, Administrators, Students | Documented training sessions, inventory of updated first aid kits | |
| Inconsistent implementation of proper waste disposal and recycling (3.25 Wtd. Mean, School Environment) | Campus-wide Waste Management Awareness and Strict Enforcement of Segregation Policies | Strengthen students' commitment to proper waste disposal and environmental sustainability | August - October 2025 | Science Teachers, Student Leaders, Maintenance Staff | Monitoring waste disposal compliance, reduction in improperly discarded waste | |
| Low engagement in community-based programs (2.81 Wtd. Mean, Community Relationship) | School-Community Collaborative Projects (Tree Planting, Feeding Programs, Local Outreach) | Deepen students' social responsibility by fostering active participation in community service | September - December 2025 | Teachers, Students, Local Government Units, Parent Volunteers | Number of students engaged in projects, community feedback | |
| Insufficient reinforcement of honesty among peers (3.42 Wtd. Mean, Makadiyos Core Value) | Honesty Reinforcement Workshop and Peer Accountability Programs | Strengthen trust and integrity in student interactions through reflective exercises and role-playing activities | November 2025 | Guidance Counselors, Teachers, Students | Survey on peer trust levels, student reflections | |
| Low inclination to influence others in environmental care (3.62 Wtd. Mean, Makakalikasan Core Value) | Student-Led Environmental Advocacy Groups and Campus Sustainability Challenges | Encourage students to take leadership in environmental initiatives and inspire peers to engage in sustainability efforts | January - March 2026 | Science Teachers, Student Leaders, School Administrators | Number of student-led projects, engagement metrics in sustainability programs | |
| Variability in adherence to school and community rules (3.87 Wtd. Mean, Makabansa Core Value) | Civic Responsibility Training and Leadership Rotation in Flag Ceremonies | Strengthen students' awareness of civic duties, discipline, and respect for regulations | March - April 2026 | Social Studies Teachers, Student Leaders, School Administrators | Student participation in leadership rotation, documented improvement in rule adherence | |

CONCLUSION

Based on the findings, the following conclusions are generated:

1. Academic teaching and learning play a crucial role in shaping learners' experiences, with instructional clarity and engagement having a strong impact. Meanwhile, perceptions of the school environment vary, particularly regarding accessibility and the maintenance of physical spaces. This suggests that structured learning processes significantly contribute to learner development, while concerns about infrastructure may influence overall satisfaction with the school climate.
2. Learners demonstrate a strong commitment to environmental stewardship, integrating ecological consciousness into their daily actions. Faith-based values, on the other hand, appear to be more subject to individual interpretation and personal experiences. This suggests that while environmental awareness is actively reinforced, spiritual engagement may vary among students.
3. A well-maintained and ecologically supportive school setting fosters greater environmental consciousness among learners. When students experience a structured and sustainable environment, they are more likely to adopt responsible ecological behaviors, highlighting the importance of maintaining school spaces to encourage environmental responsibility.
4. Through the implementation of eco-friendly initiatives, trust-building workshops, heritage exhibits, and community outreach programs, learners engage in meaningful value-based actions. These activities support a more holistic development of their personal and social responsibilities, reinforcing the importance of integrated educational approaches that nurture both academic and ethical growth.

Recommendations

Based on the significance of the study, the following recommendations are provided:

1. Learners. Actively engage in structured activities that foster environmental responsibility, national identity, and trust-building within peer interactions.
2. Teachers. Enhance the integration of core values into lessons by incorporating immersive, real-life applications of Maka-Diyos, Makatao, Makakalikahan, and Makabansa. Techniques such as storytelling and reflective discussions in language classes can reinforce honesty and empathy, while sustainability projects in science lessons can promote environmental stewardship. By embedding values within instructional strategies, educators deepen student engagement and instill a sense of moral responsibility.
3. School Administrators. Institutionalize core value promotion by designing structured programs that encourage consistent practice across all levels. Initiatives such as eco-friendly campaigns, cultural heritage exhibitions, and leadership development workshops provide opportunities for students to embody these values beyond classroom interactions, ensuring a comprehensive approach to character formation.
4. Parents. Strengthen value reinforcement at home through open communication and participation in community-based initiatives that align with the school's efforts in shaping responsible and ethical individuals.
5. Community Stakeholders. Partner with the school in organizing outreach programs and environmental initiatives that extend values education beyond academic settings, fostering broader community engagement.
6. Future Researchers. Investigate additional factors shaping students' core values beyond school climate, such as familial influences, media exposure, and societal dynamics, to develop a more holistic understanding of value formation.

REFERENCES

- Bandura, A. (2023). Cultivate self-efficacy for personal and organizational effectiveness. *Principles of Organizational Behavior: The Handbook of Evidence-Based Management* 3rd Edition, 113-135.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman.
- Barrett, P. S., Davies, F., Zhang, Y., & Barrett, L. C. (2020). The impact of classroom design on pupils' learning: Final results of a holistic, multi-level analysis. *Building and Environment*, 176, 106842.
- Cahyani, I. S., & Pamungkas, J. (2024). Cultivating Patriotism in Early Childhood Education: The "Angkasa Berbudaya" Program at Angkasa Adisutjipto Kindergarten. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 9(3), 527-537.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2020). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.
- De Guzman, A. B., Reyes, C. M., & Santos, M. E. (2023). Creating a faith-friendly school environment: Perspectives of Filipino school leaders. *Journal of Beliefs & Values*, 44(1), 85-99.
- De Guzman, A. B., Santos, M. E., & Reyes, C. M. (2022). The impact of Makatao school climate on student outcomes: A quantitative study. *International Journal of Educational Research*, 110, 101986.
- Department of Education. (2024). DepEd Order No. 10, s. 2024: Policy guidelines for the implementation of the MATATAG Curriculum.
- Department of Education. (2013). DepEd Order No 36, s. 2013: Our Department of Education Vision, Mission, and Core values (DepEd VMV).
- Dutta, V., & Sahney, S. (2022). Relation of principal instructional leadership, school climate, teacher job performance and student achievement. *Journal of Educational Administration*, 60(2), 148-166.
- Fernandez, A. R., & Reyes, P. J. (2020). Challenges and opportunities in integrating environmental education into the Philippine curriculum. *Asia Pacific Journal of Education*, 40(4), 485-498.
- Gonzalez, R., & Perez, T. (2021). Student voice and school climate: A review of the literature. *Educational Review*, 73(3), 339-355.
- Johnson, B. R., Smith, M. A., & Williams, D. L. (2022). School climate and student engagement: A multilevel analysis. *Journal of Educational Psychology*, 114(2), 313-329.
- Lim, R. P. S. (2024). Filipino values of secondary school heads on school-based management: Basis for values enhancement program. *International Journal of Management, Technology and Social Sciences (IJMTS)*, 9(1), 115-132.
- Nguyen, T. T., & Tran, L. T. (2024). The use of technology in enhancing school safety: A review of best practices. *Journal of Educational Technology & Society*, 27(1), 85-98.
- Republic Act No. 11476. GMRC and Values Education Act in Basic Education.
- Reyes, M. R. (2020). Student engagement in online learning: A review of the literature. *International Journal of Educational Technology in Higher Education*, 17(1), 1-18.
- Reyes, P. J., & Cruz, J. P. (2022). Integrating religious and spiritual themes in ESP teaching: A phenomenological study of Filipino teachers' experiences. *Asia Pacific Journal of Teacher Education*, 50(2), 189-204.
- Reyes, P. J., Santos, M. E., & Cruz, J. P. (2022). Integrating nationalistic themes in ESP teaching: A qualitative study of Filipino teachers' practices. *International Journal of Instruction*, 15(2), 315-330.

- Timidi, E. T., & Okuro, G. (2024). The Power of Education in Shaping Democratic Citizenship and Good Governance. *Studies in Humanities and Education*, 5(2), 52-62.
- Tusha, A., Bulut, S., & Al-Hendawi, M. (2024). Promoting a healthy school environment via social-emotional learning in the high school setting: An overview. *Adv Med Psychol Public Health*, 1(3), 156-163.
- Utari, S. K. D., Mardiasuti, A., Wahyudin, D., & Sunkar, A. (2024, July). Green curriculum in vocational studies for responsible tourism. In *IOP Conference Series: Earth and Environmental Science* (Vol. 1366, No. 1, p. 012017). IOP Publishing.
- Villanueva, M. J., Reyes, C. M., & Cruz, J. P. (2023). The role of school community in promoting values education: A Philippine perspective. *International Journal of Educational Research*, 115, 102112.
- Zalli, E. (2024). Globalization and education: exploring the exchange of ideas, values, and traditions in promoting cultural understanding and global citizenship. *Interdisciplinary Journal of Research and Development*, 11(1 S1), 55-55.