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Title: An Evaluation of the Implementation of the 2002 BEC Values Integration Program.
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Abstract

This study aimed to describe and analyze the learning standards/competencies, teacher attitudes, teaching-learning processes and activities, instructional materials related to the implementation of the 2002 BEC program for school-level values integration in both public elementary and secondary schools in a Division of City School in the southern part of Metro Manila. Respondents were 311 elementary school teachers and 181 secondary school teachers, most of whom were Teacher 1, with less than 10 years of teaching experience, 30-39 years old. One teacher was a doctor of Education while 34 were M.A. degree holders. Twenty five classes in four selected elementary schools and 29 classes in four secondary schools were observed.

Data gathering procedures included: 1) Analysis of Learning Competencies and Instructional materials; 2) Administration of Survey Questionnaire-cum-Attitude Scale (4-point scale); 3) Class observations; and 4) Focus Group Discussions.

Following are the findings of the study: The subjects with the most value-laden competencies are Social Studies and TEHE/TLE in both elementary and secondary levels, while mathematics has the least, with only one competency. The concentration of values is in the social, economic and political dimensions. Specifically, these values are: respect for human rights, social responsibility and accountability, balance resources, love of country, appreciation of cultural heritage, freedom and responsibility, and national unity. In TEHE/TLE (Technology Education and Home Economics), health and economic values such as holistic health, balance of social and economic development, productivity and quality, economic equity, work ethic and entrepreneurial spirit, are registered. The competencies in Music and Arts (Musika at Sining) are mostly on creativity, appreciation of cultural heritage and a few on environmental care. In Physical Education (EPK – Edukasyong Pangkatawan) learning area, all competencies are on physical fitness and appreciation of cultural heritage.

Among the tool subjects, Science, English, Filipino and Mathematics, it is in science where there are competencies laden with values mostly in scientific orientation and some on environmental care, physical fitness and health. Competencies in English and Filipino are

heroism and appreciation of heroes, self-worth, leadership, freedom and responsibility, love for family and compassion. The lone competency registered in Mathematics is wise use of resources, e.i., use of time.

Among the conclusions of the study are the following:

1. Basic instructional materials, such as the PELC/PSLC, Division Budget of Work, Instructional Plans, which are the anchors for the teachers' efforts in values integration, generally provide for values integration. However, they do not adequately provide clear and holistic framework for values integration. Moreover, they do not show an organized helixing or building up of values from lower to higher levels in the five learning areas.
2. Most values indicated in the curriculum learning competencies and in actual classroom teaching observed are related to social, political and economic values. Moral and spiritual values are the least integrated values in both elementary and secondary levels across the five learning areas.
3. Teachers in both levels are adept with the use of teaching strategies for values integration, such as cooperative learning and group dynamics or group activity, but not the more personal and reflective off-school learning activities, testimonies, success stories, and reflectionnaires.
4. Teachers are not competent in the use of the valuing process as a teaching strategy for values integration. Except for the Values Education teachers in the secondary level, teachers' questions concentrate on the level of understanding of the value concept and are short of the valuing component that should delve into the affective personal experiences, attitudes and feelings, as well as meaningful resolutions for change that could possibly be made by the learners.
5. Teachers rarely use value statements, social reinforcements or affirmations, except for such very common expressions such as "Remember, be honest" made during the evaluation phase of the lesson; "Ilakas ang boses" or "please speak louder", whenever a pupil expresses himself softly; "listen, sit properly": when calling the attention of inattentive pupils, and "Magaling" or "Very Good" as positive reinforcements.
6. Teachers believe that they themselves are models of desirable values and they perceive the community officials, administrative staff/personnel and the media people to be least modeling desirable values to the students.
7. While teachers feel very positive about themselves personally and professionally, they feel that the lack of instructional materials, the negative influence of media, and insufficient training for values integration are the most serious concerns that should be given attention in the program.
8. Majority of the teachers, coordinators and students are not in favor of the DepEd's move, to delete GMRC in the new BEC, and reduce the period for Values Education as a separate subject in high school.