



## **Values and Performance of Teacher Education Students in the University of Eastern Philippines**

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### **Author's contribution**

*This work was carried out V. Lluz managed the literature searches and analyses of the study.*

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### **ABSTRACT**

This paper evaluates the values and the academic performance of BEED 3 students in the University of Eastern Philippines - System. This study was specifically concerned in determining the demographic profile of the respondents in terms of age, sex, educational attainment of parents, family income, nature of employment of parents, number of children and religious affiliation. Further, this was undertaken to find out the level of the academic performance of students and the values practiced by the BEED 3 teacher education students in the three campuses of the University of Eastern Philippines System and to determine the significant relationship between the values practices by the BEED students and their academic performance. With the purpose to achieve a rigorous finding this study utilized the descriptive-correlational research design. The respondent of this study comprised the 90 students specializing in Bachelor in Elementary Education who were third year college students in the three campuses of the University of Eastern Philippines – System, drawn through a representative sample technique. Particularly the statistical tool used in this study were frequency counts, percentages, weighted mean and multiple regression analysis. Majority of the respondents were within 19-22 years of age and mostly were female. Their parents were college level, with a monthly income ranging from P 25, 000 to P 29, 000, government employees, with 5 to 6 children and Roman Catholic by faith. The students were very good in their academic performance in English, Mathematics and Values Education. However, the BEED students practiced more values in personalism, close family ties,

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smooth interpersonal relation, hard work and industry, love for God and rationalism. Moreover, the academic performance was significantly related to values because of the F ratio of 1.619 which is greater than the significant F of 0.206. The coefficient determination explained the degree of influence of values to academic performance, it can be inferred that students having favorable values have greater academic performance.

*Keywords: Academic performance; teaching learning; education value.*

## 1. INTRODUCTION

The word values come from the Latin word “valere” which means to measure the worth of something. It is a significant element of life, of an individual prevailing in any society. They shape and determine an individual’s or group’s decision to like or dislike, favor or disfavor, change or not to change. The knowledge of people’s values, including their orientation and preferences will guide planners, policy makers, and change agents in the planning and implementation of responsive development programs. Equipped with much know how, they can evoke maximum affirmative public response.

As viewed by Aristotle, education graduates must possess not only values but with the desire and ability to communicate with empathy, coupled with integrity and intellectual honesty. Integrity and honesty in the public service is of paramount importance nowadays by the Filipino people [1].

As Enrico pointed out that values are preferred ideals of society as a special kind of belief system about how one ought to or ought not to behave, or about some state of existence worth or not worth attaining. He explained further that a value is something that is freely chosen as part of man’s creative integration in his/her development as a person. It is something chosen from alternative and is actually acted upon and live out. The test of the true values is whether or not it is freely chosen, acted upon and celebrated. The person must find that acting or celebrating his chosen values will enhance his human development.

On the contrary, the claim of the younger generation today in practicing a contemporary lifestyle in society is a misconception as perceived by many parents and adults, for the reason that a greater number of youth tend to forget on maintaining what our most ancestors cherished, the most identifiable Filipino values. Some parents and many people in the community are unsatisfied to such practices of students and feel the impression and notion of the youth’s kind of values system ignoring the

lasting traditions and culture of Filipino’s mind in maintaining and strengthening the acclaimed Filipino values.

It is a clear observation that the youth of today ignore the practices of true Filipino values, such as kissing the hands of the elders, saying “po” and other particular values. The influences of the westernized society provide great impact in brushing aside many of these Filipino significant values.

Realizing the fact that students in the teacher education courses will soon become members of the noblest profession in the world creates fear because as future teachers they must serve as good examples or models of good virtues. Values generally influence attitudes and behavior.

The future destiny of a country rests not in the hands of soldiers and merchants but in those of students and scholars. Dr. Anne Besant beautifully remark, “The destiny of a nation is folded within its budding youth as is the flower within the close embrace of the petals. This what our youths think today the nation will think tomorrow.” Standing on the threshold of budding youth, a student’s cherishes splendid visions, colorful dreams and buoyant hopes. It is the spring time of his life when his energies are at the highest. It is the season of life when one can either make or mark one’s career forever. It has been described rightly as the period of preparatory training for the practical duties of mankind. A student should, therefore be very careful in observing the path he walks upon during this period and make his life a living success by judicious application of his energies into right channels. But nowadays our students at are tossed around like rudderless boats on the rapidly changing waters of modernity. [2]

However, the pragmatic point of view states that values represent basic convictions that a specific mode of conduct or end-state of existence demand. They contain a judgmental element in that they carry the individual’s ideas as to what is

right, good or desirable. The most cherished Filipino values had led importance on the role and interest with regard to principles of teaching, and to a great extent embraced appraisal on student's academic performance. [2].

People's high expectation on the tertiary institutions is anchored so much on excellence, like the UEP main and satellite campuses compared to other tertiary educational institutions, too. It is but proper that members of this academic community must properly prepare would be teachers in their respective field of study, hence BEED students is not an exception. [3]. Teachers are the source of inspiration for students. The relationship between student and teacher is very strong. Moral values can be taught at School. The process of learning for a child is not magical. It is important that the student has a sound base of strong moral values. It calls for much caution and observation from school. [4]

Since education is a lifelong and a contingent process, effective graduates are needed. They must have good values, moral responsibility, and imbued with dedication to excellent public service. Educational and training institutions, therefore, must be able to fill up adequate, knowledge needed on certain values and characteristics, skills, habits, and attitudes more meaningful to a quality of life that a teacher, thus, BEED graduates should possess virtue, as the University of Eastern Philippines system turn them out to cater the need of the people in the countryside.

Many exponents of educational philosophy adhere that most Filipino values had direct and indirect influence of the academic performance of students even in high school and collegiate levels. It is therefore timely to appraise the academic performance of the students from time to time, to attune the respondents in their studies which are called "merit rating" analysis.

Khael Quinain et al, a Faculty of University of San Carlos, Philippines it was cited that in a survey of Filipino youth, 99% rated "having a good education" as being very or rather very important." However, despite this valuing of education, it does not manifest in their academic performance. This could be because academic performance is influenced by other factors aside from the perception of the value of education. It was cited in the study of Bernardo Salongs & Aguas in Philippine literature, it was found out

that Filipinos view education as an instrument in achieving goals like helping the family. Guided by this idea, the paper of Quinain et al 2017 which was aimed to determine the effect of family education on Filipino student's academic performance. The study was specifically concerned with family obligation as a motivational factor that would outweigh other motivational factors such as mastery goal and performance goal in influencing academic performance. Since Filipinos value their family, their sense of obligation might cause them to perform well in school. This study was conducted using a single factorial design. Participants n=163 were randomly selected conditions with different motivational factors (Family Obligation, Mastery Goal Orientation, Performance Goal Orientation, Control.) Priming was used to activate the different motivations. The results show that students exposed to family obligation had higher scores in academic performance. The findings of said study was contemplated to contribute to the developing literature on Filipino behavior in schools. The study also highlights the importance of families on the academic lives of Filipino students. [5] [6-8]

Kanika 2016 [2], noted that nowadays people from all walks of life irrespective of any background and status in life whether rich and poor, coming from high society, city or urban life and rural or laidback lifestyle, literate and illiterate, male and female, are geared to invest in the best and quality education of their children. Because of rigorous competition in all aspects educated manpower is the emerging need of any nation, as educated and skilled human resource is asset for any country [9-11]. That is why values are an essential requirement and an integral part of education. The aim of education is viewed in terms of values development. Human development cannot be conceived in the absence of values. These are the evident reasons that values and academic performance are closely linked with one another.

Academic performance lies a joint responsibility of the instruction and individual to validate learner's performance in order to meet with the assistance of the faculty and administrative personnel of every institution. It is not a substitute for objective records of output, quality, piecemeal and other concrete data that indicate academic performance.

Cognizant to the personal commitment of the researcher in sharing ideas to this field of

endeavor, it becomes her vision and goals to evaluate the personal ideas, work attitude and values of BEED students, as they are associated with their individual characteristics, emerge certain desire, and knowing the true meaning of values.

## **2. METHODS**

This study used the descriptive – correlational research method to determine the (7) items that identified the independent variables of the study if how it influenced the relationship between the dependent variables on the academic performance of the BEED students.

The performance of the students was based on their values education II rating. It also identified Filipino Values affecting strengths and weaknesses on academic performance. The primary tool in data gathering was through a survey questionnaire. All questions were premised on the statement of the problems on the what, why, and how, the profile of the respondents are influenced

The researcher is hopeful that similar study will be conducted for further study using different variables in the near future.

A three-part questionnaire was used in this study. Part I focused on the profile of the respondents in terms of age, sex, educational attainment of parents, family income; nature of employment of parents, family income; nature of employment of parents, and number of children in the family. Part II included the academic performance of the students, which describes the grading system. Part III included the values affecting the academic performance of the student.

## **3. RESULTS AND DISCUSSION**

Table 1 presents the age of the respondents. It was found out that out of 90 respondents, 70.0 or 77.8 % had ages ranging from 19-22 years old, 14 or 15.5% range from 17-18 years old, six (6) or 6.7% were from 23 years old and above.

It can be gleaned from this study that a majority of the third year college students in the University of Eastern Philippines system had an age ranging from 19 – 22 years old. Hence, it can be inferred that they are identified as junior or senior

students and would be at their finishing year in college.

Table 1 also presents that 59 or 65.5% were females while 31 or 34.4% were males. This finding implies that female dominates the male group. It can be gleaned from this finding that there is uneven distribution of respondents in terms of gender which are associated to low enrollment profile among male in the education courses is observe in many school.

As to the educational attainment of the parents the findings of this study show that 32 or 35.6% obtained their college education but unable to finish a degree, while 29 or 22.2% incurred their BS degree, 2 or 25.6% were high school graduates, four (4) or 4.4% have obtained their master's degree and two (2) or 2.2% belonged to the high school level.

Data revealed that majority of the parents' educational attainment were college level which implicates their enthusiasm to send their children to school to obtain a degree just like them.

As to the monthly income. The study shows that majority of the family income ranged from Ph25,000-Ph29,000 which had 6 or 4% while 24 or 26.67% belonged to the family income bracket ranging from Php 20,000- Ph24,000.,

However, 17 or 18.89% belonged to the income bracket between 30,000 and above, while 10 or 11.11% belonged to the income level of Php15,000 – Php 19,000. Only 3 or 3.3% belong to the income level of below Php 14, 000.

This indicates that a majority of the respondents' parents earned very minimal income which could hardly support the needs of their students.

As to the employment of parents. It showed that a great number of parents were government employees with 40 or 44.44%. It also follows that 31 or 34.44% belonged to the self-employed parents. There were also 19 or 11.11% parents who did not put up and indicated clearly the nature of employment and sources of income in their family. It can perhaps be inferred that those who did not mention their nature of employment are with no permanent job that they could have specific sourcing of income. This implies that there are a great number of government employees' parents of BEED student's respondents.

**Table 1. Distribution of the demographic profile of the BEED Students of the university of Eastern Philippines system**

<b>Age</b>		
23 years old & above	6	6.7
19 – 22 years old	70	77.8
17 – 18 years old	14	15.5
<b>Total</b>	90	100.0
<b>Sex</b>		
Male	31	34.4
Female	59	65.5
<b>Total</b>	90	100
<b>Educational Attainment of Parents'</b>		
Master's Degree Holder	4	4.4
BS Degree Holder	29	32.2
College Level	32	35.6
High School Graduate	23	25.6
High School Level	2	2.2
<b>Total</b>	90	100.0
<b>Family Monthly Income</b>		
Ph30,000 & above	17	18.89
Ph25,000 – Ph29,000	36	40
Ph20,000 – Ph24,000	24	26.67
Ph15,000 – Ph19,000	10	11.11
Below – Ph14,000	3	3.33
<b>Total</b>	90	100.0
<b>Number of Brothers/Sisters in the Family</b>		
7 & brothers/sisters	24	26.67
5 – 6 brothers/sisters	27	30
3 – 4 brothers/sisters	18	20
1 – 2 brothers/sisters	21	23.3
<b>Total</b>	90	100.0
<b>Religious Affiliation</b>		
Roman Catholic (RC)	59	65.55
Iglesia ni Cristo (INC)	14	15.56
Born Again Christian (BAC)	9	10
United Church of Christ in the Philippines (UCCP)	7	7.78
Aglipay	1	1.11
<b>Total</b>	90	100.0

With regard to the number of children in the family, it can be showed that 27 or 30% respondents had 5 – 6 brothers and sister while 24 or 26.67% respondents were those with only seven (7) and above brothers and sisters, some 21 or 23.33% with 1-2 brothers and sisters.

In terms of religious affiliation, data revealed that 59 or 65.55% were Roman Catholics; likewise there were 14 or 15.56% which were affiliated to Iglesia Ni Kristo, nine (9) or (10)% belonged to the Born Again Christians while seven (7) or 7.78% were those who belonged to the United Church of Christ in the Philippines and only one (1) or 1.11% which is an Aglipayan.

Hence, it can be gleaned that majority of the respondents were Roman Catholics which implies were Roman Catholics which implies that Roman Catholics dominate all other religious affiliation.

### 3.1 Academic Performance

Table 2 depicts the frequency distribution of the academic performance of the student respondents in terms of English, Mathematics and Values Education.

With regards to the English subject 54 or 60% had been categorized as good, eight (8) or 89% were very good while 28 or 31% were fair.

In Mathematics, 18 or 20% performed very good, 60 or 67.7% good while 12 or 13.3% failed.

However, one (1) or 1.1% excellent.

Therefore it can be deduced from the above findings that the student respondents have full support from the parents as far as their schooling is concerned.

### 3.2 Values Practiced by the BEED 3 Students

Table 3 shows the frequency distribution of the values practiced by the BEED students in the University of Eastern Philippines system. Findings revealed that the BEED students had "more practice" as regards the values with a grand mean of 3.73.

This implies that the BEED students had more practiced in pakikipagkapwa-tao, family ties, smooth interpersonal relations, hard work &

industry and rationalism. However, they had less practice in euphemism.

This finding was confirmed by Fr. Gorospe that the basis of human dignity was considered the core or central value to the education and eventual transformation of every Filipino [14].

### 3.3 Summary Result on the Relationship Between the Academic Performance and the Values Practiced by the Respondents

The findings show that values were significantly related because the F ratio of 1.619 is greater than the significant F of 0.206, thus the research hypothesis was accepted that there was no significant relationship between the values and the academic performance of the student respondents. The coefficient determination explained the degree of influence of values to academic performance, it can be inferred that students having favorable values have greater academic performance.

**Table 2. Frequency and percentage distribution of the academic performance of BEED students**

Performance	English		Mathematics		Values	
	F	%	F	%	F	%
Excellent	8	8.9	1.8	20.0	32	35.6
Good	54	60.0	60.0	66.7	33	36.7
Very Good	28	31.1	12	13.3	24	26.6
Total	<b>90</b>	<b>100</b>	<b>90</b>	<b>100</b>	<b>90</b>	<b>100</b>

**Table 3. Frequency distribution on the values practiced by the BEED 3 students in the university of Eastern Philippines system**

Values Education	MP	MOP	P	LP	NP	Weighted Total	Mean	Interpreteation	
<b>1. Pakikipagkapwa Tao</b> (Personalism)									
<b>Pakikiramdam</b>	32	10	22	14	12	90	312	3.6	More Practiced
<b>Pakikiramdam</b>	28	31	15	15	1	90	340	3.8	More Practiced
<b>Pagtiwala</b>	40	10	22	22	2	90	348	3.9	More Practiced
<b>Utang na Loob</b>	53	24	8	4	1	90	394	4.4	More Practiced
<b>Pakikisama</b>	39	21	27	2	1	90	365	4.5	More Practiced
<b>Grand Mean</b>							<b>4</b>		<b>More Practiced</b>
<b>2. Close Family Ties</b>									
Honor and respect to parents and elders.	34	15	23	10	8	90	372	4.1	More Practiced
Generosity towards kin needs.	28	15	28	15	4	90	318	3.6	More Practiced
Feeling of belonging and firmness.	18	35	21	14	2	90	325	3.7	More Practiced
Basic sense of security	23	22	18	21	6	90	305	3.4	More Practiced

Values Education	MP	MOP	P	LP	NP	Total	Weighted Mean	Interpreteation	
A family that prays together, stays together.	60	10	10	6	4	90	386	4.2	More Practiced
A sense of promoting the interest of the family.	51	20	10	5	4	90	379	4.2	More Practiced
<b>Grand Mean</b>								<b>3.9</b>	<b>More Practiced</b>
<b>3. Euphemism</b>									
The value of love for celebration	34	20	12	14	10	90	324	3.6	More Practiced
A sense to laugh even the most difficult times	42	15	13	18	2	90	347	3.9	More Practiced
Ability to get by on every 24 Little	24	22	14	18	12	90	298	3.31	More Practiced
<b>4. Smooth Personal Relation</b>									
The value not to miss special celebrations and traditions	33	26	10	18	3	90	338	3.8	More Practiced
Ability to adapt to life	26	14	15	19	6	90	315	3.5	More Practiced
A sense of creativity	36	22	2	20	8	90	332	3.7	More Practiced
<b>Grand Mean</b>								<b>3.7</b>	<b>More Practiced</b>
<b>5. Hardwork and Industry</b>									
A desire to save one's life	33	26	10	18	3	90	338	3.8	More Practiced
A sense to have the essentials	39	21	27	2	1	90	365	4.05	More Practiced
The value and habits of discipline	51	20	10	5	4	90	379	4.21	More Practiced
The value of resourcefulness	40	15	20	13	2	90	349	2.3	More Practiced
A sense of learning fast	36	12	10	22	10	90	312	3.4	More Practiced
The value of productivity	24	30	11	15	10	90	347	3.9	More Practiced
Ability to improvise	29	17	21	17	6	90	316	3.4	More Practiced
A sense of power influence	29	19	30	10	2	90	333	3.7	More Practiced
A sense of pakiusap	15	14	15	45	1	90	267	3.6	More Practiced
<b>Grand Mean</b>	33	29	12	10	6	90	332	3.7	More Practiced
<b>Grand Mean</b>								<b>3.6</b>	<b>More Practiced</b>

#### 4. CONCLUSION

Based on the foregoing findings, it can be concluded that the teacher education students were within 19 to 22 years old, the expected age of being called a junior student in the University. It can be inferred that on this particular age they are on the finishing stage of their education.

Majority of the respondents were female which implies that female dominates the educative process thus they have more propensity in learning than boys.

For the educational attainment of parents, most of them were college level which implies that the parents also possess adequate educational qualification in their own way. Data confirmed that parents with higher educational attainment had children who were likewise bent to enroll in college for their professional advancement. The educational attainment of parents portrayed their role as parents of most college students in the

university. Majority of them were government employees. They had five (5) to six (6) children in the family which implies that they composed a bigger family. Most of them were Catholic, implying that the Catubig folks have long valued Catholicism.

With respect to the academic performance of the student respondents, the data show that majority performed very good performance in English, Mathematics and Values Education.

Thus, it can be gleaned from the findings of this study that parents show full support to their students as far as their schooling is concerned. In spite of the number of children in the family, parents tried their best to send their children to college education. It can be implied further that with the kind of situation, they still manage to obtain good scholastic performance.

The BEED students had practiced more the values in terms of personalism, close family ties,

smooth interpersonal relation, hardwork and industry, love for God and rationalism. While some others indicated “less practiced” euphemism.

### CONSENT AND ETHICAL APPROVAL

As per international standard or university standard guideline participant consent and ethical approval has been collected and preserved by the authors.

### COMPETING INTERESTS

Author has declared that no competing interests exist.

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