

REVISITING THE IMPLEMENTATION OF THE EDUKASYIN SA PAGPAPAKATAO (VALUES EDUCATION) CURRICULUM IN THE JUNIOR HIGH SCHOOL USING THE CIPP MODEL

ANGELITA A. GOMEZ

Researcher

*Master of Arts in Education,
Major in Educational Management*

Abstract

This qualitative study sought to revisit the implementation of the Values Education curriculum in the junior high school using Daniel Stufflebeam's Context-Input-Process-Product (CIPP) Model for purposes of policy improvements and recommendations. Ten purposefully selected seasoned teachers in a city schools division in Region III served as the participants of the study for the CIPP-aligned face-to-face interviews.

Overall findings show that (1) on Context, the implementation of the Moral Recovery Program (MRP) paved the way for the birth of the Edukasyon sa Pagpapahalaga (Values Education) curriculum and such action was responsive to the contexts at that time which included, among others, the dictatorship in the Marcos era, the transition of the government under the Aquino administration and the degradation of values among the youth; (2) on Input, the Department of Education, Culture and Sports (DECS) and stakeholders in the community worked as a team in structuring the decision of adopting a values-centered education in the country through the birth of the character education; (3) on Process, the actions actually conducted were aligned with what had been planned to begin with; and (4) on Product, the objectives of the EsP curriculum were achieved despite the fact that a number of challenges were being encountered in its implementation.

The study recommends that continuous curricular reviews and improvements be made to help the implementers in the formation of holistic young Filipino learners through the Edukasyon sa Pagpapahalaga (Values Education) curriculum.

Keywords: Values Education curriculum, CIPP evaluation, policy improvements

INTRODUCTION

The modern days have introduced a new set of young people – intelligent, ‘*tech*’, digital – “millennials” (Lenhart et. al., 2010). This set of young people has

proven that the world today is indeed a world of progress and development. Various inventions and innovations in all fields of life are almost everywhere (Dushnitsky, 2010). In the field of education, records show that despite the fact that there are cases of students with below average grades in select learning areas, it cannot be denied that the learners nowadays have achieved a lot in various competitions locally and internationally. Despite these progress and achievements, however, data also show an opposing element of the world's development – the dreadful conditions of the human character, particularly that of the young people. In fact, citing various incidents involving the degradation of the values of the youth today, no other than the Philippine Department of Education (DepEd) proposes a greater emphasis on and a review of one subject which is believed to be a solution to the pressing concerns on the youth's collapsing regard to values – the Values Education. Values education is a process of teaching and learning about the ideals that a society deems important (Department of Education, Science and Training, 2005; Lovat & Toomey and Robb, as cited in DeNobile & Hogan, 2014). Taylor (2006) used Values Education as an overarching concept including concepts such as moral education, character education and citizenship education. Das (2016) refers to Values Education as a wide gamut of learning and activities ranging from training in physical health, mental hygiene, etiquette and manners, appropriate social behavior, civic rights and duties to aesthetic and even religious training. The same definition is adopted in this study.

It can be observed that concomitant with the various developments and achievements of the youth today – in academics, in the advancement of technology and of their thinking globally and embracing changes – are cases and unfortunate stories of a number of educators whose own welfare and protection are being put to jeopardy and compromise in the exercise of their duties. It is saddening that teachers' welfare and protection are now put in compromise in the hands of the people whom they dearly protect in the first place (Stelzer & Banthin, n.d.). It is no longer classified that in the Philippines, there are reports of teachers being abused and maltreated, and even killed, by some erring students. In 2016, a 15-year old student killed his teacher in Cagayan de Oro City. Citing the report of the DepEd division in the city, the student attacked the teacher in front of other students. Education Secretary Leonor Briones, who conveyed her condolences to the family of the victim, said that she was deeply saddened and disturbed by the incident. "I am deeply saddened and disturbed that an incident such as this happened in a place of learning. The Department values the welfare and lives of all learners and employees and strives for a harmonious relationship among all members of the school community," Briones said (*Rappler*, September 14, 2016). Various teachers' groups are also calling the Department to act on concerns regarding students' overall discipline and value for respect to authorities nowadays. Because of the extreme and illogical understanding of some students about their "unlimited" rights as provided under various laws and existing policies, e.g. the *Child Protection Policy*, most of them tend to forget that teachers too have rights to be protected and

dignity to be maintained. They tend to forget that respect to educators is a value that no law should state but prudence and being humane dictates (Michigan Education Association, 2018). It is no longer surprising nowadays that one student sees another student disrespecting teachers and the latter is helpless in the face of the erring, unstoppable behavior of the former. In fact, because of these scenarios, the DepEd, the Commission on Higher Education (CHED) and other education institutions are now clamoring for the greater emphasis on and a review of the implementation of the Values Education curriculum. While the current study emphasizes on these scenarios which are said to be prejudicial to the rights and welfare of the educators, it does not in any way contradict existing policies and mandate for all educators to ensure the welfare and protection of children. Rather, it simply invites for the consideration of measures that would ensure that schools will still have learners who are God-fearing, values-centered and most of all – humane.

As a background of the character-based education in the Philippines, it can be recalled that when the Philippine educational system was established on January 21, 1901, Character Education (CE) was one of the original subjects in the curriculum. Curriculum refers to a set of instructions given to learners at certain phases of their life. Whitty (2017) claims that curriculum is a plan of activities and skills related to knowledge that is structured for students' progress, particularly in terms of academics. In this study, it refers to the set of lessons or topics to be taken by junior high school students as indicated in the curriculum guide of the Values Education subject. From Character Education, it became Good Manners and Right Conduct (GMRC) in the elementary level while *Edukasyon sa Pagpapahalaga* in high school. The dictionary meaning of good manners, which must only be in the plural form is the treatment or manner of treatment of other people with courtesy and politeness, and showing correct public behavior. In this research, the same definition is adopted as the operational definition with the specification that such manners are directed toward teachers and other school personnel being the participants in the study. Conceptually, this means acting in accordance with accepted standards of moral or legal behavior, justice, etc. (Murphy, 2019). It is also acting in accordance with fact, reason, or truth. The said definitions are all adopted as the operational definition of right conduct in this study. Since 1901, efforts have been made and new approaches have been tried to strengthen the teaching of these subjects. In 2005, it was again returned as a separate subject in the elementary and high school as recommended by the President until it became Values Education (VE) as a general nomenclature to both elementary and secondary levels up to the present. In spite of the concerted efforts of schools to develop the character of the learners, there is evident decline in morality, honesty, discipline, respect, civility and responsibility in the midst of the modern youth – in the family, in society, in government, even in schools. Thus, the observation that conventional education is incomplete when it comes to nurturing the character and

personality of the students is true (Background on the Character Education in Philippines Educational System, 2018).

Aside from the concerns on students' behavior, there are also various factors that have to be carefully studied in so far as the implementation of the Values Education curriculum is concerned. These are, among others, the qualifications and fitness of Values Education teachers, the offering of the subject and the support given to it by the Department through the schools and the different practices of schools in the implementation of the curriculum.

To support the cause of this research, here are the various literature and studies (1) highlighting the need to revisit the implementation of the Values Education curriculum, (2) the significance of curriculum evaluation, and (3) the use of Daniel Stufflebeam's CIPP Model.

Thornberg (2008) found that there is indeed a necessity for values education to be given a separate place in the curriculum. The aim of the study is to investigate teachers' perceptions of their practice of values education, and to explore their degree of professionalism in this matter. Qualitative interviews with 13 teachers have been conducted and analyzed by a comparative analysis. Based on their views, values education is (a) most often reactive and unplanned, (b) embedded in everyday school life with a focus on students' everyday behavior in school, and (c) partly or mostly unconsciously performed. Furthermore, professional knowledge appears to be missing in the domain of values education among these teachers. From these results, the present study finds that there is really a necessity for an evaluation of the implementation of the values education curriculum through research.

In another literature, Taylor (2006) made mention that values have recently become more prominent in political and educational discourse - in government statements and in the policy and endeavours of the educational agencies of government. Stating that values are "what makes people the party of compassion; of social justice; of the struggle against poverty and inequality; of liberty; of basic human solidarity", the author emphasized on the need for a "decent" values education that can transform people to change for the good, one of which is through "valuing their teachers". He also noted that teaching is seen as a valued and worthwhile career for the best young people; a profession that is recognized and valued by the wider community.

Cummings (2006) talked about the distinctive influence on the development process of Asian values/cultures, particularly as they have influenced the development of social programmes such as the government programmes for the progress and development of the youth.

In another study, Halstead (1996) examined the concept of values in an educational context, and the difficulty in a pluralist society of finding a framework of shared values to underpin the work of the school.

Leming (2006) reviewed research on the curriculum effectiveness of moral/values education approaches. Two approaches (values clarification and moral development) were identified as having sufficiently completed research to warrant examination. A total of 59 studies were reviewed, 33 focusing on values clarification and 26 with moral development as the focus. The research on values clarification indicated that little or no confidence is warranted regarding its potential curricular effectiveness. On the other hand, the research base for the moral development approach indicated that cautious optimism is appropriate. Finally, suggestions were offered for future research on these two approaches.

In another literature, Kirschenbaum (2011) described his evolution from a national leader of the values clarification movement to an active proponent of character education and comprehensive values education. Several critical theoretical and strategic issues in the recent history of values and character education are explored. In the said study, the necessity of a comprehensive values education was proposed.

While said studies dealt with the necessity of an enhanced, comprehensive values education in the modern, changing times, the current study is unique and novel and deserving of a unique place in the field of academic inquiry as it emphasizes on a unique setting – in the Philippine educational system – and a unique interest – the revisiting of the implementation of the Values Education curriculum in the junior high school level using a model of evaluation – Stufflebeam's CIPP Model.

On curriculum evaluation, Hussain et al. (2011) believed that the essence of the achievement of curriculum objectives depends on its evaluation process during development. Evaluation is the process of examining a program or process to determine what is working, what is not, and why. It determines the value of learning and training programs and acts as blueprints for judgment and improvement (Rossett, 2001). The same definition is adopted in this study. If the process indicators involve comprehensive evaluation at grass root level, then the product will be valid for use. Content selection regarding objective consideration and with respect to the content organization is somewhat critical during the process of curriculum development. Since often no evaluation of the implemented curriculum is carried out; hence no feedback is received to revise the curriculum. The same study of Hussain, et. al (2011) addressed the curriculum development process issues. A validated questionnaire consisting of 84 statements was developed. Data were collected from 810 persons involved in curriculum development process and analyzed by Statistical Packages for Social Sciences (SPSS) using Chi Square.

Result showed a significant association between existing process and desired process for curriculum development. Some new trends showed a mark difference like Memorandums of Understanding, Expressions of Interest, study tours and learner cognitive level.

Gamboa (2018) also made use of Stufflebeam's CIPP Model in his study which aimed to evaluate the K to 12 Grade 8 Physical Education curriculum. Overall findings showed that (1) on the context aspect, a great majority of the respondents agree that the Grade 8 Physical Education curriculum is truly responsive to the context and needs of the 21st century learners, (2) on input, the government successfully planned the procedures to be undertaken to address the needs identified in the context evaluation and it involved in the planning process all concerned stakeholders, (3) most of the respondents also agree that the plans were executed the way they were designed, and (4) on product, the majority of the respondents agree on the effectiveness of the curriculum, specifically at the school level.

The study concluded that based on the CIPP-guided evaluation of the Grade 8 Physical Education Curriculum, it is well established that the said curriculum lives out to what it is supposed to offer to the students. While there are minor concerns as to its alignment and responsiveness to students' needs, the said curriculum can be considered to be over-all compliant to the mandate of the newly implemented Enhanced Basic Education Act of 2013 or the K to 12 Law.

All premises considered, this research was conducted.

The present study sought to revisit the implementation of the Values Education curriculum in the junior high school using Stufflebeam's CIPP Model for purposes of policy improvements and recommendations.

The research questions were aligned to the four components of the CIPP Model. They are:

- | | |
|----------------|--|
| Context | 1. What were the events and contexts which led to the birth of the EsP (Values Education) curriculum? Was its crafting responsive to the contexts at that time it was adopted? |
| Input | 2. What were the plans made to address the contexts at the time the EsP Curriculum was adopted? What were the plans made to initiate this curriculum? |
| Process | 3. What were the initiatives done to execute the plans made? Were the actions done according to the plans made? Was the EsP curriculum adopted the way it was planned? |

Product 4. Did the implementation of the EsP curriculum work?

Table 1 shows the objectives of the present study following the CIPP Model. The data gathering technique to meet each objective is also presented.

Table 1
Objectives of the study

	Context	Input	Process	Product
Objective	Describe the events and contexts which led to the birth of the EsP (Values Education) curriculum and determine whether or not its crafting was responsive to the contexts at that time it was adopted.	Describe the plans made to address the contexts at the time the EsP Curriculum was adopted and determine the plans made to initiate this curriculum.	Describe the initiatives done to execute the plans made and determine the actions done according to the plans made. Determine whether or not the EsP curriculum was adopted the way it was planned.	Determine whether or not the implementation of the EsP curriculum worked.
Means	Semi-structured Interview			

This research is important for various groups such as teachers, curriculum developers, researchers and school heads. Through this research, teachers may be able to strengthen their calls for students to realize and imbibe the necessity of character-building in the midst of the progress and advances of the modern times. Curriculum developers and researchers will possibly benefit from this study since the data that would be generated from it can be used by DepEd officials and authorities as an addition to their review of the curriculum, specifically the proposed revival of the subject GMRC. School heads will also benefit from this research as this study will serve as a tool in determining the status of youth's values and formation nowadays. Regarding the scope of this research, the participants were only composed of select seasoned teachers in a city schools division.

METHOD

This study employed Daniel Stufflebeam's CIPP Model of Evaluation as its method of collection and analyzing data. As a background, Stufflebeam's CIPP is a model of evaluation developed to comprehensively assess certain programs, projects, policies or other endeavors in various organizations, including educational

institutions. According to Farsi and Sharif (2014), for which the current study anchored its objectives, the CIPP model is geared toward the following concerns: (1) [on context] Is the program responsive to the situations and needs of the people for whom it is developed?; (2) [on input] What were the plans made to initiate the program?; (3) [on process] Did the organization do things as they were planned?; and (4) [on product] Did the plans work? Are they functional? This model of evaluation is useful and fitted in this endeavor since an evaluation of the implementation of the Values Education curriculum in the junior high school would necessitate analysis of the context to product for better understanding. An illustration of this model is depicted in *Table 2*.

Table 2 presents the CIPP's aspects of evaluation, the types of decision involved and the kind of questions ought to be answered by each aspect of evaluation.

Table 2
The CIPP (Context-Input-Process-Product) Model of Evaluation (Farsi & Sharif, 2014)

Aspect of Evaluation	Type of Decisions	Kind of Questions Answered
<i>Context Evaluation</i>	Planning Decisions	What Should We Do?
<i>Input Evaluation</i>	Structuring Decisions	How Should We Do It?
<i>Process Evaluation</i>	Implementing Decisions	Are We Doing It as Planned?
<i>Product Evaluation</i>	Recycling Decisions	Did It Work?

Following the CIPP Model, Table 3 will be used:

Table 3 presents the CIPP model as contextualized and utilized in the present study.

Table 3
Utilization of the CIPP model in the current study

Aspect of Evaluation	<u>Context Evaluation</u>	<u>Input Evaluation</u>	<u>Process Evaluation</u>	<u>Product Evaluation</u>
<i>Focus of the Evaluation based on the literature (Farsi and Sharif, 2014)</i>	<i>What Should We Do? Is the program responsive to the context and needs of the people for whom it is developed?</i>	<i>How Should We Do It? What were the plans made to initiate the program?</i>	<i>Are We Doing It as Planned? Did the organization do things as they were planned?</i>	<i>Did It Work? Did the plans work? Are they functional?</i>
<i>Applicability of the evaluation in the current study</i>	<i>What were the events and contexts which led to the birth of the EsP (Values Education) curriculum? Is the</i>	<i>What were the plans made to address the contexts at that time? What were the plans made to</i>	<i>What were the initiatives done to execute the plans made? Were the actions done according to the plans made? Was</i>	<i>Did the implementation of the EsP curriculum work?</i>

	<i>crafting of the EsP curriculum responsive to the contexts at that time?</i>	<i>initiate the EsP curriculum?</i>	<i>the EsP curriculum adopted the way it was planned?</i>	
Sources of Data / Possible Participants or Key Informants	<i>People involved in the crafting or planning of the adoption of the EsP curriculum (Policies or memoranda on the Values Education curriculum)</i>	<i>People involved in the initial plans to address the contexts at that time through the adoption of the EsP curriculum (Policies or memoranda on the Values Education curriculum)</i>	<i>People involved in the execution of the plans made (Policies or memoranda on the Values Education curriculum)</i>	<i>People from the field/schools (School administrators and Teachers)</i>
Data Gathering Technique	<i>One-on-one, Face-to-face interview with the key informants</i>			
Instruments	<i>Semi-structured, Open-ended Interview Guide</i>			
Specific Instrument Questions	<i>See attached validated instrument</i>			

This study had 10 (ten) select seasoned teachers in a city schools division in Region III as its participants for the CIPP-aligned face-to-face interviews. They were selected using the following criteria: (1) have been serving in the public school from the time that the Character Education was already in place until it was converted to now known as the Values Education, and (2) must still be in the public school at the time of the conduct of the study.

Aside from the fact that in a qualitative research, the researcher himself/herself is the main instrument (Patton, 2015; Saldaña, 2011), the study also used a researcher-developed, expert-validated semi-structured interview guide as the instrument in the data gathering which was a face-to-face, in-depth interview with the participants. The validators were composed of two experts in qualitative research and one who is an expert in the line of specialization of the present study.

As for the procedures of the data gathering, it commenced as permission was granted by authorities. After determining the specific participants, appointments for the one-on-one, face-to-face interviews were arranged.

Various ethical considerations were seriously noted. These included, among others, the non-adherence to any forms of plagiarism and conflict of interest, the protection and anonymity of the identities of the participants, voluntary and non-remuneratory participation and non-fabrication of any data from previous studies. The researcher also made sure that participants' consent to participate in the study was properly secured.

The data gathered were manually analyzed. It started with the verbatim transcription of the responses of the participants. From the verbatim transcriptions,

texts segments were taken and highlighted and themes were finally developed based on the similarities of points raised by the participants.

FINDINGS

Context Aspect of the CIPP

Events and contexts which led to the birth of the Edukasyon sa Pagpapakatao (Values Education) curriculum

The birth of the Moral Recovery Program (MRP) as the country's response to the political and moral situations during President Ferdinand Marcos' era and President Corazon Aquino's transition government paved the way for the birth of the Edukasyon sa Pagpapakatao (Values Education) curriculum.

Context Aspect of the CIPP

Responsiveness of the crafting of the Edukasyon sa Pagpapakatao (Values Education) curriculum to the contexts at the time it was adopted

All participants agree that the crafting of the Edukasyon sa Pagpapakatao (Values Education) curriculum was responsive to the contexts at the time it was adopted. However, most participants also believe that despite this responsiveness, a number of improvements and critical concerns were not considered by the government.

Input Aspect of the CIPP

Plans and initiatives made to address the contexts at the time the Edukasyon sa Pagpapakatao curriculum was adopted

Either alone or in collaboration with the private sector, the government's first move had something to do with the training and transformation of the teachers who would be handling the EsP curriculum.

Input Aspect of the CIPP

People involved in the initial planning of the Edukasyon sa Pagpapakatao Curriculum and their individual and collective participation

Various people, both from the public and the private sectors, were involved in the initial planning of the Edukasyon sa Pagpapakatao curriculum. Surveys and data analyses were conducted to support the planning.

Input Aspect of the CIPP***Other stakeholders who were involved in the planning of the Edukasyon sa Pagpapakatao Curriculum and the extent of their participation***

Students, teachers, publishers and other stakeholders, including parents, were involved in the planning of the Edukasyon sa Pagpapakatao Curriculum. *All their inputs were carefully deliberated in the planning of the said curriculum.*

Input Aspect of the CIPP***Participants' opinions on the involvement of stakeholders in the planning of the Edukasyon sa Pagpapakatao Curriculum***

The majority of the participants believe that not all concerned stakeholders were involved in the planning of the *Edukasyon sa Pagpapakatao Curriculum*. Most reasoned out that this is due to time limitation and the difficulty of the undertaking.

Process Aspect of the CIPP***Initiatives done to execute the plans***

All participants agree that the government provided various seminars, trainings, forum and strategic planning for teachers, academe, implementers, and other concerned people.

Process Aspect of the CIPP***Actual Actions Done***

All participants believe that comprehensive seminars and training programs were conducted by the government.

Process Aspect of the CIPP***Participants' opinions on the alignment of plans and actions***

All participants agree that the actions done were properly aligned with the plans made.

Process Aspect of the CIPP**Participants' opinions on the implementation of the plan**

Except for one participant who believes that only 80% of the plan was followed, all the other participants agree that the EsP curriculum was adopted the way it was planned.

Product Aspect of the CIPP**Various ways for which the objectives of the EsP curriculum are achieved (Through the Curriculum Guide [CG])****Training the participants had to be oriented on the CG**

Various seminars and trainings from different levels (school, division, regional) had been attended by the participants in order to be oriented with the CG.

Product Aspect of the CIPP**Participants' description of the CG**

All participants agree that the CG in EsP is aligned with the target competencies and that it is detailed. They also believe that the contents of the CG are timely and relevant.

Participants' opinions as to whether or not the CG is clearly written

All participants believe that the CG in EsP is clearly written.

Product Aspect of the CIPP**Various ways for which the objectives of the EsP curriculum are achieved (Through Teaching Resources and Method) Audio-visual resources being used in EsP classes by the participants**

The participants are using Smart TV and videos, music, pictures, etc. in their EsP classes.

Participants' response on whether or not they employ teaching aids and learning resource in teaching EsP

All participants employ teaching aids and learning resource in teaching EsP.

Participants' response on whether or not they have access to EsP teaching resources

The majority of the participants stated that they have access to EsP teaching resources. One participant said that he/she has limited access and so he/she finds other resources. Two participants said that despite the access, they prefer to use other available resources.

Participants' response on whether or not they integrate online resources in teaching EsP

All participants stated that they integrate online resources in teaching EsP, citing various benefits of this means.

Participants' response on how they rate (1-10) the students' participation in the EsP class

All participants gave high ratings for students' participation in EsP class, ranging from 8 to 10 points. This is due to the various benefits of the subject or the individual topics and their relation to daily life.

Participants' response on where students are more active in: individual, pair or group works

The majority of the participants believe that collaborative work or group work is the best grouping strategy in so far as their students are concerned.

Product Aspect of the CIPP***Various ways for which the objectives of the EsP curriculum are achieved (Through Professional Development)******Participants' journey as professional teacher and as an implementer of the EsP curriculum***

Most participants agree that the journey in teaching and in implementing the EsP curriculum are both challenging and fulfilling.

Participants' challenges during the implementation of the EsP curriculum

Most participants cited that lack of sufficient learning materials as one of their greatest challenges during the implementation of the EsP curriculum. Other participants also mentioned students' misbehavior as a contributing factor to their daily challenges.

Participants' recommendations for the development of EsP Teachers

Most of the participants agree that trainings and seminars to enhance teachers' capabilities are needed. Some also mentioned about the adjustment of teaching contents based on the needs and capabilities of the students. One participant mentioned about the hiring of qualified Values Education teachers.

DISCUSSION

Following Daniel Stufflebeam's CIPP Model, the question that needed to be answered at this point is the issue on the curriculum's context, the very reasons why it existed and the events that led to giving birth to now known as the EsP curriculum: *What Should We Do?* Before one can answer this, however, the CIPP also requires an analysis of the context or the events which led to the birth of the subject at hand – the birth of the *Edukasyon sa Pagpapakatao* (EsP) / Values Education curriculum in the case of the present study. Here the study answers the questions: "What were the events and contexts which led to the birth of the EsP (Values Education) curriculum? Was its crafting responsive to the contexts at that time it was adopted?" From the inputs of the participants, the theme "*From Moral Recovery Program (MRP) to EsP: Looking Back and Evaluating the Present*" was developed. This analysis of previous events and context is also similar to the points raised in Young (2014) where she stated that a review of the past events and situations is highly important for any endeavor to move forward, especially in the case of curriculum planning. From the responses of the participants, it can be seen that the birth of the Moral Recovery Program (MRP) as the country's response to the political and moral situations during President Ferdinand Marcos' era and President Corazon Aquino's transition government paved the way for the birth of the *Edukasyon sa Pagpapakatao* (Values Education) curriculum. The Philippine experience in Values Education program started when the twenty year-old Marcos dictatorship was toppled through a four-day non-violent revolt in February 1986. A social revolution was required to guide the country through its transition to re-establish democratic institutions, freedom and dignity for the Filipino people. Thus, the then Department of Education, Culture and Sports (DECS) identified "Social Transformation through Education" as its priority and began Values Education Programme for all levels of the school system (Quisumbing, 1994). In fact, the participants detailed how the various events led to this MRP: the degradation of values among Filipinos, specially the youth; the abuses during the Marcos regime; the need for economic relief and the thirst for national progress. The same upsurge against the abuses and the unfortunate situations of the country in those times was also presented in Quisumbing (1994) in the study entitled "A Study of the Philippine Values Education Programme".

With the change of educational system as brought about by the political situations at that time, the MRP was born and the educational system paved its way

for the birth of a separate subject for values education or character education. On January 25, 1988, DECS Order No. 6 was issued to call for the strengthening of the moral fiber of the Filipino people by implementing the new DECS Values Education Programme. Thus, in June 1989, Values Education was taught as a separate subject for the first time. Another DECS order was issued (DECS Order NO. 11, s. 1989) concerning the implementation of Values Education in the secondary schools. Item Number 2 states that the focus of the New Secondary Education Curriculum (NSEC) under the Secondary Education Development Program (SEDP) is on content, process, productivity and technology. Item Number 3 states that Edukasyon sa Pagpapahalaga (Values Education) is one of the eight subject areas. Also, DepEd Order No. 41, s. 2003 stipulates that “values education teachers should be utilized fully to help the other subject area teachers integrate values development in the subject area they teach”. In this era, the Filipinos once again realized the importance of character formation as central to national and global development (Hartono, Haryanto & Asrowi, 2018).

The crafting of the EsP was also seen as a response to the context at the time when the Filipinos longed for an education that truly liberates and teaches not just the intellect but the heart of every young learner. Despite this responsiveness, however, a number of concerns were faced by the government and by the implementers during those times. These included, among others, insufficiency of learning materials, establishments of facilities, and the qualifications of teachers who would possibly handle the subject area. Time management and the allocation of resources greatly influenced the supposed responsiveness of the curriculum to the contexts and situations in those days (Shahani, 1993). Overall, it can be concluded that the birth of the EsP curriculum through the government’s Moral Recovery Program was responsive to the contexts and situations of the country during the Marcos-Aquino regime-transition. It is however admitted that despite this responsiveness, a number of considerations that were noted but not fully addressed existed. The study concludes, therefore, that following Stufflebeam’s context evaluation, there is no doubt that the birth of the EsP curriculum, while it faced various challenges, is grounded on noble intents and rigorous preparations. It is recommended that implementers in the present times reflect on the very reasons, on the very contexts, why the EsP curriculum was crafted in the first place. Today’s implementers may have to go back to see the sacrifices of the past who have made this crucial and important subject possible.

Stufflebeam’s input evaluation centers on ‘structuring decisions’. It is concerned with the question: *How should we do it?* In this aspect, the evaluation is centered on the questions “What were the plans made to address the contexts at the time the EsP Curriculum was adopted? What were the plans made to initiate this curriculum?” The theme “*Values-Centered Education as Enriched by the Community*” was developed. Based on the inputs of the participants, a community worked on structuring the decision of adopting a values-centered education in the

country through the birth of the character education. A community, from the inputs of the participants, means the collaboration and team work of various individuals and groups to make the EsP curriculum possible. Public-Private Partnerships (PPP) was one outstanding effort done by the curriculum planners. They gave credence and value to the fact that public initiatives are stronger through the collaboration and support of the private sector (Chou & Pramudawardhani, 2015). Similar initiatives and support were undertaken by different countries in building a community aspiring for a values-centered education like the Australian government with its publication and funding of school for values education at all levels of education. Similar activities were also seen in India and other countries. Training programs and other professional development initiatives were done to capacitate the teachers. Training are in fact needed for teachers to really grow professionally (Neslin, 2018). Experts from both public and private sectors were empowered to train teachers all over the country. Formal and informal sessions and mentoring activities were done to support this cause of the education system.

From all what took place during the preparations of the nation for the character education curriculum, it is undeniable that everyone shared in the responsibility. Everyone did his/her part in various activities: training, seminars, content evaluation, data analysis and surveys, etc.

Despite the fact that the majority of them were found to believe that not all concerned stakeholders were involved in the planning of the Edukasyon sa Pagpapakatao Curriculum, the reasons given justify such a scenario. Most reasoned out that this is due to time limitation and the difficulty of the undertaking. Nevertheless, the findings still show that the efforts of the community and all other concerned stakeholders paved the way for the EsP curriculum to succeed to what is known of it today.

The study concludes that in any undertaking, the participation and involvement of the community is very important. In the case of the present study, the involvement of all the stakeholders in preparing the young Filipinos' holistic development through the crafting of the character education is seen as a major factor for success. It is recommended that the same spirit of the community be practiced today by the curriculum developers and implementers so that what is due to the learners will be rightfully provided to them. Otherwise, the education system will fall apart if its people are divided right from the very start.

On implementing the decisions made, Stufflebeam concentrates on this question: Are we doing it as planned? The concerns of this aspect are these: "What were the initiatives done to execute the plans made? Were the actions done according to the plans made? Was the EsP curriculum adopted the way it was planned?" From the answers, the theme "*EsP Implementers' Path to Success*" was developed. The majority of the participants answered in the affirmative. They agreed

that the actions actually conducted are aligned with what had been planned to begin with. These include, among others, the provision of various seminars and trainings as well as forum and strategic planning for teachers, academe, implementers, and other concerned people.

Following the plans made is very important in the success of any organization (Tarhini, Ammar, Tarhini & Masa'deh, 2015). In fact, an organization either fails or succeeds when it either follows or deviates from what it has planned. As they say, planning is one thing; execution is another. This is true in the case of the present study. The success of the EsP curriculum, despite the many challenges it faces nowadays, can be attributed to implementers who committed themselves in doing the right things. Doing the right thing means reviewing and seriously considering the decisions made by a number of policy makers and developers and executing it as carefully planned.

It is concluded that the actions done were aligned and in accordance with the plans made and as agreed upon by the curriculum planners and developers. The government actions and the reception of all the people involved rightfully coincide with the minds of those who initiated the process of adopting the curriculum.

It is recommended that today's implementers and reviewers be mindful of the same commitment offered by the people who previously and originally worked on this undertaking. Being mindful and considerate of the same commitment given before will also lead to progress in the field of education, in the field of nurturing young minds and hearts.

Stufflebeam's product evaluation is concerned on recycling decisions. It asks, "*Did the plans work?*" Were the objectives met? In this research: "Did the implementation of the EsP curriculum work?" From the participants' inputs, the theme "*Challenging, yet Inspiring: EsP Today*" was developed. The objectives of the EsP curriculum are achieved. From the utilization of the curriculum guides up to the teaching resources and methods with the professional development of teachers, it can be considered that overall, despite the challenges, the EsP curriculum and the experiences concomitant with its implementation, are inspiring.

From the time it started to the present time, the EsP curriculum has improved a lot. The majority of the participants agree that it is now detailed and clearly written, helping both teachers and students absorb what it would like to offer for the holistic development of the Filipino learners. Teaching resources and methods are also quite commendable. Despite the fact that it cannot be denied that there is still insufficiency in learning materials, the Filipino teachers are very resourceful and the government is doing everything to improve on this aspect (*Education reform in the Philippines aims for better quality and more access*, 2018). Similarly, the study of

Cuseo (2012) revealed that Values Education teachers experienced the same challenges: large-class size, lack of textbooks and teaching aids, lack of training on the subject matter but the study also believes that teachers still exerted positive influence to their students. For teachers' development, the government also provides various trainings and seminars to fully equip teachers and curriculum implementers with the necessary skills and competence in handling the subject (*World Teachers' Day: Quality education requires well-trained teachers*, 2018).

The journey of the EsP teachers is challenging and inspiring. It is challenging because despite the not so good experiences of some teachers, specifically those relating to students' misbehavior, the majority of them still would like to serve the nation through the young Filipino learners. It is inspiring because one can see how the students really would like to strive to improve themselves and participate actively in the transformation process. Constant learning on the part of the teachers is also a major point that is commendable in the teaching-learning process.

Overall, the study finds the emergent themes as useful guide in reflecting about the implementation of the Values Education curriculum in the junior high school level. The same findings and conclusions are offered to education authorities such as the policy makers, curriculum designers, school administrators and most importantly the teachers in rethinking about the existing policies, curriculum and practices on VE. As the society changes, needs also change, and the values orientation of people goes with such changes. The VE teachers and curriculum designers may need to constantly revisit the curriculum in order to ensure addressing the changing needs and values of learners. More relevant policies and guidelines on the implementation of the VE curriculum may need to be explicitly created to enable schools truly mold learners into becoming better persons and better citizens.

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