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Socio-Emotional Learning (SEL) of the Kindergarten Learners in Public Elementary Schools in the 12th Congressional District of Manila City

Angelica M. Aquino-Austria [1]
0009-0003-7408-3419 / angelica.aquinoaustria.deped.gov.ph

1 – Palaris Colleges

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Abstract

This study examined the extent of manifestation of values among Kindergarten learners and its relationship with their academic performance in the public elementary schools in the 12th congressional district of Manila City. Specifically, it determined the manifestation of physical, intellectual, moral, spiritual, and social values as perceived by the learners themselves and their teachers; determined whether a significant difference existed between the perceptions of the two groups; examined the degree of correlation between values manifestation and academic performance across Language and Literacy, Mathematics, Physical and Motor Development, Socio-Emotional Development, and Values Development; and proposed an enhancement program to strengthen the values of Kindergarten learners. The study employed a descriptive-correlational research design. Data were gathered from Kindergarten learners and their teachers using a structured values assessment instrument, while academic performance was determined from the learners' performance in the identified learning areas. The findings revealed that the five dimensions of values were generally moderately evident among the Kindergarten learners. Moral values emerged as the most evident dimension, followed by social, spiritual, physical, and intellectual values. The perceptions of learners and teachers were generally consistent, and the test of difference indicated that there was no significant difference between their perceptions regarding the manifestation of values. The learners demonstrated generally satisfactory academic performance across the identified learning areas. Socio-Emotional Development emerged as the strongest area of academic performance, while Mathematics obtained the comparatively lowest performance. The findings highlight the importance of sustaining values formation while providing additional opportunities to strengthen intellectual engagement, physical development, problem-solving, and application of learning. Based on the findings, a comprehensive values enhancement program was proposed, integrating values formation into classroom instruction, play-based learning, collaborative activities, problem-solving tasks, physical activities, social interaction, and home-school partnership and parental support.

Keywords: *Academic Performance, Physical, Intellectual, Moral, Spiritual, Social, Social and Emotional Learning Approach, Language and Literacy, Physical and Motor Development, Socio-Emotional Development, Values Development*

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Chapter 1

THE PROBLEM

Rationale

Social-Emotional Learning (SEL) is highly essential in kindergarten because it helps young children develop the fundamental skills needed to understand and manage their emotions, build positive relationships, make responsible decisions, and interact effectively with others. At this stage of development, children are learning how to express their feelings appropriately, cooperate with peers, follow classroom rules, and resolve conflicts peacefully. These skills form the foundation for their academic success and overall well-being, particularly in the kindergarten learning environment.

SEL is important because it promotes self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making. Kindergarten learners who possess strong socio-emotional skills are more likely to demonstrate positive behavior, engage actively in learning activities, and adapt successfully to the school environment. They develop confidence, resilience, empathy, and respect for others, which contribute to a positive classroom climate.

Moreover, socio-emotional learning supports cognitive development and academic achievement. Research has shown that children who can manage their emotions and maintain positive relationships are better able to concentrate, solve problems, and participate in classroom activities. SEL also helps reduce behavioral issues, anxiety, and social difficulties, enabling learners to focus on learning and personal growth.

In the long term, socio-emotional learning equips children with life skills that extend beyond the classroom. It fosters emotional intelligence, effective communication, teamwork, and responsible citizenship. Therefore, integrating socio-emotional learning in kindergarten is essential because it nurtures the holistic development of children and lays a strong foundation for lifelong learning, success, and well-being.

Positive values, as a main component of social and emotional learning skills, are significant to learners, for without them, learning may not be effective. Most learners usually find unsuccessful in their learning perspectives to deficiencies in values. No concentration, lack of momentum, dampened enthusiasm, and lack of direction are but some of the expectations that they may have with negative values. Learning is the acquisition, through maturation and experience, of new and more knowledge, attitudes, and motor skills that enable the learner to make better and more adequate reactions, responses, and adjustments to new situations and conditions.

Along this line, there are some ways by which learning can be very effective. One among them is the manifestation of proper values (Sonza, 2021). According to him, values are standards which one upholds as desirable and guide one's way of life. Living with good values often gives the learner a sense of control of his life because he knows what he wants and where to go. A value if freely chosen from alternatives after thoughtful consideration of the consequences of each alternative. It is acted upon repeatedly so as to become a pattern of life. It is found to give

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direction and meaning to life in such a way that it enhances the learner's growth as a human being.

According to Bianan (2022) value refers to the major priorities that man chooses to act on and that creatively enhance his life and the lives of those with whom he associates. It basically enhances the creative interpretation and development of human personality. Values is being itself or the richness of being in as much at it has the power to attract the cognitive and appetite potentials of men. Values are things, ideas or goals evaluated and directed. They are the ideals and principles by which man lives.

Along this premise, values development becomes every man's concern. Cognizant of this need to social transformation, values development now occupies one of the highest priorities in our present educational program.

The Constitution of 1987, Art. XIV, Sec. 3 states that aim firmly and emphatically in par. 2, that "They shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of our country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline".

The Education Act of 1982 (Batas Pambansa Bld. 232) has for its objectives in Basic Education, "To provide the knowledge and develop the skills, attitudes and values essential to personal development and necessary for living and contributing to a developing social milieu".

In the local setting, based on the personal observations of the researcher and feedback, in a general sense, most of the learners are not mindful of the efficacy of values in their lives they are not serious in their studies, they are not creative, innovative, resourceful and sports minded and not even wise in spending money. Likewise, they are not giving respect and courtesy to elders. As a result, aspects of their personality develop are greatly affected.

According to Sonza (2021) are categorized into seven (7) dimensions namely: physical refers to health which consists of cleanliness, physical fitness, harmony with material universe, including beauty and art. This means that human person as a physical being must maintain health and harmony with nature. Intellectual refers to truth which consists of knowledge, creative and critical thinking. He must constantly search for truth and knowledge that would transform society and the world. Moral refers to conformity with generally accepted standards of rightness conduct and character. As a moral being, he must be aware of the difference between right and wrong. Spiritual refers to faith in God. As spiritual, he must cultivate a sense of spiritually in consonance with is nature and respond to God in faith. Social refers to family and society focusing on social responsibility which consist of love, concern for others, freedom and social justice. Economic refers to economic efficiency which consists of conservation of resources, work ethics, self-reliance, productivity including scientific and technological aspects. Political refers to the nationalism and global solidarity focusing on cultural heritage, national identity, civic conscience, patriotism including international cooperation. As political, he must offer the sense

of nationalism and patriotism by which the identified with the people and joins hands with them in the pursuits of common goals.

On the other hand, learners' academic performance is viewed as a concept that focuses on what he/she can perform and execute as a concept that focuses on which he is able to perform and execute the various school requirements and activities may serve as predicators of the said performance.

Such that the Department of Education (DepEd) issued policy guidelines on classroom assessment for the K to 12 Basic Education Program as stipulated in DepEd Order No. 8 s. 2023. This basically a mechanism intended to measure the academic performance of the learners.

In view of this, the researcher has decided to conduct this study purposely improve / enhance learners' values on the basis of determining the degree of correlation to their academic performance during the school year 2026-2027.

Educational leaders are continuously working hard towards the attainment of academic excellence among learners. Yet, this goal still seems elusive. According to Cruz, et al., (2022), many learners who have graduated from do not have capability to grasp the fundamentals or the basics of learning particularly in the core learning areas and values education which should be the foundation of socio-emotional well-being.

Techniques to Improve Performance

Zulueta (2021), elucidate the following are some effective techniques that learners must apply in order to improve their academic performance in all learning areas. These are: Motivation to study. Motivation constitutes the degree of an individual's behavior as manifested by his interests, attitudes and aspirations to satisfy his desired goal. An urge to satisfy goal object, such as becoming an engineer is a result of motivation.

Distributed vs. massed practice. In distributed practice or distributed effort, short practice period is used separated by rest intervals. In massed practice the individual works continuously until the task is mastered. Research with a variety of different tasks and rest the subject to study and the amount of time that is required. Difficulty of the subject should be given priority in time scheduling.

One reason why distributed learning is generally more efficient than massed learning is that, if the work until is prolonged, fatigue may set in and offset the effectiveness of one's effort. A short work unit, usually produces better motivation than a long one. Extra effort is induced, as in short sprint. Introducing a rest period reduces fatigue and leads to better performance.

Recitation vs. reading. The value of recitation versus reading in memorizing a variety of verbal materials has been investigated. The study involves a large group to children from several grade's memorized nonsense syllables (Gates). Some of the children spent 100 percent of their time reading while children in another group spent in recitation, the greater the efficiency of learning.

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Whole vs. Part Learning. In whole versus part learning, the results of experimental studies revealed that the learner is often happier and better adjusted to the task it begins with the parts. Although he finds that putting the learned parts together requires much additional works, in the e3nd he may have saved time energy by beginning with the parts.

Organized study routine. The time allotted for every learning is very important to effective learning. The individual must observe strictly and adhere to a study routine based on the nature of the subject to study and the amount of time that is required. Difficulty of the subject should be given priority in time scheduling.

Values Education

According to Sonza (2021), values education as part of the school curriculum is the process by which values are formed in the learner under the guidance of the teacher and as he interacts with his environment. But it involves not just any kind of teaching – learning process.

The following have to be considered by anyone who is involved in values education:

1. The subject matter itself – VALUES – has direct and immediate relevance to the personal life of the learner.

2. The process is not just cognitive but involves all the faculties of the learner. The teacher must appeal not only to the mind but to the heart as well. In fact, she must appeal to the total human person.

3. One learns values the way children learn many things from their parents. Children identify with parents, and this identification becomes the vehicle for the transmission of learning, be it language or the values of thrift and hard work. Hence, the teacher's personal values plan an important role in values learning.

Goals and Objectives of Values Education Program

Goal: To provide and promote values education at all levels of the educational system for the development of the human person committed to the building of a just and humane society and an independent and democratic nation.

Objectives: Proper implementation of the program will develop Filipino who are: (1) self – actualized, integrally developed human beings imbued with a sense of human dignity; (2) social beings with a sense of responsibility for their community and environment; (3) productive persons who contribute to the economic security and development of the family and the nation; (4) as citizens, have a deep sense of nationalism, and committed to the progress of the nation as well as of the entire world community through global solidarity; and (5) manifest in actual life an abiding faith in God as a reflection of his spiritual being.

Eslao (2001) in his article. Moral Values: Strategies for knowing and Practicing Them" enumerated three sources of values: (1) custom and tradition as transmitting from godparents, parents, teachers and elders; (2) convention or laws as transmitted by courts, schools

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and bureaucrats; and (3) culture as developed in the psychological and social conditioning of the individual. He also pointed out at least two general parings of values as universe / situational values and objective / subjective values. Universal values are three concepts or right or wrong, good or evil which are expressed by all mankind in all cultures. Situational values are those which are experienced by specific persons at particular time such as the fear of volcanic eruption, earthquake and the like. Objective values are permanent, personalist concepts of right or wrong are based on reason and factual understanding of the situation. Subjective values are changing, communitarian concepts which are based on random events, floating or single moments or casual circumstances.

An article entitled “Imperative Values in the New Society” attempted to describe some of our predominant values and their effect on our development efforts in this article, the following were elucidated:

Pakikisama is interpreted within the family as helping each other. Helpfulness is extended to outsiders as hospitality. Aspects of this attitudes are pagtanaw sa utang na loob and pagpupuno sa kakulangan. Common to this is an obligation to reciprocate a rendered service. Failure to do so invited social answer as walanghiya.

Hiya or shame is the social sanctions that tend to regulate all aspects of social behavior. Palabra de honor prods the individual to a zealous maintenance of a duty. Another attitude is delikadesa, a sense of propriety and prudence.

Paggalang sa matanda prescribes respect for elders. The authority figure influences the behavior of the individual. To feel secure and to satisfy a superior, he sticks to convention and does things the old way. Traditionalism deters, it not blocks, progress. However, when practiced positively, it will ensure citizens who will be nationalistic and respectful of authority. Closely related is the attitude of tungkulin ng panganay sa pamilya which requires the oldest in the family to act like the parents.

Pagsamay-ari is regard for property and attainment. Pagpapahalaga sa may pinag-aralan is easily recognized as relevant to the aim of national development. social change cannot be brought about in a country of uneducated majority – or even miseducated majority.

Pag-iimpok motivates one to save money or to preserve material possession. This value must be emphasized to counterbalance alleged extravagance in fiestas, weddings and baptismal parties.

Ang anak ay kayamanan affects to a great extent the steep rise in population. This attitude contributes to economic insufficiency.

Pagkatitulado must be discouraged for its superficially. One’s prestige must be measure in terms of ability and talent. This attitude is reflected in the education choices of learners, hence a surplus of lawyers and doctors and an undersupply of technicians.

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Bahala na is made manifest by tendency to leave initiative and action to higher authroities. Related to the attitude is pagwawalang bahala particularized by the attitude of ningas cogon, mañana habit or Filipino time.

Sonza (2021), states that there are eight (8) criteria which are necessary in assessing values are the following:

A full value is a guide, a norm, a principle by which a person lives. The values that a person chooses freely are the ones that he or she will internalize, cherish, and allow to guide his or her life. There is no such things as imposed value.

That a value must be chosen from alternative follows from the first criterion that a value must be chosen freely. If there are no alternatives, there is no freedom of choice.

More precisely, a value must be freely chosen after careful study of the consequences of each alternative. That is, the consequences must be known. If a person does not realize the consequences of a particular alternative, he or she does not know what is going to happen; he or she has, therefore, not freely chosen that consequence. Only after the foreseeable alternatives or options open to him or her are fully and clearly understood is a person able to make a free and intelligent choice.

Many items, of course, like the consequences of one's choices cannot be known in advance. This fact does not necessarily mean that a free choice has not been made; it does mean, however, that once the consequences are understood the person must reevaluate his or her choice in the light of the new information.

A value is acted, performed, carried out: it influences a person's behavior is some way. Thus, what a person does reflects his or her values.

Values are acted on repeatedly and become life patterns. And the stronger the value, the more it influences one's life. A value that becomes a pattern of life manifest itself in all aspects of one's existence in one's friends, in one career, on one's use of time, in one; relationship to others, in one's decision – making, etc. in belief, a value tends to permeate and influence all aspects of one's life.

A value is something a person feels positive about; he or she prizes it, cherishes it, respect it, rejoices in it, and celebrates it. As the individual grows toward full development of his or her values, he or she derives increasingly greater contentment, satisfaction, fulfillment, and joy from the act of choosing his or her own destiny.

This is criterion directly related to the preceding criterion that a value is cherished. When we have good news, we like to share it. When we discover a value that is freely chosen, the consequences of which we know, and that makes us happy, we want to tell others about it. In fact the value is a full value, we may crusade for it.

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If a value has been affirmed as a full value by having met the seven preceding criteria, it follows as a matter of course that the value will contribute to and enhance the person's total growth toward the goals and ideals that he or she has chosen for himself or herself.

When we become better persons, we become better workers. A bad person can never become a good lawyer or doctor.

The essential characteristics of values are namely: (1) Values are first "felt" before they are though of. (2) Values are independent of the "subject", "carrier", independent of social, historical, cultural, and contingent factors of circumstances. (3) Values are independent of subjective emotional states (4) One can be aware of a value without making it the "purpose" of his will.

Togon (2021) stated that forming values in the classroom is not just a matter of showing what and telling how, of instructing or teaching about what should be valued. It requires experience, he experience of sharing, of accepting, of responding, even of protecting or arguing about irrelevance or irrationalities under a sober and logical atmosphere. One author confirms that is the learning experience itself that constitute education, not what is learned. The teacher suggests, guides, helps and even persuades but does not direct, require or concede. In a similar manner, while present a problem in Mathematics, a teacher may integrate the values of accuracy, patience and honesty if she stresses not only the goal of getting the correct answer but also brings to the attention of the learners the importance of forming the habit of concentration and manifestation of patience and honesty. In the process of discovering cause and effect, a teacher may integrate the essence of God's goodness as she stimulates the learner's sensitivity to the environment and carefully leads them to form sound judgment. The varied activities in the classroom may lead to the formulation of courage to endure disappointments or failures, to practice openness and freedom to experience leadership or participative membership, to manifest self – confidence of self – reliance, to show responsibility and finally undertake activities expressive of true concern for others.

Experiencing responsibility in a disciplined classroom furthermore demands consistency in the observance of appropriate classroom behavior such as punctually, honesty, student autonomy and commitment. For responsibility implied some sort of a student freedom such as planning a class activity, or organizing field trips, and the like, but which must be capped with commitment such as complying with the requirements on time. Allowing learners to break a deadline is not a healthy practice as it tolerates procrastination which leads to inconsistency.

Andres (2022) further reiterated the fact that value is intimately related to the search for meaning in human life; for we say that life is meaningful when a man has found something capable of arousing his commitment to it, something deserving of his best efforts, something worth living for and, if need be, worth dying for. It has been said that values are the goal of man's striving. Having their purpose to render human existence meaningful and to achieve the complete fulfillment of man's personality as an individual and as a member of the community. Values enable man to change, to establish self-control and self-direction.

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Brightman (2022) asserted that value is anything that results from actual experiences of enjoying object or activity, and existing realization of desire. He declared that value can be categorized as: (1) choosing (2) prizing (3) acting and ultimately emphasized that the value must be chosen freely. There must be no coercion but the person makes consider the consequences or the alternative evident. Essential to the valuing process is that the choice must be acted upon and should become a permanent part of the life span of the person if it is to be called value. Finally, the person must be happy with the choice, a choice that enhances the emotional and spiritual development of that individual.

Taba, et.al. (2022), however, identified "getting along well with" whose aim is to learn and understand people around. Likewise, "getting along well" is defined as pakikisama or good relationship. To maintain SIR or to avoid outward signs of conflict. Lynch (2021) suggest three devices as pakikisama, euphemisms and use of on – between. He defined them as follows: pakikisama as "giving-in", euphmism as the use of words which agave uncertain meaning in order to avoid a direct refusal or a definite agreement, and the go-between as a mechanism which serves to prevent a direct quarrel between two individuals or groups.

As pointed out by Gordon (2022) values are not abstract symbols; the valuing process is operating at all times in all behaviors as a partial determiner or what behavior the individual will choose to display and he will feel about it and modify it. The meaning of values that one holds about oneself are constantly being reassessed by the experiences and feelings one is having.

Cardoso, (2021) claimed some reservations regarding the teaching of values education as a separate subject because values transmission comes naturally with the informal mode-verbal admonition, modeling – drama, ritual plat and others. To academize transmission by teaching values as a separate subject is to negate the natural order of value transmission which makes learners feel that values represent another learning area requiring mastery of subject matter.

Benitez, (2022) in her study identified an analyzed the values of the intermediate learners according to four categories as follows: values toward self, values toward other individuals, values toward country, and values toward God.

The findings revealed that values toward self is ranked first, values toward country second, values toward other individuals third, and finally is values toward God.

De Guzman (2021) made a study on the correlates on social values of Manila Public High School learners. He used Gordon's Survey of Interpersonal Values (SIV) and a Pasao's Self-Concept Scale in gathering the pertinent data.

The researcher found out that the ranked values of learners were as follows: (1) parental and family concerns, (2) conformity, (3) leadership, (4) benevolence, (5) social acceptance, (6) educational concern, (7) economic security, (8) independence and (9) support and recognition.

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Siador (2023) conducted a study on the Social Values of Grade VI Learners of Sison Division of Pangasinan II. Her findings revealed that the extent of manifestation of the respondent Grade VI learners in the different dimensions is high.

Further, the social values manifested by the learners do not relate significantly with their sex, size of family and economic status except birth order in the family.

Sagalla (2021) conducted a study on the social values of the Igorots. She found out that the most prevalent social values were traditionalism, moral responsibility, emotional closeness, patience, suffering and endurance, family solidarity, resistance, brotherhood, respect for human personality, respect for excellence, devotion to truth, fatalism, social acceptance, courtesy and politeness, pursuits of happiness and contentment, obedience and kindness.

Galletes (2023) conducted a study on the values of Kindergarten Learners in Malasiqui, Pangasinan. Her findings revealed that the extent of manifestation of learners' values is high.

Further, there are no significant differences between the perceptions of learners and their teachers in the extent the manifest values along the different dimensions.

Mina (2023) conducted a study of Values of Public Elementary Schools in Malasiqui District II, Division I of Pangasinan.

Her findings revealed that the extent of teachers' values in the different dimensions is described as "High". Likewise, there are no significant differences in the extent of manifestations of teachers' values across their profile variables except highest educational attainment and seminars / trainings attended.

Biticon (2022) conducted a study on academic performance in English, Math and Science and Achievement Test. The findings revealed that positive correlation existed between the variables. This indicated that the higher their performance in English, Math and Science, the higher the results in the achievement test the aforementioned subjects.

Virgilia (2021) determined the effects of the reading strategy instructions on the reading attitudes and comprehension of 30 first year high school learners at Francisco Q. Duque Medical Foundation Special Science High School. The results indicated that the reading strategy instructions were very effective in both reading attitudes and comprehension.

Macalanda, (2021) assessed the reading abilities of 422 intermediate learners before and after the remedial teaching which was implemented by 36 teachers from 15 schools of the DepEd during the school year 2022 – 2021 in terms of the four levels of reading comprehension, namely: literal, interpretive, critical evaluation and integration. She also determined the extent by which the remedial teachers developed the reading difficulties of the learners in terms of their strategies / methods.

The findings revealed that the reading abilities of learners improved after remedial teachings.

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Rico (2021) looked into the reading comprehension skills of Grade III learners in Pozorrubio District I and II in terms of the four levels of comprehension: literal, interpretative, critical and integrative. Her study also measured the extent by which the Grade III teachers developed reading comprehension skills with standard teaching strategies in terms of preferences, practice / usage and effectiveness of use.

Delos Santos (2021) made a study of Classroom Environment and Learners' Achievement in Mathematics. The participants of the study were 205 Grade VI learners of the district of Barotoc Viejo during the school year 2022 – 2021. Findings revealed that "teacher support" and teacher support – task orientation were the dominant classroom environment that prevailed in the District of Barotoc Viejo, Iloilo City.

Peralta (2022) revealed her findings that the academic performance as evidenced by the GPA's and the achievement in the NAT as revealed by the MPS's of learners in the different subject areas are only on the "Near Mastery" levels. This means that they have not yet fully obtained the expected knowledge, skills and competencies expected for their grade level.

Lumamba (2021) made a study on the correlation of GPA and NCAE results in English of Fourth Year Learners Selected High School in Kidapawan City during the SY 2022 – 2021. Her findings revealed that there is a significant correlation in English GPA and NCAE results along the three selected High School in Kidapawan City.

Joaquin (2022) conducted a study on the performance of the fourth-year elementary learners in the National Achievement Test in the Municipality of Malasiqui during the school year 2022 – 2023. Her findings revealed that the performances of the fourth-year learners in the NAT along the identified learning areas namely: English, Science, Filipino, Mathematics, Araling Panlipunan including Critical Thinking are categorized as Pre-Basic. This implied that they not yet acquired and mastered the expected skills and learning competencies in the different learning areas.

Morales (2023) conducted a study on the Mastery of Learning Competencies and National Achievement Test Performance of Grade III Learners in Malasiqui District II during the school year 2022 – 2023. Her finding revealed that the level of mastery of learners in Filipino and Science are classified as "Mastered. However, in English and Mathematics, the level of mastery are classified as "Partially Mastered". On the other hand, the level of NAT performance of Grade III learners among the four (4) learning areas: English, Science, Filipino and Mathematics are all classified as "Average Mastery".

Delos Santos (2021) made a study of Classroom Environment and Learners' Achievement in Mathematics. The participants of the study were 205 Grade VI learners in the district of Barotoc Viejo during the school year 2022 – 2021.

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Ancheta (2022) conducted a study on academic performance of Grade V learners in Mathematics in relation to selected variables. Her findings revealed the academic performance of the respondent learners in Mathematics as indicated by the mean is generally low. There are no significant differences between the academic performance of the respondent learners in Mathematics across the variables sex multiple intelligences and learning styles. There is no significant relationship between academic performance in Mathematics and multiple intelligence.

Labago (2022) conducted a study on Personal and Social Factors, their relation to Mathematics aptitude and English Proficiency of the Second Year College Student of the Laguna State Polytechnic University. She made use of Descriptive – Correlational Method. Her respondents were 198 second year college learners. Summing up these concepts and studies reviewed by the researcher provided rich back – up in enhancing the values of Kindergarten learners along the five (5) dimensions of Values Education.

Theoretical Framework of the Study

This study is premised on Choice Theory of Sullo (2022). The Choice Theory is a biological theory that suggest we are born with specific needs that we are genetically instructed to satisfy. All of our behavior represented our best attempt at any moment to satisfy our basic needs like food, clothing, shelter and others. In additional to the physical for survival, we have four basic psychological needs that must be satisfied namely: belonging or connecting, power or competence, freedom and fun.

This theory is applied to the study by way of providing learners' need-satisfying environment. Such that these needs may contribute to improve / enhance their values.

The study is also anchored on the theory of Values Clarification by Rath (2023). According to him, it is an educational philosophy based on the concept of humanity that human beings hold the possibility of being, thoughtful that the most appropriate value will come when persons use their relationships with each other and with an ever – changing world. Further, it is based on the belief that they cannot be personal until they are freely accepted, values clarification is a way of becoming human. It is not concerned with the context of people's values but the process of valuing. It is a way of examining our lives and trying to find out more clearly what we want and what we do not want based on the assumption that the development of values is a personal and life – long process. As the world changes as man changes, and as man strives to change his world, he has many decisions to make and should be learning to value. This theory is applied in the study through choosing values they want. They will have to examine the pros and cons of the act or motive and then imbibe, internalize and put into practice until this will become as their habit.

The study is likewise anchored on the theory of social learning or observational learning by Bandura (2000) which postulated learning through observing the behavior of another person. According to Bandura, observational learning takes four steps: (1) paying attention and perceiving the most critical features of another person's behavior, (2) remembering the behavior,

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(3) reproducing the action, and (4) being motivated to learn and carry – out the behavior. Nor all behavior witnessed is learned or carried – out. Instead of learning occurring through trial and error, with successes being reinforced and failures punished, many important skills are learned through observation processes. It is on this context that learners should be aware of their values in order that they can be more effective in carrying out their various school activities and need vital requirements.

Conceptual Framework of the Study

Values are primarily based on a sound philosophy of the human person with all its philosophical implications. The supreme value that characterizes education is human dignity, which is categorized into five (5) dimensions.

The causal paradigm was adopted as the model. The independent variable consisted of the extent to which values of learners are manifested along the five (5) dimensions, namely: Physical, Intellectual, Moral, Spiritual, and Social.

The dependent variable consisted of the level of academic performance of Kindergarten learners along language and literacy, mathematics, physical and motor development, socio-emotional development, and values development.

Finally, an intervention program was proposed to improve the learners' values.

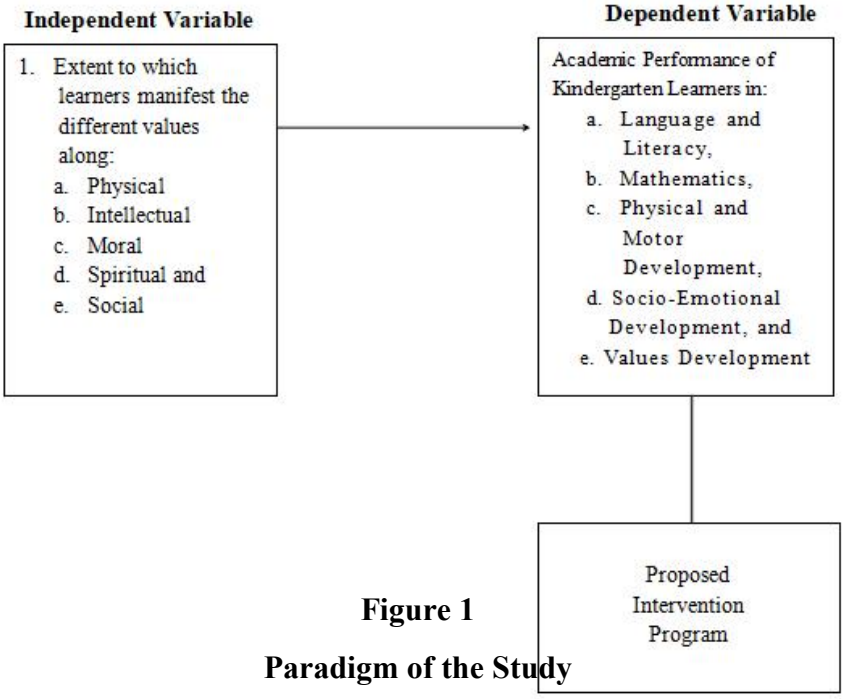

Figure 1

Paradigm of the Study

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Statement of the Problems

The study aimed to determine the socio-emotional learning (SEL) of kindergarten learners in public elementary schools in the 12th congressional district of Manila City and its relationship with their learning outcomes during the school year 2026-2027.

Specifically, it sought to answer the following questions:

1. To what extent do the Kindergarten learners manifest the following values as perceived by themselves and their teachers along:
   a. Physical,
   b. Intellectual,
   c. Moral,
   d. Spiritual, and
   e. Social?
2. Is there a significant difference between the perceptions of learners themselves and their teachers in the extent of manifestation of values?
3. What is the degree of correlation between the extent to which Kindergarten learners manifest their academic performance in different learning areas along:
   a. Language and Literacy,
   b. Mathematics,
   c. Physical and Motor Development,
   d. Socio-Emotional Development, and
   e. Values Development?
4. What enhancement program can be proposed to improve the values of Kindergarten learners?

Research Hypotheses:

The following null hypotheses was tested at the .05 level of significance.

1. There is no significant difference between the perceptions of the learners themselves and their teachers in the extent of manifestation of values.

2. There is no degree of correlation between the extent to which Kindergarten learners manifest the different their academic performance in

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different learning areas.

Scope and Delimitation of the Study

The study was primarily focused on the extent to which Kindergarten learners manifest their values in relation to their academic performance during the school year 2026-2027.

Respondents consisted of a total enumeration of 314 Kindergarten learners among the two (2) public elementary schools and 62 kindergarten teachers in the City Schools Division of Manila, particularly in the 12th Congressional District, where two (2) public elementary schools are situated.

Significance of the Study

The results of the study are projected to give research–based information and insights to Curriculum Planners, School Administrators, Teachers, Guidance, Counselors, Parents, Learners and the Researcher.

Curriculum Planners. The results of the study shall benefit them to be provided with baseline information for use in planning, construction, enhancement and improvement of curriculum materials for productive and efficient advancement of learners' values.

School Administrators. The results of the study shall provide school administrators with facts on learners' values that will help them in formulating teachers' formation program.

Guidance Counselors. The results of the study shall provide better perceptions of the elements that affect learners' behavior that will strengthen the counseling program.

Teachers. The result of the study shall help them to be more aware of their values resulting to a transformation that will affect the achievement of their desired personal, social and educational goals.

Kindergarten Learners. The results of the study shall help them to be more aware of the importance of values formation in their daily life.

Parents. The study will enable them to become more aware of their responsibilities to provide a strong foundation for the development and nurturing of values among their children.

Researcher. The results of the study would provide meaningful experience and insights in gathering and organizing data, as well as for the improvement of the teaching – learning process through strengthened socio-emotional values.

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Other Researchers. The results of the study shall benefit them in terms of acquiring insights and understanding pertaining to values development. Likewise, the theories and practices derived from the identified dimensions.

Definition of Terms

For a better understanding of the content of this study, the following terms and phrases were defined either lexically and/or operationally.

Academic Performance. It is the weighted average obtained by learners in all subjects at the end of the school years. In this study, it refers to the average rating of the Kindergarten learners during the First and Second Grading in the five (5) tool subjects namely: language and literacy, mathematics, physical and motor development, socio-emotional development, values development during the school year 2026-2027 under K-10 Basic Education Program.

Economic Values. It refers to economic efficiency, which consists of conservation of resources, work ethic, self-reliance, productivity including scientific and technological aspects (Bauson, 2021).

Intellectual Values. They refer to truth which consists of knowledge, creative and critical thinking (Sonza, 2021)

Moral Values. They refer to conformity with generally accepted standards of rightness and conduct and character (Sonza, 2021)

Physical Values. They refer to health which consists of cleanliness, physical fitness, harmony with material universe, including beauty and art (Sonza, 2021).

Political Values. They refer to nationalism and global solidarity focusing on cultural heritage, national identify, civic conscience, patriotism including international cooperation (Sonza, 2021).

Social Values. They refer to family and society focusing on social responsibility which consist of love, responsible parenthood, concern for others, freedom and social justice (Sonza, 2021).

Spiritual Values. It refers to faith in God and by obeying his ten (10) commandments. It also refers to deepening one's relationship with God (Sonza, 2021).

Values. It refers to anything that is perceived as good and desirable. It is the basis of judging what attitudes and behaviors are correct and desirable and what are not (Sonza, 2021). In this study, it refers to the five (5) dimensions which are physical, intellectual, moral, spiritual, social, economic and political values.

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Chapter 2

RESEARCH METHODOLOGY

This chapter presents methods and procedures adopted by the researcher in conducting the study.

Research Design

The descriptive–correlational design was used in the study. The research method basically describes "what is". It involves the description, recording, and interpretation of the present nature, composition, or processes of phenomena. The focus is on prevailing conditions or how a person, group, or thing behaves or functions in the present. It often involves some type of comparison or contrast (Manuel and Medel, 2022). It is also suitable for situations that call for the analysis of relationships without variable manipulation. It is a correlational design because it seeks to describe the relationship between the academic performance and values of Kindergarten learners.

Locale and Population of the Study

The study will be conducted in the 12th Congressional District Manila City Division during the school year 2026-2027.

Respondents consisted of the total enumeration 314 kindergarten learners among the two (2) public elementary schools and 12 kindergarten teachers of Manila City.

Table 1 shows the distribution of respondents of the study by school.

Table 1

Distribution of Respondents by school

Schools	No. of Learners	No. of Kindergarten Teachers
1. Isabelo Delos Reyes Elementary School	140	7
2. Jose Corazon De Jesus Elementary School	174	5
TOTAL	**314**	**12**

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Data Gathering Instruments

The researcher used the questionnaire as the main data-gathering instrument. The questionnaire consisted of indicators on the extent to which Kindergarten learners' values are manifested in the different dimensions.

Since the instrument has already been used in the previous study, particularly in the study of Doria (2023), its validity and reliability have already been established.

Data-Gathering Procedures

The researcher seeks permission from the Schools Division Superintendent for the administration of the research instrument. The respondents consist of 314 Kindergarten learners among the two (2) public elementary schools and 12 kindergarten teachers of Manila City.

Likewise, she personally retrieved the questionnaire and the data were tallied, collated and presented in tables for analysis and interpretation.

Statistical Treatment of Data

Problem number 1 on the extent to which learners manifest the five (5) dimensions of values was answered by using the 5-Point Value Likert Scale and be subjected to the Average Weighted Mean (AWM) which are as follows:

Scale		Descriptive Rating
5	4.21-5.00	Very Highly (VH)
4	3.41-4.20	Highly (H)
3	2.61-3.40	Moderately (M)
2	1.81-2.60	Low (L)
1	1.00-1.80	Very Low (VL)

Problem number 2 on determining the significance of the differences between perceptions of learners themselves and their teachers in the extent of manifestation of values was answered by using t – test.

Formula:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{SD\overline{x}}$$

wherein:

$\overline{X}_1$ = First Mean

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$\overline{X}_2$ = Second Mean

$SD\bar{x}$ = Standard error of the difference between the two means

Problem number 3 on determining the level of academic performance along the learning areas of learners was answered by using a set of criteria, which are as follows:

Grading Scale	Descriptive Rating
90% and Above	Outstanding
90% - 89%	Very Satisfactory
80% - 84%	Satisfactory
75% - 79%	Fair
Below 75%	Poor

Problem number 4 on determining the degree of correlation between the extent to which learners manifest the five (5) dimensions of values and their academic performance, was answered by using Spearman Rank – Order Correlation Coefficient (r_s).

Formula:

$$r_s = 1 - \frac{6 \sum D^2}{N (N^2 - 1)}$$

Where:

1 = k

$6\sum D^2$ = Sum of the squares of the differences between the two ranks X and Y

N = Number of units / scales accordingly

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Chapter 3

RESULTS AND DISCUSSION

This chapter deals with the interpretation and analysis of data gathered through the use of the questionnaire on the different values of Kindergarten Learners in public elementary schools in the 12th congressional district of Manila City Division.

Physical Values

Table 2

Extent of Manifestation of Kindergarten Learners Along Physical Values

A. PHYSICAL	Learners		Teachers		Overall AWM	DE
Indicators	AVE	DE	AVE	DE		
1. The learner practices proper personal hygiene.	2.89	ME	2.75	ME	2.82	ME
2. The learner takes care of his/her body and personal belongings.	2.89	ME	2.72	ME	2.81	ME
3. The learner follows healthy habits such as eating properly and keeping clean.	2.84	ME	3.15	ME	3.00	ME
4. The learner participates actively in physical activities.	2.79	ME	2.79	ME	2.79	ME
5. The learner follows safety rules during play and classroom activities.	2.81	ME	2.83	ME	2.82	ME
6. The learner demonstrates proper use of materials and equipment.	2.80	ME	2.90	ME	2.85	ME
7. The learner shows care for his/her physical well-being.	2.80	ME	2.78	ME	2.79	ME
8. The learner maintains cleanliness in the classroom and surroundings.	3.01	ME	2.99	ME	3.00	ME
9. The learner demonstrates appropriate body movements during activities.	2.89	ME	2.89	ME	2.89	ME
10. The learner avoids actions that may harm oneself or others.	3.15	ME	3.10	ME	3.13	ME
Overall AWM	**2.89**	**ME**	**2.89**	**ME**	**2.89**	**ME**

The table presents the extent to which physical values are manifested among Kindergarten learners as assessed by the learners themselves and their teachers. The results show that both learners and teachers obtained an overall average weighted mean of 2.89, interpreted as Moderately Evident (ME). The

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identical overall ratings indicate that learners and teachers have generally similar perceptions regarding the manifestation of physical values among Kindergarten learners.

It could be observed that the indicator such as "The learner avoids actions that may harm oneself or others" with an AWM of 3.13, interpreted as Moderately Evident. This was followed by "The learner follows healthy habits such as eating properly and keeping clean" and "The learner maintains cleanliness in the classroom and surroundings," both with an AWM of 3.00. These results suggest that learners demonstrate relatively stronger awareness of personal safety, healthy habits, and cleanliness.

Further, the lowest overall average weighted mean was obtained by "The learner participates actively in physical activities," with an AWM of 2.79, followed by "The learner shows care for his/her physical well-being," with an AWM of 2.79. Although these indicators were still interpreted as Moderately Evident, the results suggest that active participation in physical activities and consistent attention to personal physical well-being may require further reinforcement.

The learner assessment produced an overall AWM of 2.89, while the teacher assessment also yielded 2.89. This consistency suggests a relatively high level of agreement between the two groups. Overall, the findings indicate that physical values among Kindergarten learners are moderately evident, particularly in avoiding harmful actions, practicing healthy habits, and maintaining cleanliness. However, opportunities may be strengthened to encourage more active participation in physical activities and greater awareness of practices that promote physical well-being.

Intellectual Values

Table 3 presented the extent of manifestation of intellectual values of the Kindergarten learners as perceived by themselves and their teachers.

Table 3

Extent of Manifestation of Kindergarten Learners Along Intellectual Values

B. INTELLECTUAL	Learners		Teachers		Overall AWM	DE
	AVE	DE	AVE	DE		
Indicators						
1. The learner shows curiosity about things in the environment.	3.10	ME	3.01	ME	3.05	ME
2. The learner listens attentively during learning activities.	3.05	ME	3.05	ME	3.05	ME
3. The learner asks questions when he/she wants to understand something.	2.90	ME	3.10	ME	3.00	ME
4. The learner tries to solve simple problems independently.	2.80	ME	2.95	ME	2.80	ME
5. The learner follows instructions during learning activities.	2.65	ME	2.70	ME	2.68	ME
6. The learner participates actively in classroom discussions.	2.90	ME	2.80	ME	2.85	ME
7. The learner expresses ideas and answers questions appropriately.	2.79	ME	2.84	ME	2.82	ME

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8. The learner shows willingness to learn new things.	2.68	ME	2.72	ME	2.70	ME
9. The learner completes simple learning tasks with effort.	2.85	ME	2.90	ME	2.88	ME
10. The learner uses what he/she has learned in familiar situations.	2.60	LE	2.55	LE	2.58	LE
Overall AWM	**2.83**	**ME**	**2.86**	**ME**	**2.84**	**ME**

The table presents the extent to which intellectual values are manifested among Kindergarten learners based on the assessments of the learners and teachers. The results reveal that the learners obtained an overall average weighted mean (AWM) of 2.83, interpreted as Moderately Evident (ME), while the teachers obtained a slightly higher AWM of 2.86, also interpreted as Moderately Evident. The overall AWM of 2.84 indicates that intellectual values among Kindergarten learners are generally Moderately Evident. The relatively close ratings of learners and teachers suggest a consistent assessment of the learners' intellectual behaviors and learning-related dispositions.

Among the indicators, the highest overall AWM was obtained by "The learner shows curiosity about things in the environment," with an AWM of 3.05, interpreted as Moderately Evident. This was followed by "The learner listens attentively during learning activities" with an AWM of 3.05 and "The learner asks questions when he/she wants to understand something" with an AWM of 3.00. These results indicate that curiosity, attentiveness, and willingness to seek understanding are relatively more evident intellectual behaviors among the learners.

The indicator "The learner completes simple learning tasks with effort" obtained an overall AWM of 2.88, while "The learner participates actively in classroom discussions" obtained 2.85. These findings suggest that learners demonstrate a moderate level of engagement in completing learning activities and participating in classroom interactions. Similarly, expressing ideas and answering questions appropriately obtained an AWM of 2.82, indicating that learners are moderately able to communicate their understanding during learning activities.

In contrast, the lowest overall AWM was recorded for "The learner uses what he/she has learned in familiar situations," with an AWM of 2.58, interpreted as Less Evident (LE). Both learners (2.60) and teachers (2.55) gave this indicator a LE rating. This finding suggests that while learners may acquire knowledge and participate in learning activities, transferring or applying what they have learned to familiar situations may still be developing. The indicator "The learner follows instructions during learning activities" also received a relatively low overall AWM of 2.68, although it remained Moderately Evident.

Overall, the findings indicate that intellectual values among Kindergarten learners are Moderately Evident, with an overall AWM of 2.84. Learners appear to demonstrate greater strength in curiosity, attentiveness, and asking questions, while the application of learned concepts to familiar situations represents an area that may require further development. The results highlight the importance of providing developmentally appropriate activities that allow Kindergarten learners to practice applying knowledge, solving simple problems, following directions, and connecting classroom learning with real-life experiences.

Moral Values

Table 4 presented the extent of manifestation of moral values of Kindergarten learners as perceived by the Kindergarten learners themselves and their teachers.

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Table 4

Extent of Manifestation of Kindergarten Learners Along Moral Values

C. MORAL	Learners		Teachers		Overall AWM	DE
	AVE	DE	AVE	DE		
Indicators						
1. The learner tells the truth when asked about an incident.	3.15	ME	3.15	ME	3.15	ME
2. The learner follows classroom rules.	3.10	ME	3.21	ME	3.16	ME
3. The learner respects the rights and belongings of others.	3.15	ME	3.10	ME	3.13	ME
4. The learner apologizes when he/she makes a mistake.	3.60	HE	3.70	HE	3.68	HE
5. The learner demonstrates honesty in classroom activities.	3.90	HE	3.80	HE	3.80	HE
6. The learner treats classmates fairly.	3.16	ME	3.22	ME	3.20	ME
7. The learner shows kindness toward others.	3.30	ME	3.40	ME	3.35	ME
8. The learner takes responsibility for his/her actions.	3.89	ME	3.90	ME	3.90	ME
9. The learner follows agreed-upon rules even when not closely supervised.	3.15	ME	3.20	ME	3.17	ME
10. The learner distinguishes between appropriate and inappropriate behavior.	3.49	ME	3.39	ME	3.29	ME
Overall AWM	**3.38**	**ME**	**3.41**	**ME**	**3.40**	**ME**

The table presents the extent to which moral values are manifested among Kindergarten learners based on the assessments of the learners and teachers. The learners obtained an overall average weighted mean (AWM) of 3.38, interpreted as Moderately Evident (ME), while the teachers obtained a slightly higher AWM of 3.41, also indicating a generally positive manifestation of moral values. The overall AWM of 3.40 shows that moral values among Kindergarten learners are generally Moderately Evident. The close ratings between learners and teachers indicate a relatively consistent perception of the learners' moral behaviors.

Among the indicators, "The learner demonstrates honesty in classroom activities" obtained the highest overall AWM of 3.80, interpreted as Highly Evident (HE). This was

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followed by "The learner apologizes when he/she makes a mistake," with an AWM of 3.68, also interpreted as Highly Evident. These results suggest that honesty and the willingness to acknowledge mistakes are among the more strongly manifested moral values of the learners.

It could be deduced from the indicator such as "The learner takes responsibility for his/her actions" also obtained a relatively high overall AWM of 3.90. However, it is important to note that the learner and teacher ratings for this indicator were both 3.89 and 3.90, respectively, while the table labels the result as ME. If the adopted interpretation scale classifies 3.41–4.20 as Highly Evident, the 3.90 rating should technically be interpreted as Highly Evident rather than Moderately Evident. Thus, the verbal interpretation in the table may need to be checked for consistency with the study's adopted scale.

The indicators with relatively lower ratings include "The learner tells the truth when asked about an incident" with an overall AWM of 3.15, "The learner respects the rights and belongings of others" with 3.13, and "The learner follows agreed-upon rules even when not closely supervised" with 3.17. Although these indicators remain within the Moderately Evident range based on the numerical values, they suggest areas where continued reinforcement may be beneficial.

Overall, the findings indicate that moral values among Kindergarten learners are generally evident, with an overall AWM of 3.40. The strongest manifestations are associated with honesty, apologizing after making mistakes, and taking responsibility for one's actions. Meanwhile, truthfulness in reporting incidents, respect for others' rights and belongings, and independently following agreed-upon rules may be further strengthened through consistent modeling, classroom routines, positive reinforcement, and developmentally appropriate values formation activities.

Spiritual Values

Table 5 presented the extent of manifestation of Kindergarten learners along spiritual values as perceived by the learners themselves and their teachers.

The table presents the extent to which spiritual values are manifested among Kindergarten learners based on the assessments of the learners and teachers. The learners obtained an overall average weighted mean (AWM) of 3.11, interpreted as Moderately Evident (ME), while the teachers obtained a slightly higher AWM of 3.17, also interpreted as Moderately Evident. The overall AWM of 3.14 indicates that spiritual values among Kindergarten learners are generally Moderately Evident. The relatively close ratings between learners and teachers suggest a consistent perception of the learners' spiritual values and behaviors.

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Table 5

Extent of Manifestation of Kindergarten Learners Along Spiritual Values

D. SPIRITUAL	Learners		Teachers		Overall AWM	DE
	AVE	DE	AVE	DE		
Indicators						
1. The learner shows respect for religious or spiritual practices.	3.40	ME	3.35	ME	3.28	ME
2. The learner participates respectfully in prayer or reflection activities.	3.25	ME	3.30	ME	3.28	ME
3. The learner demonstrates gratitude for blessings received.	3.45	HE	3.50	HE	3.48	HE
4. The learner shows respect for beliefs different from his/her own.	2.80	ME	3.00	ME	2.90	ME
5. The learner demonstrates kindness and compassion toward others.	3.10	ME	3.15	ME	3.13	ME
6. The learner shows appreciation for nature and living things.	2.97	ME	2.99	ME	2.98	ME
7. The learner demonstrates a sense of thankfulness.	3.10	ME	3.16	ME	3.13	ME
8. The learner treats others with respect regardless of differences.	2.95	ME	3.05	ME	3.00	ME
9. The learner demonstrates peaceful behavior toward others.	3.09	ME	3.09	ME	3.09	ME
10. The learner shows care and concern for people, animals, and the environment.	3.01	ME	3.06	ME	3.03	ME
Overall AWM	**3.11**	**ME**	**3.17**	**ME**	**3.14**	**ME**

Further, among the indicators, “The learner demonstrates gratitude for blessings received” obtained the highest overall AWM of 3.48, interpreted as Highly Evident (HE). This was followed by “The learner shows respect for religious or spiritual practices” with an AWM of 3.28 and “The learner participates respectfully in prayer or reflection activities” with an AWM of 3.28. These results suggest that gratitude, respect for spiritual practices, and respectful participation in reflection activities are relatively stronger manifestations of spiritual values among the learners.

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It could be deduced that on indicator such as "The learner demonstrates kindness and compassion toward others" and "The learner demonstrates a sense of thankfulness" both obtained an overall AWM of 3.13. Similarly, "The learner demonstrates peaceful behavior toward others" obtained 3.09, while "The learner shows care and concern for people, animals, and the environment" obtained 3.03. These findings indicate that positive interpersonal behaviors, peacefulness, and concern for living things are moderately manifested among the learners.

The lowest overall AWM was obtained by "The learner shows respect for beliefs different from his/her own," with an AWM of 2.90. This was followed by "The learner treats others with respect regardless of differences," with an AWM of 3.00. Although both indicators remain within the Moderately Evident range, the findings suggest that respect for diversity, differing beliefs, and individual differences may require greater emphasis in values formation activities.

Overall, the findings indicate that spiritual values among Kindergarten learners are Moderately Evident, with an overall AWM of 3.14. The strongest manifestation was observed in gratitude for blessings received, while the comparatively weaker area involved respecting beliefs and perspectives that differ from one's own. The results suggest the need to provide developmentally appropriate experiences that strengthen gratitude, compassion, respect for diversity, peaceful relationships, and care for people, animals, and the environment.

Social Values

Table 6 presented the extent of manifestation of social values by the Kindergarten learners as perceived by themselves and their teachers.

Table 6

Extent of Manifestation of Kindergarten Student Along Social Values

E. SOCIAL	Learners		Teachers		Overall AWM	DE
	AVE	DE	AVE	DE		
1. The learner cooperates with classmates during activities.	3.00	ME	3.15	ME	3.10	ME
2. The learner shares materials and resources with others.	3.90	HE	3.93	HE	3.92	HE
3. The learner takes turns during games and classroom activities.	3.25	ME	3.20	ME	3.23	ME
4. The learner communicates respectfully with classmates and teachers.	3.20	ME	3.20	ME	3.20	ME

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5. The learner helps classmates who need assistance.	3.33	ME	3.30	ME	3.32	ME
6. The learner accepts and respects differences among classmates.	3.90	HE	3.91	HE	3.90	HE
7. The learner participates appropriately in group activities.	3.10	ME	3.15	ME	3.13	ME
8. The learner listens when others are speaking.	3.15	ME	3.20	ME	3.18	ME
9. The learner develops positive relationships with classmates.	3.90	HE	3.96	HE	3.93	HE
10. The learner resolves simple disagreements peacefully.	3.10	ME	3.16	ME	3.13	ME
Overall AWM	**3.25**	**ME**	**3.27**	**ME**	**3.26**	**ME**

The table revealed that the social values of the Kindergarten learners were generally moderately evident, as reflected by the overall average weighted mean of 3.26. The learners obtained an AWM of 3.25, while the teachers' rating was slightly higher at 3.27. Both ratings were interpreted as Moderately Evident (ME), indicating that the social values of the learners were demonstrated to a moderate extent across the different indicators.

The highest-rated indicator was "The learner shares materials and resources with others," with an overall AWM of 3.92, interpreted as Highly Evident (HE). This was followed by "The learner develops positive relationships with classmates," with an AWM of 3.93, also Highly Evident. "The learner accepts and respects differences among classmates" obtained an overall AWM of 3.90, likewise interpreted as Highly Evident. These findings indicate that learners demonstrated strong tendencies toward sharing, building positive peer relationships, and accepting individual differences.

On the other hand, the lowest-rated indicator was "The learner cooperates with classmates during activities," with an overall AWM of 3.10, interpreted as Moderately Evident. This was followed by "The learner takes turns during games and classroom activities" and "The learner participates appropriately in group activities," both with relatively lower ratings of 3.23 and 3.13, respectively. These results suggest that while learners generally demonstrate positive social behaviors, further opportunities may be provided to strengthen cooperation, turn-taking, and active participation in group activities.

The relatively close ratings of learners (3.25) and teachers (3.27) indicate a high degree of consistency in their perceptions of the learners' social values. Overall, the findings suggest that Kindergarten learners have developing social competencies, particularly in sharing, respecting differences, and establishing positive relationships, while cooperation, group participation, and peaceful social interaction may benefit from continued reinforcement through structured play, collaborative activities, peer interaction, and classroom routines.

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Summary of Extent of Manifestation of Values

Table 7 presented the summary of the extent of manifestation of values of kindergarten learners as perceived by the learners themselves and their teacher.

Table 7

Summary of the Extent of Manifestation of Values of Kindergarten Learners

Values	Learners		Teachers		Overall	
	AWM	DE	AWM	DE	AWM	DE
1. Physical	2.89	ME	2.89	ME	2.89	ME
2. Intellectual	2.83	ME	2.86	ME	2.84	ME
3. Moral	3.38	ME	3.41	ME	3.40	ME
4. Spiritual	3.11	ME	3.17	ME	3.14	ME
5. Social	3.25	ME	3.27	ME	3.26	ME
Overall AWM	**3.09**	**ME**	**3.12**	**ME**	**3.11**	**ME**

The table revealed the extent to which the five value dimensions—physical, intellectual, moral, spiritual, and social—were demonstrated by the Kindergarten learners, as perceived by both the learners and their teachers. The overall results show that values were generally Moderately Evident (ME), with an overall AWM of 3.11. The learners obtained an overall AWM of 3.09, while the teachers reported a slightly higher overall AWM of 3.12. The close ratings suggest a generally consistent perception between learners and teachers regarding the extent to which these values are demonstrated.

Among the five value dimensions, Moral Values obtained the highest overall AWM of 3.40, interpreted as Moderately Evident. This was followed by Social Values with an AWM of 3.26, Physical Values with 2.89, Spiritual Values with 3.14, and Intellectual Values with 2.84. The results indicate that moral values were the most evident among the five dimensions, suggesting that learners relatively more frequently demonstrate behaviors related to honesty, responsibility, respect, fairness, and appropriate conduct.

Social Values ranked second with an overall AWM of 3.26 and were also Moderately Evident. This indicates that learners demonstrate developing abilities in sharing, maintaining positive relationships, respecting differences, communicating with others, and participating in social activities. Spiritual Values obtained an overall AWM of 3.14, indicating that behaviors associated with gratitude, respect, compassion, peacefulness, and care for others and the environment were also moderately evident.

Physical Values obtained an overall AWM of 2.89, interpreted as Moderately Evident. This suggests that learners demonstrate physical and health-related values such as personal hygiene, safety, cleanliness, proper use of materials, and healthy habits to a moderate extent. Intellectual Values obtained the lowest overall AWM of 2.84, although still interpreted as Moderately Evident. This suggests that behaviors related to curiosity, attentiveness, problem

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solving, willingness to learn, and application of learning are present but may require further reinforcement.

The learners' overall rating of 3.09 and teachers' rating of 3.12 are very close, with only a 0.03 difference. This consistency suggests that both groups have generally similar perceptions of the learners' values development.

Overall, the findings indicate that the Kindergarten learners demonstrate the five assessed values at a moderate level. Moral and social values appear relatively stronger, while intellectual and physical values have comparatively lower ratings. These findings suggest the need for continued and integrated values formation activities that strengthen not only moral and social behaviors but also learners' intellectual engagement, physical well-being, and practical application of values in everyday situations.

Significant Difference Between the Perception of Learners and Teachers

Table 8 presented the significant difference between the perceptions of learners and teachers in the extent of manifestation of values.

Table 8

Differences Between the Perception of the Learners and Teachers in the Extent of Manifestation of Values

Values	Learners		Teachers	
	AWM	**DE**	**AWM**	**DE**
1. Physical	2.89	ME	2.89	ME
2. Intellectual	2.83	ME	2.86	ME
3. Moral	3.38	ME	3.41	ME
4. Spiritual	3.11	ME	3.17	ME
5. Social	3.25	ME	3.27	ME
Overall AWM	**3.09**	**ME**	**3.12**	**ME**

Computed t-value : -0.48

Critical Value : 2.179

Decision : Accept the null hypothesis

The computed t-value of -0.48, or an absolute value of 0.48, is lower than the critical t-value of 2.179. Therefore, the null hypothesis is not rejected. This indicates that there is no statistically significant difference between the ratings of learners and teachers regarding the extent of manifestation of values.

Although the teachers' overall AWM of 3.12 was slightly higher than the learners' overall AWM of 3.09, the difference of 0.03 is not statistically significant. This suggests that learners and

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teachers have generally similar perceptions regarding the manifestation of physical, intellectual, moral, spiritual, and social values among the Kindergarten learners.

The test of significant difference revealed a computed t-value of -0.48, which is lower than the critical t-value of 2.179 at the 0.05 level of significance. Hence, the null hypothesis was not rejected. This indicates that there is no significant difference between the perceptions of learners and teachers regarding the extent of manifestation of values. Although teachers obtained a slightly higher overall average weighted mean (3.12) than learners (3.09), the difference was not statistically significant. Thus, both groups generally shared similar perceptions of the manifestation of physical, intellectual, moral, spiritual, and social values among the Kindergarten learners.

Level of Academic Performance of Kindergarten Learners in the Different Learning Areas

Table 9 presented the data on the academic performance of the learners in the different learning areas.

The table presents the academic performance of the 314 Kindergarten learners across five learning areas: Language and Literacy, Mathematics, Physical and Motor Development, Socio-Emotional Development, and Values Development.

Table 9

Academic Performance of the Learners in the Different Learning Areas

Learning Areas	Kindergarten Learners	Average GPA	Rank	Level of Performance
1. Language and Literacy	314	78.96	4	Satisfactory
2. Mathematics	314	74.86	5	Satisfactory
3. Physical and Motor Development	314	80.50	3	Satisfactory
4. Socio-Emotional Development	314	83.33	1	Satisfactory
5. Values Development	314	81.37	2	Satisfactory
Overall GPA		**79.60**		**Satisfactory**

Overall, the Kindergarten learners obtained an average GPA of 79.60, which is interpreted as Satisfactory. This indicates that, in general, the learners demonstrated an acceptable level of performance across the identified learning areas.

Among the five learning areas, Socio-Emotional Development obtained the highest average GPA of 83.33, ranking first, although it remained within the Satisfactory level of performance. This suggests that the learners demonstrated relatively stronger performance in areas involving social interaction, emotional awareness, relationships, cooperation, and appropriate expression of feelings.

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Values Development ranked second with an average GPA of 81.37, also interpreted as Satisfactory. This indicates that the learners showed satisfactory development in demonstrating positive values, appropriate behavior, respect, responsibility, and consideration for others.

Physical and Motor Development ranked third with an average GPA of 80.50. Its Satisfactory rating indicates that the learners demonstrated an acceptable level of development in physical movement, coordination, and motor-related skills.

Language and Literacy ranked fourth, with an average GPA of 78.96, interpreted as Satisfactory. Although still within the satisfactory level, its lower ranking suggests that language and literacy skills may require greater instructional attention, particularly in areas such as oral communication, listening, emergent reading, and early writing skills.

Mathematics obtained the lowest average GPA of 74.86 and ranked fifth. Despite having the lowest mean among the five areas, it was still interpreted as Satisfactory based on the performance classification used in the study. This result suggests that Mathematics may be the area where Kindergarten learners need the greatest amount of reinforcement, particularly in foundational numeracy concepts, counting, number recognition, patterns, shapes, and simple mathematical reasoning.

Correlation Between the Manifestation of Values and the Academic Performance of the Kindergarten Learners

Table 10 presented the degree of correlation between the extent of manifestation of Values and Academic Performance of the Kindergarten Learners.

Table 10

Degree of Correlation Between Values and Academic Performance of Learners

5-Point Value Likert Scale / Academic Performance (GPA)	Values of Kindergarten learners (x)	Rx	Academic Performance GPA (y)	Ry	d_1	D_2
90% and above 4.21 – 5.00 Outstanding	61	4	4.61	3	1	1
85 – 89% 3.41 – 4.20 Very Satisfactory	99	3	3.81	2	1	1
80 – 84% 2.61 – 3.40 Satisfactory	124	1	3.01	1	0	0

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75 – 79% 1.85 – 2.60 Fair	28	2	2.23	4	2	4
74% and below 1.00 – 1.80 Poor	2	5	1.40	5	0	0
Average GPA: 82%	**314**		**314**			**ED^2=4**

Computed rs = +0.81

Interpretation: With high Moderate Correlation

The table presents the relationship between the values of Kindergarten learners, measured using a 5-point Likert scale, and their academic performance, expressed in terms of GPA. A total of 314 learners were included in the analysis.

The largest group consisted of learners with academic performance of 80–84%, corresponding to a GPA range of 2.61–3.40 or "Satisfactory." There were 124 learners in this category, representing approximately 39.49% of the total respondents. This was followed by 99 learners who obtained 85–89%, equivalent to a GPA range of 3.41–4.20 or "Very Satisfactory," representing approximately 31.53%.

Meanwhile, 61 learners obtained 90% and above, corresponding to a GPA of 4.21–5.00 or "Outstanding." This represented approximately 19.43% of the learners. Twenty-eight learners obtained 75–79%, corresponding to a GPA of 1.85–2.60 or "Fair," while only two learners were classified under 74% and below, corresponding to a GPA of 1.00–1.80 or "Poor."

The table also presents the ranks of the Kindergarten values (Rx) and academic performance GPA (Ry). The differences between the two ranks are represented by d1, while D^2 represents the squared rank differences.

The relatively small rank differences in several categories suggest that the ordering of the Kindergarten learner values and academic performance is generally similar. For example, the 80–84% category has the same rank (1) for both variables, resulting in a rank difference of 0 and a squared difference of 0. However, some categories show larger differences, particularly the 75–79% and 74% and below groups.

Overall, the distribution shows that most learners performed within the "Satisfactory" to "Very Satisfactory" levels. Specifically, 224 out of 314 learners, or about 71.34%, were within the 80–89% performance range. This indicates that the majority demonstrated satisfactory to very satisfactory academic performance.

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Proposed Intervention Program to Improve the Manifestation of Values of Kindergarten Learners along the five (5) Dimensions in the Public Elementary Schools in the 12th Congressional District of Manila City

The intervention program is primarily designed to improve/enhance the manifestation of Values of Kindergarten learners in the Manila City Division.

It consists of the following components:

1. Areas of Concern
2. Objectives / Targets
3. Activities / Strategies
4. Person / Agencies Involved
5. Success Indicators

This is presented in the matrix form found in the pages that follow.

General Objectives

To enhance the extent of manifestation of values among Kindergarten learners in the public elementary schools of Manila City Division, through the implementation of a comprehensive and sustainable intervention program designed to strengthen the five (5) dimensions of values development. Specifically, the program aims to cultivate positive attitudes, desirable behaviors, and responsible decision-making among learners, promote character formation and moral development, reinforce the integration of values in both academic and co-curricular activities, and encourage active participation of teachers, parents, and stakeholders in values education. Ultimately, the intervention seeks to contribute to the holistic development of learners, improve their academic performance, and prepare them to become productive, responsible, and value-oriented members of society.

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PROPOSED INTERVENTION PROGRAM TO IMPROVE / ENHANCE THE MANIFESTATION OF VALUES OF KINDERGARTEN LEARNERS IN THE 12TH CONGRESSIONAL DISTRICT OF MANILA CITY

Areas of Concern	Objectives / Targets	Activities / Strategies	Personal / Agencies Involved	Time frame	Success indicator
Seven (7) Values of Learners					
A. Physical Values					
1. Awareness of ones health status and endeavor to maintain or improve it.	- Encourage learners perform multifarious activities / proper hygiene - Regularized giving of exercise proper eating habit	- Maximize giving of student a lot of activities - Regularize giving of exercise - Have enough and good food observing balance diet / hygiene	Student Parents Teachers	As need arises	90% of the student shall have maximized their time in performing health multifarious activities
B. Intellectual Values					
1. Prioritizing of work / activities categorizes relevant parts and non - relevant parts from main data	- Equip learners on the acquisition of knowledge on the efficacies of prioritizatio n of	- Giving lecture and orientation on the prioritization and its significance of facts. - Provision of more	Student Teachers	Year round	90% of the learners shall have equipped themselves on the topic of prioritizatio n and classificatio

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	activities and classify them ascending to relevance.	activities / exercises in the order of prioritization and categorization.			n of facts according to relevance.
2. Participation in intellectual group discussion	- Familiarize student in organizing list of ideas as manifestation of intellectual values.	- Giving a lot of activiites relative to discussion detail. - Giving of further orientation in the subject of ideas categorization.	Teacher Student	Year round	90% of the learners shall have familiarized themselves in organizing activities relative to references and discussion of ideas.
C. Moral Values					
1. Strive to be worthy of ones earnings and work well for it.	- Encourage student to coordinate with other learners in discussing work and earning well for learners.	- Giving of more activities as work honestly done by group. - Maximization of cooperative and interactive of earnings and work well.	Learners Teaches	Year round	90% of the learners shall have encouraged themselves to work well with others in the discussion of earning and working outcome.
2. Showed fairness and justice in dealing with others.	- Equip learners to become an effective listener to others and showed	- Giving of lecture and orientation on how to become an effective	Learners Teachers	Year round	90% of the student shall have equipped themselves on being an effective listener, fair

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	fairness and justice.	listener / fair, and just. - Provision of activities relative to fairness and justice.			and just in dealing with others.
D. Spiritual Values					
1. Prays for others even enemies	- Familiarize learners about praying others even enemies	- Giving of orientation on the topic of spiritual values and its significance in life. - Regularization in giving activities in spiritual values in class, school.	Learners Parents Teachers	Year round	90% of the learners shall have familiarized themselves praying for other even enemies.
2. Share ones time services and material things	- Encourage student to coordinate with others in matter of sharing time, services and material things.	- Maximize the giving of group activities on sharing time - Giving of activities in the form of socialization to share time, services etc.	Learners Teacher	As needed	90% of the student shall have encouraged themselves in coordinating with others to sharing ones time and services.
E. Social Values					
1. Respect the ways and	- Equip learners on the value of	- Giving a lecture and orientation on	Learners Teachers	Year round	90% of the learners shall have

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ideas of others	respecting the ways and ideas of others	the value as of respect - Giving activities relative to identifying the respect of others			equipped themselves on the proper respect of the ways and ideas others.
2. Expresses one's opinion and ideas principles / convention	- Familiarize learners in taking notes was respect of opinion / ideas	- Giving orientation in using taking notes / expression - Provision of activities on shorthand technique	Learners Teachers	Year round	90% of the learners shall have familiarized themselves in sharing opinion and ideas / principal

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Chapter 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presented the summary of significant findings, conclusions and recommendations derived from all the problems drawn.

Summary

The study sought to determine the extent to which kindergarten learners in public elementary schools in the 12th congressional district of Manila City, and their relationship with their learning outcomes during the school year 2026-2027.

The respondents of the study consisted of the total enumeration of three hundred fourteen (314) Kindergarten learners and twelve (12) teachers among the two (2) public elementary schools in the 12th Congressional District of Manila City.

Findings

The salient findings of the study are as follows:

1. The extent of manifestation of values among Kindergarten learners was generally Moderately Evident, with an overall AWM of 3.11. Learners obtained an AWM of 3.09, while teachers obtained a slightly higher AWM of 3.12.

2. Among the five value dimensions, Moral Values obtained the highest overall AWM of 3.40, followed by Social Values with 3.26, Spiritual Values with 3.14, Physical Values with 2.89, and Intellectual Values with 2.84. All five dimensions were interpreted as Moderately Evident.

3. The ratings of learners and teachers were generally similar. The overall difference between the two groups was only 0.03, with learners obtaining 3.09 and teachers 3.12. The reported computed t-value of -0.48 was lower than the critical t-value of 2.179, indicating no significant difference between the perceptions of the two groups.

4. For academic performance, the learners obtained an overall average performance of 79.60%, interpreted as Satisfactory. Among the learning areas, Socio-Emotional Development obtained the highest average of 83.33%, followed by Values Development at 81.37%, Physical and Motor Development at 80.50%, Language and Literacy at 78.96%, and Mathematics at 74.86%.

5. The results indicate that while the learners demonstrated values at a moderate level, there remains a need to strengthen values formation through developmentally appropriate and integrated activities. Particular attention may be given to intellectual and physical values, which obtained the two lowest overall ratings.

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6. An intervention program primarily to improve the values of Kindergarten learners was proposed.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Kindergarten learners manifest physical, intellectual, moral, spiritual, and social values at a moderate level. This indicates that the learners demonstrate desirable values and behaviors, but these are not yet consistently manifested across all situations and contexts.

2. Moral values emerged as the most evident value dimension, while intellectual values obtained the lowest overall rating. This suggests that learners demonstrate relatively stronger behaviors related to honesty, responsibility, respect, fairness, and appropriate conduct, while behaviors involving curiosity, problem solving, application of learning, and intellectual engagement require further reinforcement.

3. There is no significant difference between the perceptions of learners and teachers regarding the extent of manifestation of values. The similarity in their ratings indicates a generally shared perception of the learners' values development.

4. Kindergarten learners demonstrated an overall satisfactory level of academic performance, with Socio-Emotional Development as the strongest learning area and Mathematics as the lowest. This suggests that the learners show relatively stronger performance in social-emotional competencies but may require additional support in mathematics and other areas where performance is comparatively lower.

5. The findings support the development of an enhancement program that integrates values formation with classroom instruction, play, social interaction, problem-solving activities, physical activities, and meaningful real-life experiences. Such an approach may help make values more consistently observable in the learners' daily behavior and academic activities.

6. An intervention program to improve the extent of manifestation of values of student was formulated.

Recommendations

In view of the findings of the study, the following recommendation are hereby forwarded:

1. Kindergarten teachers may implement a comprehensive values enhancement program that integrates physical, intellectual, moral, spiritual, and social values into daily classroom routines, play-based activities, storytelling, songs, games, group tasks, and learning experiences.

2. Since moral values obtained the highest rating but remained within the Moderately Evident level, teachers may sustain and strengthen existing practices on honesty, responsibility, respect, fairness, kindness, and appropriate behavior while providing more opportunities for learners to apply these values independently.

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3. Greater emphasis may be given to intellectual and physical values, particularly through problem-solving activities, inquiry-based learning, hands-on experiences, movement activities, health and safety routines, and tasks that encourage learners to apply what they have learned in familiar situations.

4. Teachers and parents may collaborate in reinforcing values consistently across school and home environments. Simple home-school activities, value-focused conversations, modeling, positive reinforcement, and learner reflection may be used to strengthen the consistent practice of desirable behaviors.

5. The proposed enhancement program may incorporate the academic learning areas, particularly Mathematics and Language and Literacy, with values development. Activities may be designed to simultaneously develop academic competencies and values such as perseverance, cooperation, responsibility, respect, honesty, and self-discipline.6. The proposed intervention program should be implemented, monitored, and evaluated regularly to determine its effectiveness in enhancing the manifestation of values among learners and improving their academic performance. Necessary modifications may be made based on the results of the evaluation.

6. Future researchers may conduct similar studies involving other grade levels or variables to further explore factors affecting values formation and academic performance among learners.

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