

Enhancing Social Readiness Through Values Reformation

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Abstract — This paper determined the social readiness through values reformation among Grade 9 Junior High School students in Dumalogdog National High School.

It specifically described the following topics: 1.) Profile of the student-respondents in terms of gender, level of values development as to generosity, aesthetic sense, open-mindedness and initiative; 2) Teachers and students' perception on the level of values development and their level of social readiness of the students as to friendliness, cooperation, leadership, and responsibility; 3) The significant relationship between values reformation of Grade 9 JHS students and their level of social readiness.

The descriptive survey method was used where 21 teachers and 92 Grade 9 JHS students who served as respondents of the study.

The main statistical tools used were the frequency count, mean computation, t-test and Pearson r Product Moment Coefficient of Correlation.

The significant findings are as follows: 1) Majority of the teacher and student respondents were female; 2) No significant difference existed between the teachers and students' perceived level of values development; 3) There is a significant relationship between values reformation and social readiness among the grade 9 Junior HS students.

Based on the findings of the study, it is concluded that values reformation has a great relativity with social readiness among grade 9 JHS. The more values they manifest, the more socially-ready they are.

The researcher recommends that school officials establish a closer partnership between home and school to provide meaningful learning experiences among these adolescents.

A seminar-workshop on enhancing social readiness through values reformation among students, teachers, parents, and community representative towards a cohesive reformation of values integration and development of social readiness among adolescents in school, home and community.

Keywords — *Social Readiness, Social Skills, Values Education, Values Formation, Values Development, School Collaboration*

I. Introduction

Every good thing that happens in a child's life starts from personal formation. As he develops good values within, he could not be deprived of opportunities and chances that come along. Good values enhance relationship, be it personal or social. Hence, the need for him to develop good values so that his social readiness will be enhanced. Developing social readiness

may spring from personal values within oneself, and social values may start from the personal level. Thus, if he knows more of himself, - his nature as man and his purpose as such, everything comes so easily for him who has a clear sense of purpose and direction in life.

A moral decline is affecting all of society today. In the Philippines, this has been a devastating effect to the youth. Youth crime, violence, out of wedlock pregnancies and drug abuse reached an overwhelmingly record-high level (Daily Tribune, Sept., 2017, p.1). Factors such as materialism, egotism, media glorification of sex and violence, family breakdown, racial injustice and poverty are few factors which formidably hindered the youth to morally and socially relate himself to the society.

This is seen in Dulongosong National High School where 77.31% or 92 out of 119 of its Grade-9 JHS resorted to different undesirable behaviors such as vandalism, writing or tearing pages of books, textbooks, newspapers, magazines, and other instructional materials in the classroom; writing on walls, in library, chairs, tables and breaking or destroying doors and windows and other school facilities and equipment, while a number resorted to drinking liquor and pre-marital sex which are few signs and visible proof of an unstable social life.

Values, though learned at home, do not suffice for its holistic development. The school has its significant role in the holistic moral development of a nation tasked through the teacher who has been an instrumental factor in inculcating values and ethical awareness with the curriculum as the vehicle.

Education therefore, always take the lead in forming every child not just in the intellect but also in values and character. The need to educate the child should not only be limited to the mere understanding of concepts presented to him by the truths out of his experiences. It should lead into the child's values formation that he may also be able to understand what is good and what is right, - that is teaching him about morality. Thus, if the whole populace does its share to advance such as a nation, it should advocate for it based on the fact that moral values are natural and are basically knowable by all men.

Literature Review

Related Literature

The concern of the Philippine Government today is the youth of the land as defined in Presidential Decree No.603 known as "*The Child and Youth Welfare*" Code. Article 1 of this code stated that "The child is one of the most important assets of the nation. Every effort should be exerted to promote his welfare and enhance his opportunities for a useful and happy life". Furthermore, Presidential Decree No.603, Article 3.3 states that every child has a right to a well-rounded development of his personality to the end that he may become a happy, useful and active member of the society.

Batas Pambansa blg.232 otherwise known as the Education Act of 1982 has declared, within the context of a free democratic system, the maximum contribution of all educational system through the attainment of the national development goals. It incorporates the rights of students, one of which is the right to school guidance and counseling services, in making decision and selecting the alternatives in the field of work suited to their potentialities.

The greatest contribution that the educational system could contribute, particularly the teacher, in the development of students aside from the academic side is on values development, through values education.

On Values Education

Values education is an explicit way of teaching on values and valuing. It provides students a deeper understanding of human ideas and values that strengthen human spirit, refine human nature, and help him through is continuing quest for life's fulfillment (Batara, 2012). Values therefore guide man to establish criteria in his quest for goodness, worth and affirmation. They are freely chosen as part of is integration through is development as a person. As such, whatever man values must enhance his human development.

Quisimbing as cited by Batara (2012) defined values education as the process by which is formed in the learner with the guidance of the teacher and as he interacts with his environment. Values education then becomes a venue where the child is being developed and formed in values.

The Human Being as Capable for Development

The integrated human being is one who accepts himself and the world for what it is and does not become overly frustrated when he meets disappointments. This does not mean that such a person is a conformist. It does however, mean that he realizes that the world cannot be changed overnight to get its own pattern (Andus, 2002),

Erickson stressed that the integrated person is aware of his own abilities and his limitations. Such a person does not cling to childhood memories though these may mean security for him. Such immaturity is observable to people who refuses to "grow up" and respond like children many years younger than they are. Furthermore, the mature person does not resort to teach of childish behavior when disappointed. He realizes that certain conditions may be irksome, but he accepts them as part of necessary obligations in living with others. He has in the meantime learned how to satisfy his own needs while permitting to do likewise. He is consistent, insightful, self-confident, productive and socially responsible.

The Sense of Identity

The sense of identity begins with the onset of adolescence. As is well known, adolescence is a period of storm and stress for ay young people, a period in which previous certainties are questioned and previous continuities no longer relied upon. Psychological changes and rapid physical growth provide the somatic base for the turmoil and indecisiveness. It may be that cultural

factors play a part, for it has been observed that adolescence is less upsetting in some societies than in others.

The challenge of the period is the establishment of the sense of identity. The adolescent seeks to clarify who he is, what is his role in the society or is he a child or an adult? Does he find himself to be a husband or a father someday, or a worker and simply an earner of money? Does he possess self-confidence despite of the fact that his race or religion or national background makes him a person of disadvantage and prone to discriminations? Over all, will he be a success or a failure?

The sense of intimacy, the next component of a healthy personality is developed after the sense of identity is achieved. This is intimacy with persons of the same sex or of the opposite sex or wit one's self. The youth who is not fairly sure of his identity shies away from interpersonal relations and is afraid of close communication with others. The surer he becomes of himself, the more he seeks intimacy, in the form of friendship, love and inspiration. If by reason of inadequacies in previous development, this sense of intimacy cannot be achieved...his relation with people may become formal, stereotyped...lacking in spontaneity and warmth.

The parental sense designates somewhat the same capacity as that implied in the words, creativity and productivity. The individual has normally come to adulthood before his sense can develop fully (Kahayon, 2005).

Tyler in his article (The Millennial Youth, 2017) added that the parental sense is indicated most clearly by interests in producing and caring for children of one's own. It may also be exhibited in relation to other people's children or by a parental kind of responsibility towards the products of creative activity of sorts. The mere desire for or possession of children does not indicate that this component of the healthy personality as developed. In fact, many parents who bring their children to child guidance clinics are found not to have reached this stage of personality development.

The essential element is the desire to nourish and nurture what has been produced. It is the ability to regard one's children as a trust of the community, rather than as extension of one's own personality or merely as being the one happens to live with.

The sense of integrity is the final component of a healthy personality. In every culture the dominant ideals, honor, courage, faith, purity, grade, fairness, self-discipline, become at this stage the core of the healthy personality's integration. The person thus becomes able to accept his individual life cycle along with the people who become significant to him, instead of feeling "outside of things" (Daza, 1995).

Integrity in Erickson's term means a new and different love of one's parents, without the wish that they should have been different from all others, along with the acceptance of the fact that one's life style is one's own responsibility. Integrity is characterized by a sense of comradeship with men and women of different times and different pursuits, who have created orders and objects and sayings conveying human dignity and love. Although aware of the relativity of all the various

lifestyles that have given meaning to human striving, the person of integrity is ready to defend his values against those adverse forces that threaten him. Such an individual knows that in the long run human dignity stands or falls on the integrity of the person.

Being fully developed as a whole person enunciates one's social readiness.

On Social Readiness

Social readiness is an individual's state of intellectual and emotional stability where he possesses the skills and competencies to form himself into self-empowered leader, prepared enough to answer increasingly complex, changing and globally integrated society while relating himself with the world of others and without compromising his upheld values as a human person. It is a competence that projects man as a matured individual who makes good relationships with self and others and makes use of his values in these relationships and in planning his future (Kay, 1998).

As such social readiness is not just possessing the familiar abilities in communications as the most necessary competencies for a successful professional career (Gardner, 2001) but also the personal varieties of knowing one's inner world and social adeptness or what we call multiple intelligences. Psychologists like Daniel Goleman (1998) said that the individual's social readiness is competence based not on his involvement in a number social meetings with re-known personalities in society. Rather it is a kind of competence where one has the capacity for recognizing his own feelings and those of others, for motivating himself and for managing emotions well in himself and in his relationships with others. Social readiness is more of intellectual and emotional competence (Salovey and Mayer, 2001) where a person is able to monitor and regulate his own and other's feelings through his intellect, and to rely on values as guide for his thoughts and actions.

Goleman's (1998) adaptation to social readiness include five basic emotional and social competencies. The competencies are actually social skills that the researcher believes will help adolescents develop personal values, namely: self-awareness, self-regulation, motivation, and empathy.

Social Skills

Means handling of emotions effectively specifically in relationship with one's self and others. A person with social skills is well attuned and accurate in reading social situations and networks where one can interact on something or someone with ease. He uses his skills to persuade and lead, negotiate and settle disputes, for cooperation and teamwork. Social skills therefore allow the person to practice universal solidarity that's actually needed in this cutting-edge time.

On the other hand, it's not just the social values that the adolescents possess. There are also certain external factors such as the family, peers, schools, community, environmental factor, and the mass media. However, in this study the main focus is on school environment as the mold of the young minds. There are other partners.

First among all, is the family being the intimate community of love and life borne of human nature (La Torre, 2012). Just as marriage perfects the spouses and makes them better persons, the family pursues the common good and welfare of children born within it. It is then same love and security that the child brings out with him when he goes to a bigger society of community, to share and multiply, to grow and develop as he learns from others the universality of love and trust as intrinsic human virtues.

Peers – Normally, the child spends most of his time with the family, as he grows up he learns to mingle with other individuals in his age. His contact with peers cannot be taken for granted because it also bears a lot of influence in the formation of his character as an individual. It is during late childhood and early adolescence when the child begins to search for his own identity and experiments his own personal freedom that he becomes sensitive to peer influence and pressure (Esteban, 1990). At this period of the adolescent's life, he undergoes an emotional and social development where he feels a strong need for acceptance and especially from among his age-mates.

Peers are the adolescent's significant contemporaries for socialization. He usually spends most of his time outside the home with members of the group. They are the primary source of his positive self-concept that boosts his confidence and self-esteem during socialization. Hurlock (1982) revealed that peers have greater influence on adolescent's attitudes, speech, appearance, interests and even behaviors than their family.

Hurlock explains the influence of peer group in adolescents as such:

The peer group is the adolescents' real world providing him a stage upon which to try out himself and others. It is in the peer group that he continues to formulate and revise his concept of self: it is where he is evaluated by others who are presumably his equals and who are unable to impose upon him the adult sanctions from which he is typically struggling to free himself. The peer group offers the adolescent a world in which he may socialize in a climate where the values that count are set, not by adults, but by others of his own age.

It can be said then that it is in the society of his peers that the adolescent finds support for his efforts and emancipation. It is there that he can find a world that enable him to assume leadership if his worth as a person is to be asserted. It is vital for the adolescent that his peer group would accept him and upon whom he can depend on. In this way, he can be given broader chances for social participation that will eventually improve his social insights and thus help him make better adjustments. Grow and Grow (2008) augmented this by saying that the greater social participation of the adolescents, the greater their social competency to behave correctly in social situations. This being the case, adolescents gain self-confidence as shown in their expressions in social situations.

Yet it should also be noted that one of the important tasks an adolescent must master is the learning of what the group expects of him and to conform to these expectations without constant

guidance, supervision, prodding and threats of punishments as he was a child. At this stage of adolescents, he is already expected to replace specific moral concepts childhood with general moral principles and formulate them into a moral code as posted by Kohlberg, to guide his decisions and his behavior (Esteban, 2003).

Pope John Paul II in L' *Observatore Romano* (1970) commented that the youth of today are open to great ideas, hungry for authenticity and are ready to devote themselves to their fellows. The Holy Father added that these young people are willing to share what they are and have when afforded the opportunity to explore and symbolize themselves and relation to self, others and their environment. By tapping the adolescent's eagerness for representation in the larger society, groups can be used to affect good values in him. Parents and educators can possibly make peer grouping or mentoring the center of the educational system that could lead to a vigorous and spontaneous morality. This way, they will be given the importance that they actually need at their age.

School – as a dynamic social institution plays a very significant role in helping the adolescents go through the process of achieving their tasks into forming them in truths and habits. There are many reasons why adolescents fail to achieve the tasks expected of them. Lack of guidance in learning is stressed at. Believing that adolescents have already learned the major principles of right and wrong, parents and teachers frequently put little emphasis on teaching them, even neglect to see the relationship between principles that are essential to control their behavior.

Some teachers emphasize discipline as punishment for what is regarded as intentional behavior. Little emphasis is placed on explaining to the adolescent why certain things are right and others wrong. Less is even placed on rewarding the adolescent for doing the right thing (Hurlock, 1990).

One of the most important aspects of education is the development of life skills in the child through genuine character formation. This is important as the child starts to integrate himself into the world of adults in his later years. He will use these life skills to effectively relate himself with the environment. By these skills he starts to develop good moral behavior either towards his studies and his work.

The school, where the adolescent spends most of his time accepts its responsibility as agent of socialization. It should be caring enough to identify and to serve the needs and interests of the adolescents.

Many adolescents develop fear of the school, of sitting with strangers, of getting low grades, of examinations, or of reciting in the class. Aside from partiality of teachers, large class sizes, rigid rules and regulations, rigid or unsuitable curriculum and over emphasis on competition cause hostility, bitterness, rebellion, negativistic attitude within causing the adolescent to be deviant and eventually withdraw from school.

A student with an autocratic teacher may develop shyness and inefficiency because of the harsh treatment inside the class resulting to insecurity and negative self-concept and esteem. The opposite will most likely produce a more self-reliant and assertive individual. In every classroom

setting, motivation, encouragement, care and understanding, and respect are some ways of dealing with an adolescent. They manifest a positively caring atmosphere for the adolescent student where he is provided with opportunities to exercise his freedom to be responsible, and thereby developed in him the sense of dignity for having accomplished something by himself. Teachers, therefore, need to be adaptive and sensitive to the challenges faced by today's young generation.

An adolescent needs a school system that is sensitive and serves his needs in relation to himself and his peers towards the development of his character as a person. When the school is authoritarian, students become indifferent and irresponsible where as in a democratic situation, adolescents become responsible and merge as individuals who fulfill the need at their age. According to Kay (2008), democratic procedures lead to both autonomy and social cooperation. In this case, educators and school administrators must join hands together to create a school system that projects a culture of care and concern for the holistic and integrative formation of the child, sensibility and creativity to readily address the needs and interest of students, the sense of accountability that while students are in their care, they are the school's responsibility. Adolescence is the students' phase of life when he becomes more receptive and emulative. Whatever he sees and observes are usually imitated, especially from among his teachers who have a significant impact on his life. It is therefore the teacher's prerogative to act accordingly and consistently to what he preaches to the students. To form the child by instruction can be very effective to form the mind of the student but to walk the talk is far more effective and influential in the child's formation of habits. He learns more by example and from the many other non-verbal languages showed to him. These are what he usually remembers in his life.

Community is another factor that plays a key role in an adolescent's personality. It helps promote a good sense of citizenship, positive values and good character among students. On the other hand, it may cause a child to do deviant behavior which can be apathetic to children just a manufacturing district may be annoying because of its smell or its lack of recreational opportunities. Another unhealthy place is the squatters' area, with its filth, suspicion, quarrelling and gangs. These gangs may bring about class warfare that may influence the child's perception of things around him.

Environmental factors such as neighborhood contribute to the adolescents' character formation. It has much to do with the kind of person an adolescent can be. The manner by which people in the community live-their lifestyle, beliefs and traditions, somehow influence the way the adolescent thinks and acts. Everything he thinks, feel, say and do is to some extent affected by the community of which he is a part.

Mass media. The outset of diverse information technology around the global arena spreads numerous ideologies that affect the whole of Philippine society. Materialism seems to engulf the Filipino people that the "me-first" attitude of individualism, hedonism and consumerism become the prevailing passion among Filipinos. Everybody runs after every new trend of fashion whether in work businesses, schools and even the homes. Parents no longer have enough time for their children. Work and offices are run not by human beings but by machines. Children are more

exposed to multimedia facilities for faster learning outcomes but which lessen their contact time with teachers. Children become more dependent on multimedia technology that even leisure times are no longer spent with fellow human beings but with these machines. Media today depicts a lifestyle which largely glorifies sex, violence and crimes resulting in distorted values among the adolescents who are mostly their consumers. It then becomes the biggest of its enemies in moral education, especially among adolescents.

However, if the school, home and community establish a closer cooperation among them, media is a big contribution. They can organize activities together and socio-civic programs like the KABAYANI Club, 4-H Club and the SFYM. Media can give a person a gift of transport. It has the power to transmit messages and values. They can be utilized by the school, community, and home to transmit truth for media teach, inspire, incite and model. They can power one's imagination to lead an individual to seek the truth. In this sense, media nourishes a person's soul. If a person knows himself, his principles and convictions, it will be very easy for him to sympathize with others and discern on things he saw on TV or heard over the radio. It is in discernment that he develops critical thinking skills that form his moral reasoning. While in classroom instruction, media facilitate and enhance learning. They provide students easy access to information and researches and facilitate the work of a teacher especially in science and history classes. Media are also potent vehicles for character formation for they educate the mind in truth (Chiong, 2012). This is not impossible because as Jean Piaget (1969) disposed that adolescents, boy and girls, already reached the stage of formal operations in cognitive ability. This means that they are already capable of discerning and looking at their problems from several points of view while solving them.

On Values and Social Readiness

The Department of Education on its Memorandum No. 11 as quoted by Dalagan (2009) stated that it shall strive to contribute to the development of the new society through the implementation of a program of reform which aims to: re-examine and direct the curriculum to make it more supportive to the goals of the government, specifically, on social growth and economic development.

In the sense that this study focuses on values development in relation to social readiness, it is innate to review topics relative to the present investigation.

On Values and Social Readiness

Generosity

In a study conducted by Tita R. Dalagan (2009) she found out that the values of generosity, aesthetic sense, and open-mindedness have some direct influence on the level of social readiness among students. She explained further that being generous creates friendship, and thereby initiate cooperation among peers and people in the community.

An individual who is generous enough does not hesitate to share what he has to others. Such value develops friendliness as part of the social upbringing of an individual.

Aesthetic Sense

Aesthetic sense according to Manaois (2017) is the love for art and beauty. Different types and forms of beauty are being evaluated. As such, they take form of natural beauty or a creation of man's imagination. It is considered as one of the core values since beauty springs not only within the limits of what is seen by the naked eye, but also, it includes inner beauty which only the hearts and minds could see.

Aesthetic sense being one of the values which tends to allow individual to appreciate beauty has to some degree offered a way for social interaction. Being able to appreciate others for something good that they have done initiates outside forces to appreciate themselves and give worth for the beauty that is seen. Every individual has his own definition of art and beauty thus, aesthetic sense denotes what is beautiful not only in the outside of a person but also, deep within. Being self-centered and having to consider only one's own doings is in contrary to aesthetics.

As articulated by G.M. Manaois (2017), people have different views for beauty. What one sees is different from that of others.

Aesthetic sense as one of the core values need to be developed in an individual in the sense that he is not the only one living in this world. Others too exist. And if one knows what is beautiful, others also have their own definition of beauty. Being able to appreciate others for something good, and constructively criticize it, helps one to grow socially. Being appreciated is a sign of social approval, thus, an individual must have to place it in his mind that beauty is of different views- not just as he thinks it, in his own way.

In relation to the present investigation, the grade 9 Junior high school students of Dumalogdog National High School should learn how to appreciate real beauty since it does not only develop their own aesthetic sense. It could also help them as they find jobs and other relevant activities in the future. Aesthetic sense could be one of the most important values that a child should develop since it develops both skills knowledge as well as abilities.

Open-mindedness

Open-mindedness is a value of acceptance for new ideas and opinions which might come along in any course of action. According to Stoner (1997) a leader who is open-minded tends to motivate his subordinates to keep in track with what is new. Consideration for others is a fact that tells who a certain individual is. Being considerate and open-minded does not also mean that one has to accept everything that the other is telling or doing. It also includes the consideration of certain situation which calls for critical analysis, whether this has something to do for the good and welfare not just for an individual but also for others.

Being open-minded enables one to consider him as a significant figure in a certain group wherein not only one's opinions are to be heard. It also includes others' opinion and ideas.

Being open-minded are managerial skills which not only managers of neither big firms nor establishments need. Everybody needs to be open-minded. Even in school organizations, where

the students are trained to become leaders, being open to somebody's suggestions and ideas could be of great help. If one is not open-minded, he will be closed to other's opinions and ideas, which would lead to ineffectiveness of being a leader. Thus, at this stage of adolescence, they should consider that being open-minded is very important.

Initiative

Initiative is defined by Fraenkel R. Wankel (1997), as the ability to start things right and being accountable to circumstances which might come along.

An individual who is able to initiate things and cater others to follow him is a significant event of social acceptance. Being an initiator is a mark of a good leader. Being able to cause others to work and follow him as an indicator of leadership, which is part of the social growth and development of an individual.

A good leader is a good initiator. The youth of today are good at this, being the leaders of tomorrow. Hence, at this very point of time, developing initiative within the minds of the individual students is very important. It could greatly help them as they grow to become leaders of tomorrow. The school has to move towards the values development of the students through parents and community involvement. It is the task of the parents and community to respond to such call for values development and enhancement among students. The values identified are the core values to be realized. Social readiness among students will then follow. What they need is constant participation and involvement of their parents and the community so that students will be socially ready to face consequences in the future.

II. Methodology

This study utilized the descriptive survey method with the aid of questionnaire checklist in gathering the needed data. Correlational techniques were used in determining the significant relationship between variables.

Research Environment

The study was conducted at Dumalogdog National High School, Sindangan, Zamboanga Del Norte. Sindangan is one of the developing municipalities in the province of Zamboanga Del Norte, Region IX.

The constituents of the area are mainly Christians. However, a few cultural minorities reside on some spots in the place. The main source of income of the people are farming and fishing. The area is blessed with a fertile land and rich marine resources, thus, giving the people a reasonable means of staying in the place. Thus, many of the children of the constituents in this area also send their children to the school within the place.

Dumalogdog National High School is located 13 kilometers south of the Municipality of Sindangan. It is managed by one school administrator. Dumalogdog National High School has 22 teachers, and 765 student-enrollees.

Respondents and Subjects of the Study

The subjects of the study were the grade 9 Junior high school students.

The respondents were 21 teachers and 92 grade 9 Junior high school students enrolled at DNHS during the school year 2018-2019. The 93 grade 9 Junior high school student-respondents were taken out as sample size from a population universe of 119, using the Slovin's formula.

Research Instrument

The instrument used this study consisted of three parts.

The first part elicited on the respondents' profile with specific reference to the name (optional), age, and sex.

The second part dealt on the values manifested by Grade 9 Junior high school students along the specific values of generosity, aesthetic sense, open-mindedness and initiative. There were three items for generosity, five items for aesthetic sense, four items for open-mindedness and four items for initiative, a total of sixteen items. The items in each sub-indicator reflect the different values manifested by the grade 9 Junior high school students based on the sub-indicator mentioned and were considered as the most important aspect to be measured within an individual.

The third part was on the level of social readiness of the student-respondents displayed along friendliness, cooperation, leadership and responsibility. On the area of friendliness, there are four items included, cooperation has also four items, leadership has four items as well, and finally responsibility has also four items, for a total of sixteen items in all.

Validation of the Instrument

The questionnaire was prepared by the researcher based on the related readings on the literature and studies reviewed herein. After making the draft of the questionnaire, she pre-tested it to five values education teachers-who were also well exposed to these evaluation- and ten grade 9 Junior high school students who were not included in the study. The pre-test was done to elicit more information on the validity and reliability of the items in the questionnaire, so that appropriate data could be reliably taken out of it. By so doing, results could serve as springboard for any development to be made in terms of the values education program of the school.

Scoring Procedure

On the aspect of values development and social readiness, the data were quantified as to:

3 = well developed

2 = developed

1 = not developed

For the means of the above category, the following scores were used:

Mean Ranges = Verbal Description

2.34 – 3.00 = Well Developed (WD)

1.67 – 2.33 = Developed (D)

1.00 – 1.66 = Not Developed (ND)

Data Gathering Procedure

The researcher formally asked permission from the Public Schools District Supervisor to field out the questionnaire to the respondents of the study.

After permission was granted, the researcher produced enough copies of the questionnaires to suit to the number of respondents.

Those questionnaires given to teachers were distributed and in one week time, were retrieved. Those given to the students were fielded out during values education sessions.

After due time, the questionnaires were then accomplished, and the responses were collated, tallied and made ready for statistical treatment.

Statistical treatment

The following statistical tolls were used:

Frequency and Percentage – These tools were used to determine the profile of the respondents as well as the number of responses of the respondents per category.

Mean – This tool was used to determine the level of manifestation of the values as well as the level of social readiness of the respondents.

t-test – This tool was used in testing significant differences on the perceptions of the respondents.

The insignificant relationship was treated using the Pearson r Product Moment.

III. Results and Discussion

The following results and findings of this study revealed that:

- 1) The value of generosity, open-mindedness and initiative were developed among the Grade-9 JHS students while aesthetic sense wasn't developed yet;
- 2) Social readiness along friendliness, cooperation and leadership were found to have been developed among the Grade -9 JHS students while responsibility was found out to have not been developed;
- 3) There is a significant relationship between values development and social readiness among Grade-9 JHS students.

IV. Conclusion

Based on the findings of this study, the following conclusions are drawn:

Basically, the Grade-9 JHS students have just learned how to appreciate arts but they have not fully developed the value yet. They might have developed the like and love for art, with which they cannot show at present. However, as time goes by, it is believed that these students may learn to love and like as well as appreciate arts.

On the level of social readiness, the students are still taking time to develop the sense of responsibility among themselves. At this point in time when they still are dependent on their parents or guardians, they do not necessarily bind themselves to certain responsibilities which are quite ambiguous in relation to their age and grade level. They do have the basic and necessary potentials for leadership and responsibility, but they still need to work much on them and get developed so they may become better leaders in the future.

There is a significant relationship between values development and social readiness among Grade-9 JHS students. Their level of social readiness is greatly influenced by the values inculcated in them. The more values they manifest, the more socially-ready Grade-9 JHS students are.

V. Recommendations

In the light of the aforementioned reflections, the following are submitted as my recommendations and future possibilities:

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