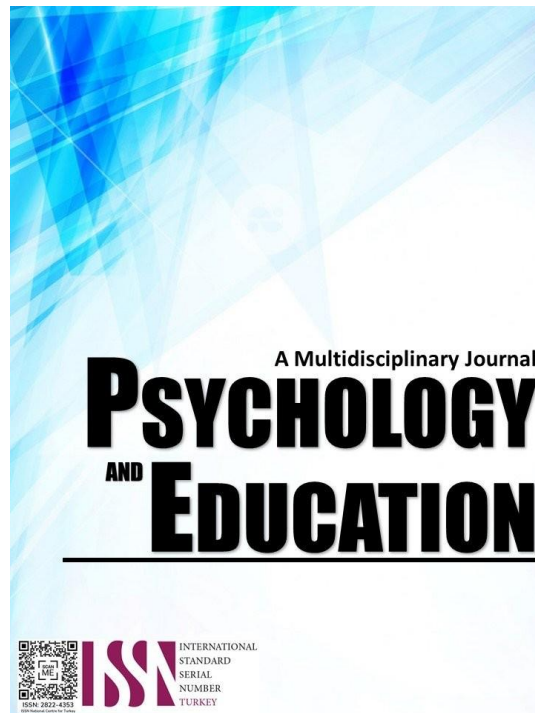


THE IMPACT OF EDUKASYON SA PAGPAPAKATAO TO LEARNERS IN SELECTED ELEMENTARY SCHOOL IN GENERAL LUNA, QUEZON



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The Impact of Edukasyon sa Pagpapakatao to Learners in Selected Elementary School in General Luna, Quezon

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Abstract

The purpose of this study was to examine the impacts of Edukasyon sa Pagpapakatao to Learners in Selected Elementary Schools in General Luna, Quezon. The respondents' profiles were examined, as well as the influence of Edukasyon sa Pagpapakatao. To reach the researcher's purpose, the researcher employed a questionnaire to establish the respondents' profiles and administered the questionnaire to assess the influence of Edukasyon sa Pagpapakatao on learners' behavior. This included 60 teachers from an elementary school in General Luna, Quezon. The descriptive design focuses on the primary source of data and information. According to the result of Kruskal Wallis, the null hypothesis was accepted, which suggests that there is no There is a significant difference in the impact of Edukasyon sa Pagpapakatao on social skill, academic performance, student productivity, and mental health when respondents are grouped by age, gender, grade whereas there is a significant difference when respondents are grouped by grade level handled and length of service in teaching. Based on the findings of the study, the following suggestions are made. Parents may advise, support, and develop their children into individuals with strong moral compasses. Teachers may academic learning to shape individuals who are not only knowledgeable but also ethical, compassionate, and socially responsible. Learners may continue to engage in the subject Edukasyon sa Pagpapakatao and also in the classroom, influencing communities, societies, and the world at large. Future researchers may do a similar study to elaborate more on the essence of Edukasyon sa Pagpapakatao.

Keywords: *academic performance, edukasyon sa pagpapakatao, mental health, social skill, student productivity*

Introduction

Edukasyon sa Pagpapakatao, defined as deliberate efforts to instill virtues, moral values, and social skills, is crucial in shaping young minds' attitudes and actions. The elementary years are a formative period for developing foundation behaviors that influence interactions with peers, teachers, and the larger community. Educators, policymakers, and parents must understand how it's initiatives manifest in the behavior of elementary learners.

The subject of Edukasyon sa Pagpapakatao (EsP) stands as a critical component of the Philippine educational system, aimed at the moral and character development of students. This research study seeks to investigate the impact of EsP on students' behavior, ethical perspectives, and overall personal growth. EsP is integral to the K-12 curriculum, with a focus on nurturing virtues and preparing students to face the ethical challenges of the modern world. The study will examine the effectiveness of EsP in instilling values such as integrity, compassion, and civic-mindedness, and its influence on students' actions and decisions.

The literature reveals that EsP can lead to positive behavioral changes in students, emphasizing the essential role of educators in guiding character formation Perez, (2019). This study aims to contribute to the discourse on values education by offering empirical evidence of the impact of Edukasyon sa Pagpapakatao, thereby influencing educational practices and policy development.

The Impact of Edukasyon sa Pagpapakatao (EsP) on learners' behavior is a topic of increasing importance as educators seek to understand how values education influences the holistic development of students. This research aims to explore and analyze the effects of EsP on learners' behavior, particularly focusing on how the values imparted through this subject manifest in their actions, decisions, and interactions within and beyond the school environment.

With this, the researcher investigated the impact of Edukasyon sa Pagpapakatao to learners in selected elementary school in General Luna, Quezon S.Y. 2023-2024.

Research Questions

This study will determine the impacts of Edukasyon sa Pagpapakatao to learners in selected elementary school in General Luna, Quezon, SY 2023-2024. Specifically, this study sought to answer the following questions:

1. What is the profile of respondents in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. grade level handled; and
 - 1.4. length of service in teaching?
2. What are the impacts of Edukasyon sa Pagpapakatao to learners in terms of:
 - 2.1 social skills;
 - 2.2 academic performance;

- 2.3 student productivity; and
 - 2.4 mental health?
3. Is there any significant difference on the perceived impacts of Edukasyon sa Pagpapakatao to learners when the respondents are grouped according to profile?

Methodology

Research Design

This study used descriptive survey method to collect data for the measure the impacts of Edukasyon sa Pagpapakatao to learners in selected elementary school in General Luna, Quezon. The researcher used survey questionnaire as an instrument. Based on the survey's result the researcher was able to determine the details of the study.

According to Shona Mc Combes the descriptive survey method aims accurately and systematically describe a population, situation or phenomenon.it can answer what, where, when and how questions, but not why questions.

Respondents

The researcher selected respondents through proportionate random sampling 60, there were elementary teachers who are teaching in General Luna, Quezon in the SY 2023-2024 and the Impacts Edukasyon sa Pagpapakatao in learners behavior in selected elementary teacher were the focus of the study.

Instrument

The researcher prepared a researcher-made questionnaire which were validated by two experts. Part I of the questionnaire included the profile of the respondent. Part II of the questionnaire consisted of the effects of character education to learners behavior using the likert scale of; (5) strongly agree (SA), 4-moderately agree (MA), 3- agree (A), 2- disagree (D), 1- strongly disagree (SD) as perceived by selected elementary teachers in General Luna, Quezon.

To test the internal consistency of the questionnaire using Cronbach's Alpha, a pilot testing was conducted at Macalelon Central Elementary School Macalelon, Quezon, with 12 respondents.

After the computation the result was 0.90 which is interpreted as excellent and acceptable. This means that there is an internal consistency in the prepared research instrument.

Procedure

Prior to the conduct of the study, the researcher will sent a letter to the school principal. Upon approval, the researcher administered the instrument to the target respondents.

In administering the questionnaire, the researcher will use the time allotted for vacant time to avoid distraction of class discussion. The teachers response will be given enough time to answer the questions. After data gathering, the researcher will collect them for tallying the scores and to apply the statistical treatment to be used in the study.

The descriptive research method using likert scale was used in order to rate the impact of Edukasyon sa Pagpapakatao to learners. Data were gathered through "proportionate random sampling" elementary teachers at General Luna, Quezon were selected to fill the questionnaire. Data were gathered through face-to-face survey.

Data Analysis

In this study, the researcher used statistical measures to treat the collected data. All the data will be carefully read and examined for analysis. They were tallied and entered into a master list of the data collection sheet. Percentage and Frequency were used to interpret the profile of the respondents. To test the significant difference of three or more means, the researcher will use the Kruskal-Wallis for non-parametric test.

Ethical Considerations

Results and Discussion

This section deals with the analysis, and interpretation of the data. All the data gathered were presented here in tabulated form with corresponding interpretation. The first part described the profile of the respondents in terms of age, sex, grade level handled, length of service in teaching. The second part is the impact of Edukasyon sa Pagpapakatao to learners in selected elementary school in General Luna, Quezon.

Table 1 displays the frequency and percentage distribution of respondents by age where 0% are 25-29 years an 30-34 years furthermore 10% are between 35-39 years old. Meanwhile, 90% are aged 40 years old and above.

Jonas Robert L. Miranda, M.A. (2016) "Edukasyon sa Pagpapakatao' and Education for the Love of the World," suggests that EsP

should introduce young individuals to the importance of political life and active citizenship from an early age. Another study Eleonor C. Sinocrux and Crisanto A. Daing, Ph.D. Their study included demographic profiles of respondents according to age and discussed various difficulties such as preparation, classroom instruction, and instructional material.

Table 1. *Frequency and Percentage Distribution of the Respondents According to Age*

Age	Frequency	Percentage(%)
25-29 years old	0	0
30-34 years old	0	0
35-39 years old	6	10
40 years old and above	54	90
Total	60	100

Table 2. *Frequency and Percentage Distribution of the Respondents According to Sex*

Sex	Frequency	Percentage(%)
Male	5	8
Female	55	92
Total	60	100

Table 2 presents the frequency and percentage distribution of respondents based on their sex, revealing that the majority of elementary teacher are female, accounting for 92%. Meanwhile, 8% are male, indicating that there are fewer male respondents compared to female respondents.

Abdu, Ujeyo, and Kulthum's 2017 study describes 'sex' as the inherent biological and genetic differences between males and females. This includes immutable physical attributes like body structure, hormonal profiles, genetic makeup, and reproductive systems.

Table 3. *Frequency and Percentage Distribution of the Respondents According to Grade Level Handled*

Grade Level Handled	Frequency	Percentage (%)
Grade 1-2	23	38
Grade 3-4	17	28
Grade 5-6	20	34
Total	60	100

Table 3 illustrates the frequency and percentage distribution of respondents based on their grade level handled, indicating that the majority belong to Grade 1-2, accounting for 38% with 23 respondent. Meanwhile, 34% belong to grade 5-6 with 20 respondents, the least is grade 3-4 with 17 respondents equivalent to 28%.

Miranda's (2016) study delves into the subject of EsP within the context of the Philippines' DepEd K-12 curriculum, detailing the specific competencies expected at different grade levels. It also provides statistics on the proportion of educators according to the grade levels they oversee. According to Table 3, the majority of educators teach Grades 1-2, comprising 38% with 23 educators. They are followed by those teaching Grades 5-6, who account for 34% with 20 educators, and the smallest group consists of Grades 3-4 teachers, who represent 28% with 17 educators.

Table 4. *Frequency and Percentage Distribution of the Respondents According to Length of service in teaching*

Length of Service in teaching	Frequency	Percentage (%)
less than 1 year	0	0
1-2 years	0	0
3-5 years	0	0
more than 5 years	60	100
Total	60	100

Table 4 illustrates the frequency and percentage distribution of respondents based on their length of service in teaching, indicating that the majority participants belong to more than 5 years with 60 respondents equivalent to 100%.

Perez, M. (2019). Edukasyon sa Pagpapakatao: as Tool in Nurturing Positive Behavior of Grade V -St. Mary Pupils in Calubcub 1 Elementary School. Ascendens Asia Journal of Multidisciplinary Research Abstract. Another study Easton and Rosenzweig (2012) highlighted the critical role that experience plays in enhancing team processes. They investigated how various types of experience affect both organizational and project triumphs.

Table 5 shows that the impact of Edukasyon sa Pagpapakatao in terms of Social Skill, the high gain of mean is indicator number 1, the learners express thoughts and ideas clearly and respectfully, with the average of 4.03 with the interpretation of Agree. The lowest

mean is indicator number 4 and 5, the learners respect diversity and appreciate differences in opinions, backgrounds, and cultures and the learners manage emotions appropriately in various situations. with the average of 3.86 with the verbal interpretation of Agree.

Table 5. Impact of Edukasyon sa Pagpapakatao to learners in terms of Social Skill

Indicator	Mean	Verbal Interpretation
1. The learners express thoughts and ideas clearly and respectfully	4.03	Agree
2. The learners work well in group settings and value teamwork.	3.96	Agree
3. The learners approach challenges with optimism and a growth mindset.	3.93	Agree
4. The learners respect diversity and appreciate differences in opinions, backgrounds, and cultures.	3.86	Agree
5. The learners manage emotions appropriately in various situations.	3.86	Agree
Grand Mean	3.93	Agree

Legend: Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00).

Perez, M. (2019) posits that Edukasyon sa Pagpapakatao (EsP) has the potential to transform students' conduct, indicating that thorough instruction in EsP could beneficially influence their interpersonal behaviors. Complementary research by Zach, YazdiUgav, & Zeev (2016), along with Collins, Gresham, & Dart (2016), suggests that social competencies serve as a foundation for academic achievement in students, which can be developed through initiatives such as EsP. Table 1.4 presents the extent of students' engagement before and after utilizing the multimedia resources in teaching college Mathematics courses in terms of peer collaboration.

Table 6. Impact of Edukasyon sa Pagpapakatao to learners in terms of Academic Performance

Indicator	Mean	Verbal Interpretation
1. The learners demonstrate a strong commitment to completing assignments and tasks.	3.83	Agree
2. The learners demonstrate the ability to stay focused on learning opportunities.	3.85	Agree
3. The learners demonstrate a positive attitude toward the educational environment.	3.88	Agree
4. The learners demonstrate a love for learning and a willingness to explore new concepts.	3.86	Agree
5. The learners demonstrate the ability to think independently and creatively.	3.85	Agree
Grand Mean	3.88	Agree

Legend: Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00).

Table 6 shows that the impact of Edukasyon sa Pagpapakatao to learners in terms of academic performance, the high gain of mean is indicator number 3, the learners demonstrate a positive attitude toward the educational environment with the average of 3.88 with the verbal interpretation of Agree. The lowest mean is indicator number 1, the learners demonstrate a strong commitment to completing assignments and tasks with the average of 3.83 Agree.

Perez, M. (2019). Edukasyon sa Pagpapakatao: as Tool in Nurturing Positive Behavior of Grade V -St. Mary Pupils in Calubcub 1 Elementary School. Ascendens Asia Journal of Multidisciplinary Research Abstracts. Table 1.5 presents the summary of the extent of students' engagement before and after utilizing the multimedia resources in teaching college Mathematics courses.

Table 7. Impact of Edukasyon sa Pagpapakatao to learners in terms of Student Productivity

Indicator	Mean	Verbal Interpretation
1. The learners set realistic and achievable academic and personal goals.	3.78	Agree
2. The learners demonstrate the ability to allocate time effectively.	3.71	Agree
3. The learners adapt approaches to improve workflow and reduce unnecessary delays.	3.85	Agree
4. The learners work effectively in a group setting, contributing to team goals	3.75	Agree
5. The learners implement strategies for continuous improvement in productivity.	3.75	Agree
Grand Mean	3.77	Agree

Legend: Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00).

Table 7 shows that the impact Edukasyon sa Pagpapakatao in terms of student productivity, the high gain of mean is indicator number 3, the learners adapt approaches to improve work flow and reduce unnecessary delays. with the average of 3.85 Agree. The lowest mean is indicator number 2, the learners demonstrate the ability to allocate time effectively, with the average mean of 3.71 Agree.

Angelie N. Untalan (2019) This master's thesis explores the relevance and impact of EsP on students at Wenceslao Trinidad Memorial National High School. It provides insights into how EsP affects student productivity.

Table 8. *Impact of Edukasyon sa Pagpapakatao in learners in terms of Mental Health*

	Indicator	Mean	Verbal Interpretation
1.	The learners demonstrate an understanding of one's emotions, strengths, and areas for growth.	4.01	Agree
2.	The learners show understanding and empathy towards the emotions of others.	3.88	Agree
3.	The learners develop a sense of belonging and connection within the school community	3.95	Agree
4.	The learners demonstrate a healthy self-esteem and positive self-image.	3.83	Agree
5.	The learners understand that conflicts are a natural part of relationships and can be resolved positively.	3.91	Agree
	Grand Mean	3.92	Agree

Legend; Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00).

Table 8 shows that the impact of Edukasyon sa Pagpapakatao in terms of academic performance, the high gain of mean is indicator number 3, the learners demonstrate a positive attitude toward the educational environment with the average of 3.88 with the verbal interpretation of Agree. The lowest mean is indicator number 1, the learners demonstrate a strong commitment to completing assignments and tasks with the average of 3.83 Agree.

In the 2023 study by Hollon, M.C., "Lived Experiences of Edukasyon sa Pagpapakatao Teachers in Blended Learning," featured in UIJRT2, the author investigates the pros and cons of teaching EsP in a blended learning context. The study highlights how this teaching approach can influence the mental health of both the teachers and their students.

Table 9. *Significant difference on the perceived impact of Edukasyon sa Pagpapakatao to learners when grouped according to respondents' age*

Groups	N	Median	df	P - value	Significant Level	Decision
25-29 years old	0	0				
30-34 years old	0	0	1	0.004	0.05	Reject Null
35-39 years old	6	4.85				
40 years old and above	54	4				

Table 9 displays that the calculated P-value is 0.004 At a significance level of 0.05 and 1 degrees of freedom. As the calculated H-value is higher than the critical value, Therefore, the null hypothesis is rejected, when a P- value of 0.004 indicating that there is a significant difference between the responses of elementary teacher when grouped according to respondent's age.

Table 10. *Significant difference on the perceived impacts of Edukasyon sa Pagpapakatao to learners when grouped according to respondents' sex*

Groups	N	Median	df	P - value	Significant Level	Decision
Male	5	4				
Female	55	4.25	1	0.0000004	0.05	Reject Null

According to Table 10, displays that the calculated P-value is 0.0000004 At a significance level of 0.05 and 1 degrees of freedom. As the calculated H-value is higher than the critical value, Therefore, the null hypothesis is rejected, when a P- value of 0.0000004 indicating that there is a significant difference between the responses of elementary teacher when grouped according to respondent's sex.

Table 11. *Significant difference on the perceived impact of Edukasyon sa Pagpapakatao to learners when grouped according to respondents' grade level handled*

Groups	N	Median	df	P - value	Significant Level	Decision
Grade 1-2	23	4.00				
Grade 3-4	17	3.8	2	0.002	0.05	Reject Null
Grade 5-6	20	4.15				

Table 11 presents the outcome of the significant difference in the perceived impacts of Edukasyon sa Pagpapakatao when the respondents are classified based on their grade level handled. The computed P-value is 0.002, At a significance level of 0.05 and 2 degrees of freedom. As the calculated H-value is higher than the critical value, Therefore, the null hypothesis is rejected, when a P- value of 0.002 indicating that there is a significant difference between the responses of elementary teacher when grouped according to respondent's grade level handle.

Table 12 displays that the calculated P-value is 0.0003 At a significance level of 0.05 and 3 degrees of freedom. As the calculated H-value is higher than the critical value, Therefore, the null hypothesis is rejected, when a P- value of 0.003 indicating that there is a significant difference between the responses of elementary teacher when grouped according to respondent's length of service in teaching.

Table 12. *Significant difference on the perceived impact of Edukasyon sa Pagpapakatao to learners when grouped according to respondents' length of service in teaching*

Groups	N	Median	df	P - value	Significant Level	Decision
less than 1 year	0	0	3	0.0003	0.05	Reject Null
1-2 years	0	0				
3-5 years	0	0				
more than 5 years	60	4.00				

Conclusions

Based on the findings, the following conclusions are derived:

Most of the respondents are female

The researcher concluded that the respondents point of view about Edukasyon sa Pagpapakatao by sorting them into their grade level handled and length of service in teaching.

The respondents developed Edukasyon sa Pagpapakatao and they are more motivated to engage themselves in learners behavior with social skill as shown in the average mean of 3.98 under social skills.

The respondents profile in terms of sex and age does not affect on how they interpret the impacts Edukasyon sa Pagpapakatao to learners behavior and development of the student in terms of social skill, academic performance, student productivity, and mental health

To the School Administrators, they may ensure that EsP is scheduled effectively and that all content and performance standards are covered.

To the Parents, they may engage actively with the school's EsP initiatives and support the character development efforts at home and collaborate with teachers to reinforce the values and skills taught in EsP.

To the Teachers, they may play a pivotal role in developing students' character and social skills through EsP and adhere to policy guidelines and assessment standards for EsP to ensure effective teaching and learning outcomes.

To the learners, they may reflect on the importance of self-discipline, sensitivity to others, and your role in the community and participate earnestly in EsP activities and apply the learned values and skills in everyday living.

To the Future Researchers, they may explore the long-term effects of EsP on students' behavior and academic performance and investigate the role of EsP in fostering interdependence and respect for diversity among learners.

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