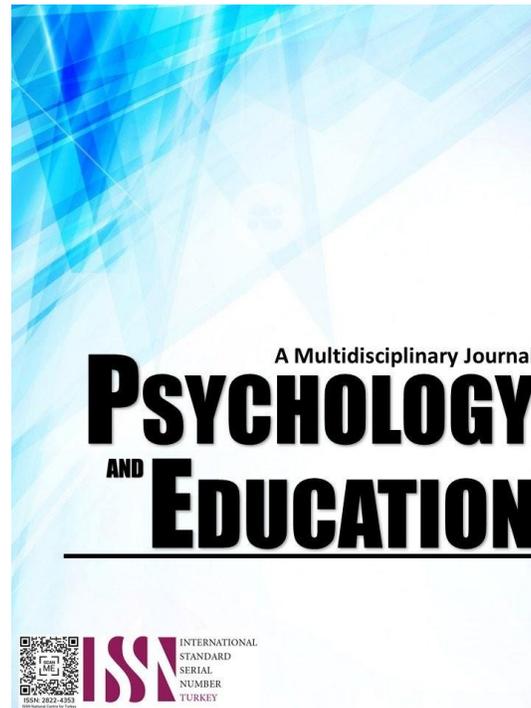


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Integrating the Core Filipino Values in Araling Panlipunan 4: Towards a Responsive Lesson Exemplar

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Abstract

Education plays a crucial role in nurturing values that prepare learners to become active, responsible, and globally aware citizens. In the Philippines, the Department of Education emphasizes the integration of the four core Filipino values: Maka-Diyos (God-centeredness), Makatao (humaneness), Makabansa (nationalism), and Makakalikasan (environmental consciousness) as fundamental components of the K to 12 curriculum. This study investigates the extent to which the thirty-nine (39) Grade 4 Araling Panlipunan curriculum aligns with global education principles through the integration of these core values. Employing a descriptive quantitative design, the study used a self-developed, expert-validated questionnaire, which was tested for reliability. Thirty Grade 4 students from Cluster 1, City Schools Division of Dasmariñas, were selected through purposive sampling to ensure familiarity with the implementation of the curriculum. Data were gathered using a five-point Likert-scale instrument administered in a physical format to ensure accessibility and accuracy. Statistical analysis using one-sample t-tests revealed that the curriculum significantly promotes the values of Maka-Diyos and Makakalikasan. At the same time, the Makatao and Makabansa dimensions also demonstrated strong but slightly variable integration, particularly in activities involving marginalized groups and community-based projects. With p-values below 0.05 for most indicators, the findings confirm the curriculum's effective alignment with the four Filipino core values. Overall, the results indicate that Araling Panlipunan 4 meaningfully reflects both the principles of global education and the Philippine core values framework, fostering ethically responsible, nationally rooted, and environmentally conscious learners. However, minor gaps highlight the need for targeted curriculum enhancement, teacher capacity building, and contextualized learning resources to ensure more consistent and transformative implementation of values education.

Keywords: *araling panlipunan 4, filipino core values, curriculum integration, global citizenship, national identity*

Introduction

The integration of core values into the Philippine basic education curriculum is a cornerstone of the curriculum. It reflects the nation's long-standing vision of producing learners who are both academically competent and morally grounded. Within this framework, Araling Panlipunan plays a crucial role by fostering civic competence, national consciousness, and a deep understanding of social and cultural identity among learners. Central to this goal are the four core values identified by the Department of Education: Maka-Diyos (God-centeredness), Makatao (humaneness), Makabansa (nationalism), and Makakalikasan (environmental consciousness). These values are intended not only to build character but also to shape responsible, compassionate, and environmentally aware citizens who can contribute meaningfully to a democratic and sustainable society.

In recent years, global education trends have emphasized the integration of moral and civic values as essential to developing 21st-century learners. UNESCO's Global Citizenship Education (GCED) framework highlights the importance of equipping learners with the knowledge, values, and skills to address global challenges, grounded in respect for human rights, cultural diversity, and environmental sustainability. In the Philippine context, these principles align with the K to 12 curriculum's goal of producing functionally literate and values-driven individuals. However, despite these comprehensive policy directions, concerns persist regarding the consistency and depth of values integration in actual classroom practices. Studies such as those by Gonzales (2023) and DepEd (2017) have underscored the gap between curriculum intent and classroom implementation, noting that while teachers recognize the importance of these values, their integration often remains superficial or inconsistently applied across grade levels and learning areas.

This research addresses this gap by evaluating the extent to which the Grade 4 Araling Panlipunan curriculum reflects and promotes the four core Filipino values. By examining how these values are integrated into lessons, activities, and classroom experiences, the study aims to provide evidence-based insights into the effectiveness of current curricular implementation. Furthermore, the findings are expected to guide curriculum planners and educators in refining lesson content and pedagogical strategies to ensure that value formation remains a lived experience rather than an abstract goal. Ultimately, this study contributes to the broader national objective of nurturing learners with ethically responsible, civically engaged, and globally conscious qualities that are vital to shaping the nation's future leaders and citizens.

Research Questions

This research aimed to answer the following questions:

1. To what extent is the Araling Panlipunan curriculum effectively implemented in Grade 4 in terms of:
 - 1.1. maka-diyos;
 - 1.2. maka-tao;

- 1.3. maka-bansa; and
- 1.4. maka-kalikasan?
2. Is there a significant difference between the observed mean implementation level of the Araling Panlipunan Grade 4 curriculum and the expected mean level of effectiveness?
3. Based on the findings, what responsive lesson exemplar for Araling Panlipunan 4 may be proposed?

Literature Review

Integration of Core Filipino Values in Education

The integration of Filipino core values is central to the country's educational and moral framework. The national motto, "Maka-Diyos, Maka-Tao, Makakalikasan, at Makabansa," reflects the moral pillars that guide the behavior and worldview of Filipinos. The Department of Education (DepEd, 2017) institutionalized these four values—Maka-Diyos (God-centeredness), Makatao (humaneness), Makabansa (nationalism), and Makakalikasan (environmental consciousness)—within the K to 12 curriculum to foster character development, civic responsibility, and sustainable citizenship. Through the Araling Panlipunan subject, these values are taught not only as moral ideals but as practical foundations for ethical and participatory citizenship.

Maka-Diyos: Faith and Moral Formation

Maka-Diyos underscores the Filipino people's deep spirituality and moral integrity. The country's predominant religiosity profoundly influences ethical decision-making, social interaction, and civic participation. Buenaventura (2020) and Maglaya (2018) found that faith and spirituality significantly shape honesty, compassion, and social responsibility among Filipino learners. Religious institutions also play a vital role in moral education, with faith-based schools integrating lessons on gratitude, self-discipline, and ethical reasoning into daily instruction (Santos & Ramilo, 2019). Moreover, faith-guided community outreach and volunteer activities have been shown to cultivate empathy and altruism among young learners (Reyes, 2021). These findings suggest that spiritual formation within the curriculum reinforces global citizenship competencies by promoting compassion, service, and moral accountability.

Makatao: Humanity and Social Responsibility

The value of Makatao highlights respect for human dignity, empathy, and social justice. Filipino cultural concepts such as pakikisama (smooth interpersonal relationships), malasakit (compassion), and bayanihan (cooperation) foster social harmony and strengthen community bonds (Pe-Pua & Protacio-Marcelino, 2019). In education, Araling Panlipunan lessons incorporate human rights, fairness, and equity to help learners understand their roles in promoting justice and inclusion (DepEd, 2017). Studies by Gonzales (2023) show that students exposed to multicultural education and social responsibility projects develop a stronger awareness of social inequalities and a more proactive attitude toward community involvement. Similarly, Merryfield (2002) emphasized that experiential learning, such as role-playing and outreach programs, enhances students' empathy toward marginalized groups. These approaches demonstrate that Makatao values can be effectively cultivated through active, learner-centered experiences that integrate moral reasoning and civic engagement.

Makakalikasan: Environmental Awareness and Stewardship

The value of Makakalikasan focuses on environmental stewardship and sustainable living, reflecting the Philippines' vulnerability to natural disasters and ecological challenges. The integration of environmental education within Araling Panlipunan enables learners to connect local environmental issues with global sustainability goals (Cheng et al., 2020). Practical activities such as tree planting, waste segregation, and disaster-preparedness drills reinforce ecological responsibility and sustainability (Alipio, 2021). Selwyn (2021) emphasized that embedding environmental literacy at an early age leads to lasting ecological behaviors, while Ocampo and De Guzman (2020) highlighted the need for localized materials and teacher capacity-building to ensure consistent environmental instruction. These findings affirm that environmental education not only promotes Makakalikasan but also aligns with the broader objectives of Global Citizenship Education (GCED) by fostering care for the planet and collective well-being.

Makabansa: National Identity and Civic Engagement

Makabansa instills patriotism and civic consciousness by developing a strong sense of national identity and social responsibility. Araling Panlipunan serves as a key platform for promoting appreciation of Philippine history, governance, and culture (DepEd, 2017). Studies indicate that lessons on national heroes, historical narratives, and cultural symbols strengthen students' pride and civic participation (Merciales, 2020; Bautista et al., 2021). Moreover, community service and barangay-based projects promote civic engagement and leadership among learners (Ocampo & De Guzman, 2020). However, research also identifies persistent gaps in translating nationalism into active citizenship. Bruselas-Mien et al. (2020) noted that while schools effectively teach patriotism and historical awareness, there is limited emphasis on democratic participation and leadership skills. De Leon (2020) further cautioned that the spread of misinformation in digital spaces may distort the formation of national identity among youth, underscoring the need to integrate critical and media literacy into the curriculum.

Synthesis of Literature

The reviewed studies affirm that the four core Filipino values—Maka-Diyos, Makatao, Makakalikasan, and Makabansa—are foundational to the moral, civic, and social development of Filipino learners. Collectively, they promote faith, empathy, environmental responsibility, and patriotism, aligning with both the DepEd's values framework and UNESCO's GCED principles. However, existing literature also reveals challenges, including inconsistent implementation of value integration, insufficient teacher training, and limited localized instructional materials. Addressing these gaps requires a more systematic approach to curriculum design and delivery. The current study addresses this need by evaluating the extent to which these values are reflected in the Grade 4 Araling Panlipunan curriculum and proposing a responsive lesson exemplar to strengthen value-based instruction in Philippine basic education.

Methodology

Research Design

This study utilized a descriptive quantitative research design to determine the extent to which the Araling Panlipunan Grade 4 curriculum integrates the four core Filipino values: Maka-Diyos, Makatao, Makabansa, and Makakalikasan. According to Creswell and Creswell (2023), descriptive research aims to systematically describe a phenomenon by collecting quantifiable information from a defined population, allowing researchers to interpret trends and relationships without influencing variables. Similarly, Fraenkel, Wallen, and Hyun (2019) emphasize that this design is most appropriate when the goal is to describe characteristics, behaviors, or conditions as they naturally occur.

The descriptive quantitative design was selected because it enables measurement of the extent to which these values are reflected in the existing curriculum and classroom practices. This approach provides an objective representation of learners' perceptions and supports data-driven recommendations for curriculum enhancement.

Respondents

The study was conducted in the City Schools Division of Dasmariñas, Cluster 1, located in Cavite, Philippines. This cluster comprises several public elementary schools implementing the K to 12 Basic Education Curriculum under the supervision of the Department of Education. The locale was selected because it represents a diverse student population and provides a suitable setting for evaluating the integration of core Filipino values within the Araling Panlipunan curriculum.

The respondents of the study were thirty-nine (39) Grade 4 students currently enrolled in Araling Panlipunan classes within Cluster 1 schools. They were selected because they had direct exposure to the curriculum's lessons and activities that reflect the core Filipino values of Maka-Diyos, Makatao, Makabansa, and Makakalikasan. The respondents varied in gender, socioeconomic background, and academic performance, allowing for a balanced and inclusive perspective on the integration of the curriculum's values.

A purposive sampling technique was employed to ensure that participants possessed the necessary background and familiarity with the curriculum being evaluated. According to Etikan, Musa, and Alkassim (2016), purposive sampling enables researchers to intentionally select individuals most capable of providing relevant and accurate data for a specific research purpose. The inclusion criteria were Grade 4 learners currently enrolled in Araling Panlipunan classes who had completed at least one grading period under the same curriculum. Learners with prolonged absences or limited exposure to classroom instruction were excluded to maintain the reliability of responses.

Instrument

The primary data-gathering tool used in this study was a self-developed questionnaire designed to measure the extent to which the Araling Panlipunan Grade 4 curriculum integrates the four core Filipino values: Maka-Diyos, Makatao, Makabansa, and Makakalikasan. The instrument was carefully constructed to align with the study's objectives and to capture students' perceptions of value integration within classroom instruction and learning activities.

Procedure

The data collection process was systematically conducted in five sequential phases to ensure ethical compliance and the accuracy and reliability of the results. The steps followed Creswell and Creswell's (2023) recommendations for quantitative research procedures, emphasizing transparency and replicability.

Phase 1: Securing Authorization and Ethical Approval

Formal authorization was obtained from the Schools Division Office of Dasmariñas and the respective school principals within Cluster. The researcher submitted official communication outlining the study's objectives, methodology, and ethical safeguards. Approval was granted before any data collection commenced.

Phase 2: Obtaining Consent and Conducting Orientation

Before administering the instruments, the researcher conducted an orientation session with the participating Grade 4 students. The



participants were informed of the study's purpose, voluntary nature, and confidentiality measures in compliance with the Data Privacy Act of 2012 (Republic Act No. 10173). Verbal and written consent were secured through coordination with school authorities and guardians.

Phase 3: Administration of the Research Instrument

The validated questionnaires were distributed in printed format to ensure accessibility for all participants. The researcher and designated teachers facilitated the process while maintaining neutrality to avoid influencing responses. Sufficient time was provided for students to complete the questionnaire in a calm, supervised environment.

Phase 4: Retrieval and Data Management

Completed questionnaires were collected immediately after administration to prevent data loss. The researcher reviewed all responses for completeness and legibility, excluding incomplete forms from analysis. All physical copies were securely stored in a locked cabinet, while digital data was encoded and stored in a password-protected database accessible only to the researcher and authorized personnel.

Phase 5: Data Coding and Preliminary Review

The collected responses were coded and tabulated for statistical analysis. Each participant was assigned a numerical code to maintain anonymity. The researcher conducted a preliminary review to assess consistency, data entry errors, and overall accuracy prior to statistical analysis.

Data Analysis

The data was analyzed using a one-sample t-test, which compared the sample mean to a test value to determine whether the mean difference was statistically significant. This method assessed whether the curriculum's alignment with core values differed significantly from a hypothesized baseline.

Results

This section presents the study's findings on the extent to which the Araling Panlipunan 4 curriculum aligns with the core Filipino values of Maka-Diyos, Maka-Tao, Maka-Bansa, and Maka-Kalikasan as foundational elements of the Philippine educational framework.

Using a one-sample t-test, the study tested four null hypotheses, each addressing whether the curriculum's alignment with one of these core values is not significant.

Maka-Diyos

Table 1. *One-sample t-test on the extent of the Araling Panlipunan Curriculum as used in Araling Panlipunan grade 4 in terms of Maka-Diyos*

No.	Indicators	Mean	Std. Deviation	t	Sig. (2-tailed test)	Significance
1	Lessons promote honesty, integrity, and respect for others in daily life.	4.82 (To a very high extent)	.389 (Homogeneous)	21.212	.000	Significant
2	Activities highlight respect for different faiths and spiritual beliefs.	4.59 (To a very high extent)	.850 (Homogeneous)	8.009	.000	Significant
3	Students practice self-reflection and express thankfulness for blessings and opportunities.	4.46 (To a high extent)	.718 (Homogeneous)	9.255	.000	Significant
4	Modules include discussions on how spirituality contributes to nation-building and community harmony.	4.41 (To a high extent)	.910 (Homogeneous)	6.250	.000	Significant
5	Activities include helping the less fortunate as an expression of love for God and humanity.	4.69 (To a very high extent)	.766 (Homogeneous)	9.718	.000	Significant

N = 39 *df* = 38 α = 0.05 *test value* = 3.5

*H*₀₁. The extent of Araling Panlipunan Curriculum as used in Araling Panlipunan grade 4 in terms of Maka-Diyos is not significant.

The mean scores for the Maka-Diyos dimension ranged from 4.41 to 4.82, all of which were significantly higher than the test value. The p-values were consistently less than 0.05, indicating strong integration of spiritual and moral lessons such as honesty, respect, self-reflection, and compassionate service. Thus, *H*₀₁: The extent of Araling Panlipunan Curriculum being integrated in terms of Maka-Diyos is not significant was rejected, affirming that the curriculum robustly incorporates Maka-Diyos values (UNESCO, 2015; Reimers, 2021).



Maka-Tao

Table 2. One-sample t-test on the extent to which the Araling Panlipunan Curriculum is congruent with Global Education in terms of Makatao

No.	Indicators	Mean	Std. Deviation	t	Sig. (2-tailed test)	Significance
1	Lessons include role-playing and case studies to help students understand the struggles of marginalized groups.	3.03 (To a moderate extent)	1.347 (Heterogeneous)	-2.199	.034	Significant
2	Activities involve discussions on human rights, fairness, and equity in Philippine society.	4.38 (To a high extent)	.963 (Homogeneous)	5.737	.000	Significant
3	Students engage in teamwork and cooperative projects to solve community or national issues.	4.69 (To a very high extent)	.569 (Homogeneous)	13.084	.000	Significant
4	The curriculum incorporates lessons on multiculturalism and the importance of accepting diverse cultures and beliefs.	4.18 (To a high extent)	1.121 (Heterogeneous)	3.786	.001	Significant
5	Students participate in outreach programs or awareness campaigns that benefit underprivileged communities.	4.18 (To a high extent)	1.121 (Heterogeneous)	3.786	.001	Significant
Overall Mean		4.092 (To a very high extent)	1.024 (Homogeneous)			

N= 39 df= 38 α = 0.05 test value = 3.5
Ho2. Araling Panlipunan Curriculum as used in Araling Panlipunan grade 4 in terms of Makatao, is not significant

The overall mean for Maka-Tao was 4.092, with most indicators showing statistical significance ($p < 0.05$). This confirms the curriculum's strong promotion of human-centered values, including human rights, fairness, teamwork, and community outreach. Despite lower scores for role-playing activities among marginalized groups (mean = 3.03), the overall data support rejecting Ho2: The extent of Araling Panlipunan Curriculum integration in terms of Maka-Tao is not significant, demonstrating a high degree of alignment (Merryfield, 2002; Gonzales, 2023).

Maka-Bansa

Table 3. One-sample t-test on the extent of the Araling Panlipunan Curriculum as used in Araling Panlipunan grade 4 in terms of Makabansa

No.	Indicators	Mean	Std. Deviation	t	Sig. (2-tailed test)	Significance
1	Lessons highlight Filipino history, culture, and traditions that foster national pride.	4.23 (To a high extent)	1.087 (Heterogeneous)	4.197	.000	Significant
2	Activities involve students in community-based projects like local clean-up drives or barangay outreach programs.	3.85 (To a high extent)	1.136 (Heterogeneous)	1.902	.065	Not Significant
3	The curriculum includes proper use and respect for the Philippine flag, anthem, and other national emblems.	4.72 (To a very high extent)	.560 (Homogeneous)	13.593	.000	Significant
4	Modules teach preparedness for natural disasters and emphasize the importance of unity during crises.	4.26 (To a high extent)	1.251 (Heterogeneous)	3.777	.001	Significant
5	Lessons cover significant Filipino figures and their impact on the nation's development.	4.41 (To a high extent)	.925 (Homogeneous)	5.887	.000	Significant
Overall Mean		4.29 (To a high extent)	.991 (Homogeneous)			

N= 39 df= 38 α = 0.05 test value = 3.5
Ho3. The extent. Araling Panlipunan Curriculum as used in Araling Panlipunan grade 4 in terms of Makabansa, is not significant.

The curriculum showed a strong emphasis on national pride and civic responsibility, with an overall mean of 4.29 and significant p-values for 4 of 5 indicators (< 0.05). Community-based projects had borderline significance ($p = 0.065$), indicating an area for improvement. Nonetheless, the data support rejecting Ho3: The extent of integration of the Araling Panlipunan Curriculum in terms of Maka-Bansa is not significant, confirming that the curriculum fulfills its role in nurturing Makabansa values (DepEd, 2017; Ocampo & de Guzman, 2020).



Maka-Kalikasan

Table 4. One-sample t-test on the Araling Panlipunan Curriculum as used in Araling Panlipunan grade 4 in terms of Makakalikasan

No.	Indicators	Mean	Std. Deviation	t	Sig. (2-tailed test)	Significance
1	Topics include conservation of natural resources and sustainable practices such as recycling.	4.62 (To a very high extent)	.963 (Homogeneous)	7.234	.000	Significant
2	Includes lessons on global warming, its effects on the Philippines, and mitigation strategies.	4.15 (To a high extent)	.875 (Homogeneous)	4.668	.000	Significant
3	Encourages tree planting, coastal cleanups, and urban gardening as part of experiential learning.	4.51 (To a very high extent)	.644 (Homogeneous)	9.827	.000	Significant
4	Incorporates lessons on reducing waste, energy conservation, and sustainable living.	4.18 (To a high extent)	1.211 (Heterogeneous)	3.504	.001	Significant
5	Lessons explain how geography influences natural disasters, biodiversity, and resource allocation.	4.41 (To a high extent)	.880 (Homogeneous)	6.459	.000	Significant
Overall Mean		4.37 (To a high extent)	.915 (Homogeneous)			

N = 39 *df* = 38 α = 0.05 *test value* = 3.5

*H*₀₄ . Araling Panlipunan Curriculum, as used in Araling Panlipunan grade 4, in terms of Makakalikasan, is not significant.

Mean scores for Maka-Kalikasan ranged from 4.15 to 4.62, with statistically significant p-values (< 0.05) across all indicators. This indicates consistent integration of environmental stewardship and sustainability concepts into the curriculum, leading to the rejection of H₀₄: The extent of Araling Panlipunan Curriculum integration in terms of Maka-Kalikasan is not significant (Cheng et al., 2020; Selwyn, 2021).

The findings confirm that the Araling Panlipunan 4 curriculum is significantly aligned with the four core Filipino values. This alignment is statistically significant and suggests that the curriculum plays a critical role in fostering spiritually grounded, human-centered, nationally conscious, and environmentally responsible learners.

Discussion

This study sought to assess the extent to which the Araling Panlipunan 4 curriculum aligns with the core Filipino values of Maka-Diyos, Maka-Tao, Maka-Bansa, and Maka-Kalikasan. The main findings reveal that the curriculum is significantly aligned with all four core values, as demonstrated by the rejection of all null hypotheses. Using a one-sample t-test with a test value of 3.5 and α = 0.05, the computed p-values were all less than 0.05, indicating statistically significant differences between the observed mean implementation levels and the expected mean level of effectiveness. This confirms that the Araling Panlipunan Grade 4 curriculum integrates the four core values to a higher-than-expected extent, thus answering the inferential question: There is a significant difference between the observed mean implementation level of the Araling Panlipunan Grade 4 curriculum and the expected mean level of effectiveness.

The highest mean scores were recorded for Maka-Diyos (4.41-4.82), underscoring strong integration of spiritual and moral values such as honesty, respect, and compassion. This finding supports UNESCO's (2015) emphasis on moral education as a foundation for holistic citizenship and aligns with Reimers' (2021) call to integrate spiritual dimensions into civic education.

For Maka-Tao, the curriculum also showed substantial alignment (overall mean = 4.092), particularly in promoting teamwork, fairness, and community outreach. However, role-playing activities for marginalized groups scored lower and exhibited greater variability. This suggests a need to enhance these specific components to ensure the comprehensive integration of humanitarian values, echoing Gonzales' (2023) assertion that inclusive activities are crucial for social justice education.

In terms of Makabansa, the curriculum significantly promotes national identity and civic responsibility, consistent with DepEd's (2017) policy direction and Ocampo and de Guzman's (2020) findings on the importance of national pride. The borderline significance of community-based projects (p = 0.065), however, suggests that these elements could be strengthened through more consistent implementation and support.

Finally, the strong alignment with Makakalikasan (mean = 4.37) confirms the curriculum's environmental focus, consistent with Cheng et al. (2020) and Selwyn (2021), who emphasize the importance of environmental education in fostering global awareness.

Overall, the inferential results collectively affirm that the Araling Panlipunan 4 curriculum does not merely meet the expected level of effectiveness but exceeds it, demonstrating its crucial role in fostering spiritually grounded, human-centered, nationally conscious, and environmentally responsible learners.

Despite these promising findings, the study has limitations. It relied solely on teacher perceptions and curriculum documents, potentially limiting insights into actual classroom practices and student experiences. Furthermore, the quantitative nature of the data

collection does not fully capture the nuances of how these values are taught and received

Future research should incorporate classroom observations and student assessments to triangulate findings and provide a more comprehensive understanding of values integration. Qualitative studies exploring how teachers interpret and implement these core values would also be valuable. These directions would help refine curriculum strategies and ensure the Araling Panlipunan subject remains a powerful tool for shaping globally aware, nationally grounded, and ethically responsible Filipino citizens.

Conclusions

Based on the results, the Araling Panlipunan 4 curriculum demonstrates a high degree of alignment with the core Filipino values of Maka-Diyos, Maka-Tao, Maka-Bansa, and Maka-Kalikasan, which serve as foundational pillars of the Philippine educational framework. Utilizing a one-sample t-test with a test value of 3.5 and a significance level (α) of 0.05, four null hypotheses were tested, each corresponding to the presumed non-significant integration of the curriculum with one of the four core values. The findings revealed that all null hypotheses were rejected, indicating statistically significant alignment between the Araling Panlipunan 4 curriculum and the four core values. Overall, the observed mean implementation levels were significantly higher than the expected mean effectiveness level ($p < 0.05$), confirming that the curriculum exceeds the baseline expectations for integration.

The Maka-Diyos dimension yielded very high mean scores (4.41-4.82), reflecting robust integration of spiritual and moral principles such as honesty, respect, and compassion. This confirms that the curriculum firmly upholds God-centered values and provides meaningful learning experiences that nurture faith and character formation. These findings align with UNESCO's (2015) advocacy for moral education as a cornerstone of global citizenship and with Reimers' (2021) call for integrating spirituality into civic education.

The Maka-Tao dimension likewise showed significant integration (overall mean = 4.092), particularly in promoting teamwork, fairness, and human rights. Most indicators were statistically significant ($p < 0.05$), demonstrating that the curriculum effectively cultivates human-centered and socially just perspectives. However, lower mean scores and higher variability in role-playing activities for marginalized groups suggest that this component requires further enrichment to ensure more inclusive and equitable classroom practices. These results support Merryfield's (2002) and Gonzales' (2023) views that inclusive activities are vital to fostering social awareness and empathy.

For Maka-Bansa, the curriculum had an overall mean of 4.29, with 4 of 5 indicators showing statistical significance ($p < 0.05$). This highlights the subject's strong focus on promoting patriotism, civic responsibility, and respect for national symbols. While community-based projects showed borderline significance ($p = 0.065$), suggesting potential implementation inconsistencies, the overall data affirm the curriculum's effectiveness in nurturing national consciousness and participatory citizenship (DepEd, 2017; Ocampo & de Guzman, 2020).

Finally, the Maka-Kalikasan dimension demonstrated consistent alignment, with mean scores ranging from 4.15 to 4.62 and all p-values below 0.05. This confirms that the Araling Panlipunan 4 curriculum effectively promotes environmental stewardship through lessons on conservation, sustainability, and climate change. Although specific indicators—such as waste reduction and sustainable living showed moderate variability, the findings collectively affirm the curriculum's strong environmental orientation (Cheng et al., 2020; Selwyn, 2021).

In summary, the inferential results answer the overarching research question:

There is a significant difference between the observed mean implementation level of the Araling Panlipunan Grade 4 curriculum and the expected mean level of effectiveness. This confirms that the Araling Panlipunan 4 curriculum not only aligns with but significantly exceeds the expected standards of integration for the core Filipino values. It serves as an effective medium for developing morally grounded, socially aware, nationally conscious, and environmentally responsible learners, in alignment with the goals of Philippine education.

Based on the study's findings, which revealed a statistically significant alignment of the Araling Panlipunan Grade 4 curriculum with the core Filipino values of Maka-Diyos, Makatao, Makabansa, and Makakalikasan, the following recommendations are proposed to sustain and enhance curriculum responsiveness.

Maka-Diyos (God-Centeredness): To maintain the strong integration of spiritual and moral values in classroom instruction, schools may: Continue embedding honesty, respect, and gratitude in lesson activities and reflection tasks to reinforce moral development, consistent with Reimers (2021), who emphasized spirituality as a vital component of ethical and global citizenship. Promote inclusive practices through interfaith dialogues and values-based education that respect diverse beliefs, aligning with the Department of Education's (2017) Core Values framework. Institutionalize service-learning initiatives such as donation drives, peer mentoring, and volunteerism to deepen learners' understanding of compassion and shared responsibility (UNESCO, 2015).

Maka-Tao (Human-Centeredness): While the overall mean for Makatao values was high, experiential and empathy-building activities may be strengthened. Schools and teachers may: Integrate real-life simulations, role-playing, and community outreach activities to foster empathy and critical awareness, consistent with the findings of Merryfield (2002) and Gonzales (2023) on the effectiveness of experiential learning. Encourage active learning through human rights discussions, cooperative tasks, and collaborative problem-

solving to promote fairness and inclusion (Banks, 2017). Provide continuous professional development programs that promote culturally responsive and inclusive pedagogy (Darling-Hammond et al., 2020).

Makabansa (Nationhood/Nationalism): Although the curriculum effectively promotes national pride and civic responsibility, the limited impact of community-based projects ($p = .065$) suggests areas for refinement. Schools may: Reinforce place-based and community-centered learning to foster localized civic action, following the recommendation of Ocampo and De Guzman (2020). Encourage student participation in mock civic engagements, youth assemblies, or barangay outreach programs to enhance nation-building and civic competence (DepEd, 2017). Develop teaching modules and instructional guides that integrate Philippine history, cultural identity, and participatory governance to strengthen patriotism and social cohesion (Bautista et al., 2021).

Makalikasan (Environmentalism): The curriculum demonstrated consistent alignment with environmental stewardship, yet further enhancement may be achieved through: Standardizing environmental literacy and sustainability practices—such as waste management, recycling, and climate awareness—across schools (Cheng et al., 2020). Expanding school-community eco-initiatives like tree planting, coastal cleanups, and zero-waste campaigns to connect environmental theory with practice (Selwyn, 2021) and providing teachers with integrated lesson exemplars, digital resources, and activity guides aligned with the UN Sustainable Development Goals (UNESCO, 2020) to enrich environmental education and foster ecological accountability.

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