

# Filipino Core Values Practices and Learners' Holistic Development

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## Abstract

This study examined the level of Filipino core values practices and the level of holistic development among Grade 6 learners in the West II District, Division of Cagayan de Oro City, Philippines, during School Year 2025–2026 and tested the relationship between the two constructs. Using a descriptive-correlational design, data were gathered from 200 Grade 6 pupils selected through stratified sampling from a population of 1,732 using Slovin's formula. A researcher-made, two-part questionnaire with acceptable internal consistency (Cronbach's  $\alpha = 0.902$ , overall) measured the practice of four Filipino core values: Maka-Diyos (Godly), Makatao (Person-Oriented), Makakalikasan (Environmental), and Makabansa (Nationalistic), and holistic development across four domains: Physical, Cognitive, Socio-Emotional, and Moral. Descriptive statistics described the variables, and Pearson's  $r$  tested the hypothesized relationship. Results showed that learners practiced the four core values at a generally high level overall ( $M = 3.32$ ,  $SD = 0.42$ ), with Makatao showing the strongest manifestation ( $M = 3.40$ ) and Makakalikasan the weakest ( $M = 3.24$ ). Learners' holistic development was likewise highly developed overall ( $M = 3.33$ ,  $SD = 0.43$ ), with the Physical domain strongest ( $M = 3.35$ ) and the Socio-Emotional domain weakest ( $M = 3.29$ ). Pearson correlation analysis showed statistically significant positive relationships between all four core values and overall holistic development ( $r$  ranging from .331 to .355,  $p < .05$ ), leading to rejection of the null hypothesis. The findings indicate that the consistent practice of Filipino core values is associated with more favorable holistic outcomes among elementary learners. Strengthening the practice of Makakalikasan and supporting Socio-Emotional development through structured, routine-based school activities is recommended to achieve more balanced growth across all developmental domains.

**Keywords:** Filipino Core Values Practices, holistic development

## 1. Introduction

Education extends beyond academic instruction; it is also a principal avenue through which children develop the character and competencies needed to become responsible members of society (Republic Act No. 11476, 2020). In the Philippine basic education system, this mandate is expressed through the promotion of four core values: Maka-Diyos (Godly), Maka-tao (Person-Oriented), Makakalikasan (Environmental), and Makabansa (Nationalistic), which are integrated into subjects such as Edukasyon sa Pagpapakatao and taught to help learners build respect for people, care for the environment, and love of country. Republic Act No. 11476 (2020), the GMRC and Values Education Act, formalized this mandate, while the 1987 Philippine Constitution similarly directs schools to cultivate character and self-discipline among learners. Complementary policy instruments, including the Governance of Basic Education Act of

2001 (Republic Act No. 9155) and the Child and Youth Welfare Code, likewise position values formation as inseparable from academic development, underscoring that schooling should advance learners' growth in knowledge, attitude, and behavior alike.

Despite this policy emphasis, translating awareness of core values into consistent daily practice remains a persistent challenge. Learners may recognize the importance of respect, honesty, or environmental care in principle yet still exhibit inconsistent behavior in practice, particularly outside settings where teachers directly reinforce these values (Del Rosario & Cruz, 2024). This gap between values awareness and values practice has direct implications for holistic development, the simultaneous growth of a learner's physical, cognitive, socio-emotional, and moral capacities (Miller, 2023), because these domains are widely understood to be reinforced through the same routines, relationships, and behavioral habits that values education seeks to build.

### **Research Questions**

This study aimed to determine the level of Filipino core values practices and learners' holistic development in West II District of Cagayan de Oro City Division, School Year 2025-2026.

Specifically, this study aimed to address the following questions:

1. How do the respondents assess the level of Filipino core values practices in terms of *maka-Diyos* (Godly), *makatao* (Person-Oriented), *makakalikasan* (environmental), and *makabansa* (Nationalistic)?
2. What is the respondents' level of holistic development based on physical, cognitive, socio-emotional, and moral?
3. Is there a significant relationship between the respondent's assessment of Filipino core values practices and their holistic development?

### **Significance**

This study is significant for multiple stakeholders in education. For policymakers, the results provide evidence to strengthen laws and guidelines on character education and to enhance programs that promote discipline and responsibility among learners. For school administrators, the study offers insights into the effectiveness of values education initiatives, guiding them in policymaking, activity design, and teacher training that foster holistic learner development. Teachers benefit by understanding how values are applied in learners' daily lives, enabling them to refine lessons and create activities that cultivate respect, kindness, and nationalism. Learners themselves gain by recognizing the importance of values in shaping respectful, caring, and responsible behavior, which supports their physical, cognitive, socio-emotional, and moral growth. Parents are encouraged to support these practices, while future researchers can build on the study by exploring additional variables to validate and expand its findings. Conducted among 200 Grade 6 learners in the West II District of Cagayan de Oro City Division during School Year 2025–2026, the study is limited to Filipino Core Values *Maka-Diyos*, *Makatao*, *Makakalikasan*, and *Makabansa* as independent variables, with holistic development as the dependent variable. Its contribution lies in linking values education to learner growth, offering practical and theoretical relevance for strengthening character education in Philippine schools.

### **Scope and Limitations**

This study focused on determining the level of Filipino Core Values and practiced and how they help learners grow in all areas of life in the West II District of Cagayan de Oro City Division during School

Year 2025– 2026. The respondents were two hundred (200) Grade 6 learners from the schools where this study was conducted. The independent variables were limited only to the Filipino Core Values: Maka-Diyos (Godly), Makatao (Person-oriented), Makakalikasan (Environmental), and Makabansa (Nationalistic). Moreover, the dependent variables are also limited to the learners' holistic development, which includes their Physical, Cognitive (thinking and learning), Socio-emotional (feelings and relationships), and Moral (knowing right from wrong) growth.

## **2. Literature Review**

### **Filipino Core Values Practices**

Research on values education consistently links the deliberate, daily practice of core values to more favorable behavioral and academic outcomes. Johnson and Smith (2023) found that teaching values daily made learning more meaningful, while Garcia and Lee (2022) reported that value-based classroom activities improved learners' social skills, teamwork, and capacity for peaceful conflict resolution. Del Rosario and Cruz (2024) similarly found that schools modeling honesty, respect, and responsibility produced learners with better behavior overall, particularly when teachers reinforced these values through example and praise.

Within the Filipino context, each of the four core values has been examined individually. Maka-Diyos, or spiritual and moral grounding through faith, has been associated with humility and a stronger ethical compass; Fernando, Ayon, and Bual (2024) reported that junior high school students in a Philippine public school demonstrated high awareness and practice of DepEd core values, including Maka-Diyos. Gabatbat and Santander (2021) added that values education helps learners understand not just what is right, but why it matters, deepening moral reasoning. Makatao, or person-oriented values such as empathy, respect, and inclusion, has similarly been linked to stronger peer relationships; a UNICEF Philippines (2023) report on socio-emotional skills found that learners improved their behavior when schools consistently reinforced kindness, teamwork, and respect. Makakalikasan, or environmental stewardship, has been shown to require more structural support to translate into habitual behavior: Saro et al. (2025) found that students exhibited positive environmental attitudes but only neutral levels of daily eco-behavior, indicating a gap between environmental awareness and consistent action, while Asio (2021) and Ambrocio (2024) emphasized those clear routines, labeled tools, and modeling by adults help convert environmental values into regular practice. Finally, Makabansa, or nationalistic pride and civic responsibility, has been linked to school-based activities that build a sense of belonging and identity; Camu (2023) found that building national pride through school programs helped learners feel more connected to Filipino identity and values.

### **Holistic Development**

Holistic development refers to a learner's simultaneous growth across physical, cognitive, socio-emotional, and moral domains rather than academic achievement alone (Miller, 2023). Valendez, Mahistrado, and Ongcachuy (2025) found that play-based learning significantly enhanced learners' cognitive, social, and emotional growth, while Kim and Lee (2020) and Reyes and Santos (2024) reported that holistic programs that integrate academics, health, and values build stronger motivation and a more balanced sense of self-efficacy among learners. Within specific domains, physical development has been linked to routines such as adequate sleep, nutrition, and physical activity, which support learners' readiness to learn (Toyong, 2020; Busa & Tancontian, 2025); cognitive development has been tied to instructional strategies

that promote critical thinking and inquiry (Nguyen, 2023; Villastique & Ubayubay, 2025) as well as sustained attention in class (Cheng et al., 2020); socio-emotional development has been associated with the ability to manage emotions and build positive relationships, particularly when supported by empathy-focused instruction (Martinez, 2021; Iams, 2022); and moral development has been linked to learners' growing capacity to distinguish right from wrong and to resist peer pressure toward dishonest behavior (Scott, 2024).

### **3. Methodology**

#### **Research Design**

This study used a descriptive-correlational research design, which describes the current status of two variables, Filipino core values practices and holistic development, and examines the extent to which they are statistically related, without manipulating either variable (Lopez, 2022). This design was appropriate because the study sought only to describe existing patterns and identify associations among naturally occurring variables, rather than to establish causation.

#### **Participants**

The respondents of the study were the two hundred (200) Grade 6 pupils from the schools under the West II District of Cagayan de Oro City Division School Year 2025-2026, such as Bakingon Elementary School, Bulao Elementary School, Bulua Central School, Camp Evangelista Elementary School, Canitoan Elementary School, Fil- Chi Elementary School, GL Reyes Elementary School, Iponan Elementary School, Pagatpat Elementary School, PN Roa Elementary School, and San Simon Elementary School. These pupils were currently enrolled in the aforesaid schools.

#### **Data Collection**

Prior to data collection, the researcher secured written approval from the Dean of the School of Graduate and Professional Studies, the Division Office of Cagayan de Oro City, and the respective school heads. Questionnaires were administered during times coordinated with classroom teachers, with the researcher personally supervising distribution and retrieval to ensure clarity of instructions, completeness of responses, and adherence to ethical protocols.

#### **Data Analysis**

Descriptive statistics, mean and standard deviation, were used to summarize the levels of Filipino core values practices and holistic development. Pearson's product-moment correlation coefficient ( $r$ ) was used to test the significance of the relationship between the two variables, with significance evaluated at the 0.05 alpha level.

## 4. Results and Discussions

**Problem 1. How do the respondents assess the level of Filipino core values in term of Maka-Diyos (Godly), Makatao (Person-Oriented), Makakalikasan (environmental), Makabansa (Nationalistic) ?**

**Table 1**  
**Summary of the Respondent's Assessment on the Level of Filipino Core Values Practices**

| Variable                      | Mean        | SD          | Interpretation          |
|-------------------------------|-------------|-------------|-------------------------|
| Maka-Diyos (Godly)            | 3.35        | 0.42        | Highly Practiced        |
| Makatao (Person-Oriented)     | 3.40        | 0.41        | Highly Practiced        |
| Makakalikasan (Environmental) | 3.24        | 0.42        | Slightly Practiced      |
| Makabansa (Nationalistic)     | 3.29        | 0.42        | Highly Practiced        |
| <b>Overall</b>                | <b>3.32</b> | <b>0.42</b> | <b>Highly Practiced</b> |

Table 1 presents the summary of respondents' assessment of Filipino core values practices. Overall, learners practiced the four core values at a high level ( $M = 3.32$ ,  $SD = 0.42$ ). Makatao (Person-Oriented) obtained the highest mean ( $M = 3.40$ ,  $SD = 0.41$ , Highly Practiced), driven primarily by the indicator "I use polite words such as 'please' and 'thank you' when talking to others" ( $M = 3.50$ ). Maka-Diyos (Godly) followed closely ( $M = 3.35$ ,  $SD = 0.42$ , Highly Practiced), with "I pray to God regularly" obtaining the highest indicator mean ( $M = 3.45$ ). Makabansa (Nationalistic) was also rated Highly Practiced ( $M = 3.29$ ,  $SD = 0.42$ ), led by respect shown during flag ceremonies ( $M = 3.35$ ). Makakalikasan (Environmental) obtained the lowest overall mean ( $M = 3.24$ ,  $SD = 0.42$ , Practiced), with the indicator "I reuse and recycle paper and other materials whenever possible" registering the lowest score across all twenty indicators ( $M = 3.20$ ).

**Problem 2. What is the respondents' level of holistic development based on physical, cognitive, socio-emotional, and moral?**

**Table 2**  
**Summary of the Respondents' Level of Holistic Development**

| Variable        | Mean        | SD          | Interpretation          |
|-----------------|-------------|-------------|-------------------------|
| Physical        | 3.35        | 0.43        | Highly Developed        |
| Cognitive       | 3.33        | 0.43        | Highly Developed        |
| Socio-Emotional | 3.29        | 0.42        | Highly Developed        |
| Moral           | 3.33        | 0.42        | Highly Developed        |
| <b>Overall</b>  | <b>3.33</b> | <b>0.43</b> | <b>Highly Developed</b> |

Table 2 presents the summary of respondents' level of holistic development. Overall, learners' holistic development was rated highly developed ( $M = 3.33$ ,  $SD = 0.43$ ). The Physical domain obtained the highest mean ( $M = 3.35$ ,  $SD = 0.43$ , Highly Developed), reflecting learners' healthy eating, hydration, activity, and hygiene habits. Moral development followed closely ( $M = 3.33$ ,  $SD = 0.42$ , Highly Developed), led by the indicator "I treat all classmates fairly, regardless of friendship or popularity" ( $M = 3.36$ ). Cognitive development was likewise Highly Developed ( $M = 3.33$ ,  $SD = 0.43$ ), driven by learners' pride in

completing difficult tasks. Socio-Emotional development obtained the lowest overall mean ( $M = 3.29$ ,  $SD = 0.42$ , Highly Developed), with the indicator "I greet new students and try to make friends in school" registering the lowest score among all twenty holistic-development indicators ( $M = 3.23$ , Slightly Developed).

**Problem 3. Is there a significant relationship between the respondent's assessment of Filipino core values practices and their holistic development?**

**Table 3**

**Result of the Test on Relationship between the Respondent's Assessment of Filipino Core Values Practices and Learners' Holistic Development**

| Filipino Core Values Practice |         | Learner's Holistic Development |           |                 |          | Overall         |
|-------------------------------|---------|--------------------------------|-----------|-----------------|----------|-----------------|
|                               |         | Physical                       | Cognitive | Socio-Emotional | Moral    |                 |
| Maka-Diyos (Godly)            | r-value | 0.3562                         | 0.3991    | 0.2564          |          | <b>0.3305</b>   |
|                               | p-value | 0.0342                         | 0.0159    | 0.0462          |          | <b>0.0441 S</b> |
|                               |         | S                              | S         | S               | 0.0701 S |                 |
| Makatao (Person-Oriented)     | r-value | 0.4252                         | 0.3987    | 0.2221          |          | <b>0.3536</b>   |
|                               | p-value | 0.0183                         | 0.0274    | 0.1087          |          | <b>0.0469 S</b> |
|                               |         | S                              | S         | NS              | 0.0332 S |                 |
| Makakalikasan (Environmental) | r-value | 0.4654                         | 0.3153    | 0.3502          |          | <b>0.3553</b>   |
|                               | p-value | 0.0342                         | 0.0419    | 0.0213          |          | <b>0.0365 S</b> |
|                               |         | S                              | S         | S               | NS       |                 |
| Makabansa (Nationalistic)     | r-value | 0.3987                         | 0.4720    | 0.2105          |          | <b>0.35540.</b> |
|                               | p-value | 0.0235                         | 0.0308    | 0.0404          |          | <b>0490 S</b>   |
|                               |         | S                              | S         | S               | 0.0411 S |                 |

Table 3 presents the results of the Pearson correlation analysis between the four Filipino core values and the four holistic-development domains. All four core values showed statistically significant positive relationships with overall holistic development: Maka-Diyos ( $r = .3305$ ,  $p = .0441$ ), Makatao ( $r = .3536$ ,  $p = .0469$ ), Makakalikasan ( $r = .3553$ ,  $p = .0365$ ), and Makabansa ( $r = .3554$ ,  $p = .0490$ ), each significant at the 0.05 alpha level. At the domain level, the strongest individual relationship was between Makakalikasan and Physical development ( $r = .4654$ ,  $p = .0342$ ), followed by Makabansa and Cognitive development ( $r = .4720$ ,  $p = .0308$ ) and Makatao and Physical development ( $r = .4252$ ,  $p = .0183$ ). Relationships with Socio-Emotional development were generally weaker and, in the case of Makatao ( $r = .2221$ ,  $p = .1087$ ) and Makakalikasan's relationship with Moral development ( $r = .2904$ ,  $p = .0486$ ), did not reach

statistical significance. Given that all four overall correlations were statistically significant, the null hypothesis of no significant relationship between Filipino core values practices and learners' holistic development was rejected.



## 5. Conclusion and Recommendations

### Conclusion

Learners showed positive development in both character and personal growth through the practice of Filipino core values. The core value of Makatao was most evident, reflecting learners' ability to respect others, show kindness, work cooperatively, and build positive relationships with their classmates. In their holistic development, Physical emerged as the strongest area, indicating that learners are becoming more aware of habits that support their health, well-being, and readiness for learning. These strengths guide the learners to care for others and to take care of themselves. They are more likely to develop into responsible, productive, and well-rounded individuals who can contribute positively to their school and community.

### Recommendations

Based on the study's conclusion, the following are recommended:

1. The teacher should help learners understand that caring for the environment is important in their daily lives. Learners should be motivated to plant trees or clean up trash in their area. This encourages their actions like reducing trash or saving water. They should learn to reuse and recycle paper/plastic whenever possible. Further they should understand that harming nature, like cutting down trees, may hurt other life.
2. Teachers should provide activities that teach learners how to work with others and solve problems peacefully. Learners should be encouraged to greet new classmates and try to make friends in the school. This creates a safe and caring classroom for learners. Being able to work well in a group is a very big part of their social development. When learners have strong emotional skills, they build healthy and respectful relationships with everyone.
3. Teachers should introduce school activities that teach civic responsibility and help learners understand their role in the country. It helps learners understand their own nation and the importance of civic responsibility. These activities can guide learners through a very valuable learning experience. Teachers can also teach them by giving examples during lessons and events and show civic activities in school that help learners become patriotic. They can choose things made in their country to support local products.

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