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The Knowledge, Attitude, and Practice of Core Values in a Learning Institution in the Philippines: A Basis for a Plan of Action

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Abstract. This study aimed to assess the respondents' knowledge, attitude, and practice regarding stewardship, empowerment, empathy, discipleship, and solidarity. It provides a concrete discussion as to how the learning institution in Nueva Ecija, Philippines, was able to affect their students and how they internalised these core values. A descriptive research design was used in this study. The respondents comprised 61% male and 39% female students from the junior high, senior high, and college departments. Statistical data analysis technique was used. Results significantly revealed that the student's knowledge, attitude, and practice in the core values under investigation are highly evident. This means that the learning institution was effective and efficient in conducting activities that integrated these core values so that the students could internalise and practice them through their thoughts, feelings, and actions. The findings suggest that programs and activities must be crafted in the future to ensure that the core values are still effectively integrated for their continuous realisation.

Keywords: Assessment; Attitude; Core Values; Knowledge; Practice.

INTRODUCTION

The 21st century emphasises unrelenting expansion and development across community life. Sustainable development is one of the most critical factors determining whether or not a culture is prosperous.

Many avenues can be pursued to achieve sustainability. It can be present in various parts of an organisation, ranging from straightforward management processes to the most intricate approaches to managing the organisation. The establishment of an organisation's core values is one factor that contributes to its continued viability. The core values of an organisation are the cornerstones that it upholds. It teaches individuals about the ethical responsibility they bear and contributes to the shaping of individuals on a holistic level, including how individuals behave.

Every individual who joins an organisation does so based on a predetermined set of standards and beliefs regarding why they joined the organisation. One of these factors is the organisation's vision and mission, which stem from the core values defined for the organisation. The leaders

of an organisation seek out capable members of the community so that the organisation can fulfil its vision and mission. It is essential for individuals who are interested in joining a company to possess not only behavioural or life skills competencies but also functional or technical competencies as well as a level of expertise [1-2].

As mentioned, one factor contributing to an organisation's success is its technical competencies. It is essential; leaders should invest in it and work to improve it. However, besides technical skills, organisations should pay attention to correctly running an organisation. This underlying element is the significance of core values in people's behavioural or life skills competencies.

Core Values in Organisations. The success of an organisation is dependent on several factors, including its core values. Establishing a robust core value system can have a beneficial effect that lasts for a significant amount of time in an organisation. Author [3] asserts that the core values of a company provide support for the company's vision, help shape the culture of the company, and reflect the importance of the company. In

addition, core values assist businesses in making decisions, educating customers and retaining mechanisms.

An organisation's core values direct the organisation's vision, contribute to the formation of the organisation's culture and reveal the things the organisation places a premium on. A robust and well-defined set of core values has a beneficial effect and benefits an organisation beyond its walls.

When making decisions, a company or organisation can benefit from having strong core values. It is simple to find solutions when one is guided by the principles that stem from the established core values, and one can be sure that the decisions reached were correct. Clarifying an organisation's status and maintaining its integrity can also be accomplished by educating stakeholders about the group's mission and focusing on its core values. In conclusion, core values are the characteristics all members uphold and are expected to display in their daily lives [5].

Fundamental Principles of Core Values. According to [6], a study conducted to discover the principles underpinning the corporate brand uncovered five insights.

The first thing to remember is that fundamental principles develop over time. The very existence of an organisation is inextricably bound up with its current core values. It is necessary to examine one's core values regularly and strive to improve them over time to remain competitive and successful in today's world. The company's management should pay constant attention to the meaning of the core values to prevent any deterioration, devaluation, or loss of the substance and credibility of those values. This will allow the company to achieve its optimal essence in realising its core values.

Second, for there to be values, there must first be a culture because the culture of an institution is directly related to its importance. An organisation driven by its values will find its strength, source, and foundation in the very essence of the organisation, which includes its vision, mission, goals, and objectives.

Thirdly, people construct core values one brick at a time. The importance of institutions is gradually improved through meeting the stakeholders' expectations, and the institutions' fundamental values are bolstered and become more robust as

a result. The same happens when an institution faces challenges: it puts its core values to the test.

Fourthly, fundamental principles are called into question as time passes. A robust system of core values has the potential to endure the passage of time while also continuing to develop and survive. It is much simpler for an organisation to triumph over difficulties when it possesses a robust set of actual core values, as this makes it possible for the institution to be guided by the principles grounded in the core values.

Lastly, core values promote its commitment. If a fundamental principle promises that strong operational sustainability can be achieved through excellent leadership, then the promise will be fulfilled. As a result, management must ensure that the fundamental principles align with the commitments and vice versa.

Categories of Core Values. In contrast to what the majority of people believe when they hear the term "core values," which refers to a collection of admirable characteristics on which an organisation bases its principles, policies, vision, mission, and objectives, core values can be divided into four distinct categories depending on the extent to which they are implemented. An organisation's core values can be either genuine, aspirational, potential, or hollow [6].

For actual core values, the organisation must make a conscious effort to instil its core values so that they can be recognised and appreciated by its various stakeholders over time. This signifies that such fundamental principles have become ingrained in the minds and actions of stakeholders to the point where they have remained unchanged over time.

On the other hand, aspirational core values are deeply ingrained in the organisation, but they still need to be recognised and comprehended by the various stakeholders. These fundamental principles have a high level of internal realisation but are not recognised by the outside world.

Customers are aware of and appreciative of potential core values, but these values are not incorporated into the institution's identity. The aspirational core values are opposed to categorising a core value prioritising achievement. This is the fundamental principle the stakeholder may recognise and acknowledge, even though it is no longer central to the institution's overarching goals and objectives.

The final classification of core value is “hollow core value.” Core values that are lacking in substance lack not only an internal foundation but also the appreciation and acceptance of stakeholders. Author [6] emphasises that if an organisation possesses a hollow core value, it would be preferable for the institution to revise, enhance, or develop a new one to keep up with the challenges and continue growing over time. This is because an organisation can't remain static in constant change.

The Knowledge, Attitude, and Practice of Core Values. Knowledge of an organisation's core values refers to the degree to which its stakeholders, and students in particular, have an understanding of the significance of the values that the educational institution upholds that they attend. The term “attitude” refers to students' feelings regarding certain fundamental principles, which are then reflected in how they behave inside and outside the classroom. Moreover, “practice” refers to how students can effectively apply the principles their educational establishment instils.

To get a better understanding of whether or not these guiding principles can indeed be seen in the knowledge, attitude, and practice of each member of the organisation, educational institutions are encouraged to evaluate how well stakeholders are informed about their core values, what those stakeholders' attitudes are regarding the core values, and how well stakeholders act by these core values. Author [4] emphasises the significance of core values because they work as directing principles for words and deeds and identifiers of a person. Further, core values identify organisational culture. Because of this, it is essential to have a deep understanding of how stakeholders support the organisation's core values.

A learning institution in Nueva Ecija, Philippines, promotes stewardship, empowerment, empathy, discipleship, and solidarity. These core values were integrated into different programs and activities of the learning institutions. However, there is a need to assess how students know, feel, and act according to these core values to provide a basis for strengthening the positive aspects and improving the activities and programs of the learning institution for a more holistic student learning experience.

Furthermore, while there are several available literature, there is still a growing need to conduct studies relating to evaluating students'

knowledge, attitude, and practice concerning a learning institution's core values.

The objective of the researcher is to contribute to the growing body of research that has been done on this subject as well as to strengthen the existing research that has been done on assessing core values so that educational leaders can gain significant insight and understanding that may be suitable for the context of their organisations, especially in the school setting.

This study aimed to assess students' knowledge of, attitudes toward, and practice of core values promoted by a learning institution in Nueva Ecija, Philippines. Specifically, it sought to

1. Describe the knowledge, attitude, and practice of the students on the core values of Stewardship; Empowerment; Empathy; Discipleship; Solidarity.
2. Discuss the implications of the assessment made in teaching and learning and school administration.
3. Describe the conduct of creating a plan of action based on the assessment made.

METHODS

In this study, a descriptive research design was utilised to describe the knowledge, attitudes, and practices of the core values of stewardship, empowerment, empathy, discipleship, and solidarity among the students enrolled in junior high, senior high, and college. The researcher analysed and adequately described the gathered data from the respondents using various statistical approaches. This research approach aims to provide a more in-depth description and analysis of an ongoing endeavour or existing phenomenon.

The number of people who participated in the survey was broken down into three distinct groups: junior high school, senior high school, and college. There were 89 male students, 61% of the total respondents, and 57 female students, 39%. They came from the junior high school department proportion of 34.2%, the senior high school department proportion of 33.6%, and the college department proportion of 32.2%.

The research instrument was modelled after [7]'s study, but it was altered to apply to the current investigation. To ensure that the items were consistent with one another on an internal level, they

were evaluated for their content validity and reliability.

To get permission from the school’s administration to conduct the research, proper communication letters were handed out by the researcher before collecting data from the respondents. After the researcher obtained the necessary permissions, the study officially began.

At various points, the research instruments were distributed among the three departments. The researcher began by assuring the respondents that their participation in the study was optional and that they would suffer no adverse effects due to their involvement. In addition, the researcher assured them that their participation would be kept in strict confidence. The respondents’ responses were held in the strictest confidence throughout the investigation. It was also stated that no personally identifying information was gathered from participants to guarantee that their participation remained anonymous and confidential.

RESULTS AND DISCUSSION

The Students’ Knowledge, Attitude, and Practice of Stewardship. Stewardship is an ethical value that refers to the careful organisation and administration of different resources. It is the theological idea that humans are accountable for the entire world and should care for and look after it. The practice of stewardship encourages accountability and the responsible global governance of various resources. It is the responsibility that has been given to humanity: to find ways to take good care of all the natural wonders on this planet.

Table 1 presents the result of the assessment made by the respondents on their knowledge, attitude, and practice regarding the value of stewardship.

Table 1 – The knowledge about the core value of stewardship

Item Statements	Mean	Verbal Interpretation
SK1	3.80	Strongly Agree
SK2	3.42	Agree
SK3	3.39	Agree
SK4	3.58	Strongly Agree
SK5	3.53	Strongly Agree
Grand Mean	3.54	
Verbal Description		Very Highly Evident

The results of an assessment carried out by the respondents who participated in the survey to determine how well they understood the fundamental importance of stewardship are shown in Table 1. The table demonstrates that, on average, the students have a very high level of knowledge about stewardship ($\mu = 3.54$), as can be seen. More specifically, the respondents expressed their conviction, as a direct result of their comprehension of the significance of good stewardship, that creation is God’s way of saying the goodness He possesses ($\mu = 3.80$). The respondents are also aware that God has entrusted the earth’s goods to them ($\mu = 3.80$), which is a responsibility they take very seriously. According to the assessment results, the respondents understand the necessity of caring for the earth and its resources ($\mu = 3.53$). In addition, respondents stated that they believed the distribution of the world’s resources is required for long-term sustainability and that they have a responsibility as stewards of the creation ($\mu = 3.39$; $\mu = 3.42$).

The assessment results demonstrate that the respondents have significant knowledge of stewardship. This is shown by how they understand its value, enabling them to use it in their lives better.

Table 2 shows the assessment results that asked respondents how they felt about stewardship as an essential principle.

Table 2 – The attitude about the core value of stewardship

Item Statements	Mean	Verbal Interpretation
SA1	3.66	Strongly Agree
SA2	3.45	Agree
SA3	3.40	Agree
SA4	3.55	Strongly Agree
SA5	3.30	Agree
Grand Mean	3.47	
Verbal Description		Highly Evident

According to Table 2, the respondents’ assessment of the fundamental importance of stewardship reveals a high level of attitude, as demonstrated by the computed mean rating of 3.47. If respondents have a high level of attitude toward stewardship, they regard it highly in terms of their perspectives. The respondents claimed to understand that all living things need to be cared

for so that subsequent generations can enjoy the earth's bounty ($\mu = 3.66$). They are also unanimous in their belief that they must answer God's call to stewardship to maintain justice, peace, and the integrity of creation ($\mu = 3.55$). The evaluation results showed that the respondents agree that sharing available resources for the benefit of all is a concrete manifestation of their positive attitude towards being good stewards ($\mu = 3.45$), as revealed by the assessment results. The respondents also stated that they use resources efficiently and effectively for the benefit of all human beings ($\mu = 3.40$) and that they commit and pledge their time, talents, and treasures to their community and the church ($\mu = 3.30$).

The findings indicate that the respondents' attitude regarding the significance of stewardship is significantly manifested and can be observed based on how they perceived the presented items.

The assessment that the student respondents made regarding how they uphold the stewardship value is presented in Table 3.

Table 3 – The practice of the core value of stewardship

Item Statements	Mean	Verbal Interpretation
SP1	3.80	Strongly Agree
SP2	3.61	Strongly Agree
SP3	3.40	Agree
SP4	3.28	Agree
SP5	3.38	Agree
Grand Mean	3.49	
Verbal Description	Highly Evident	

The practice of a core value results from how well one is knowledgeable and feels about it. As presented in table 3, the assessment development revealed that the student-respondent's practice on the value of stewardship is highly evident. This suggests that they apply in their day-to-day activities the discount under assessment.

Specifically, the student-respondents expressed that they strongly agree with the practice of leading to create and re-create the world as they stand in reverence of God and their fellow creatures ($\mu = 3.80$). Also, the student-respondents strongly agree that they are fully aware that God entrusted the world to be used in a manner that respects each creature's inherent dignity and value ($\mu = 3.61$). The student-respondents also

expressed that they fulfil their task as co-creators and strive to complete creation through their actions and prayers ($\mu = 3.40$). As concrete evidence of their practice about the value of stewardship, the student-respondents also participate in parish religious education programs for children and adults ($\mu = 3.28$) and that they practice consistent moral values in all areas of their lives ($\mu = 3.38$).

The presented positive assessment and very evident too, very highly clear knowledge, attitude, and practice on the core value of stewardship show that respondents are trained to become good stewards and are encouraged to become accountable, responsible, and valuable community members. This further suggests that the programs and activities being conducted in the learning institution contribute to the realisation of this core value among the students.

The Students' Knowledge, Attitude, and Practice of Empowerment. Empowering a group of individuals with significantly increased authority or control over another individual or entity is known as empowerment. It is the process of making it possible for individuals to take charge of their own lives, realise their full potential, and take ownership of the work they produce. In the context of this core value, empowerment promotes responsibility, leadership, and accountability.

Table 4 presents the assessment made by the respondents about their knowledge of the core value of empowerment.

Table 4 – The knowledge about the core value of empowerment

Item Statements	Mean	Verbal Interpretation
EK1	3.47	Agree
EK2	3.53	Strongly Agree
EK3	3.23	Agree
EK4	3.27	Agree
EK5	3.31	Agree
Grand Mean	3.36	
Verbal Description	Highly Evident	

As presented in Table 4, it was highly evident that the respondents understood the fundamental importance of empowerment. Specifically, the respondents strongly expressed that they recognised their uniqueness and that they could become the best version of themselves ($\mu = 3.53$). Also, the respondents believed that all the work

they do inside and outside school is valued by their parents, teachers, peers, and the community ($\mu = 3.47$). Respondents also expressed that there is a leader in them waiting to be developed to provide positive change in the community ($\mu = 3.31$). They also agree that they consider themselves significantly impacting inspiring people, including their parents, teachers, peers, and community, even at the most straightforward means they can provide ($\mu = 3.27$). Lastly, the respondents agree that they can affect or influence different lives at school ($\mu = 3.23$).

The results of the respondents' assessment of how they felt about the core value of empowerment are shown in Table 5.

Table 5 – The attitude about the core value of empowerment

Item Statements	Mean	Verbal Interpretation
EA1	3.66	Strongly Agree
EA2	3.34	Agree
EA3	3.45	Agree
EA4	3.32	Agree
EA5	3.54	Strongly Agree
Grand Mean	3.46	
Verbal Description	Highly Evident	

Based on the calculated mean rating of 3.46, it is evident how the respondents feel about the core value of empowerment. Respondents strongly expressed that they acknowledge that it is essential to develop their skills, talents, and knowledge in the best way possible ($\mu = 3.66$). They also strongly mentioned that they believe they have the freedom to choose what makes them happy human beings ($\mu = 3.54$). Respondents said they think they are involved in all aspects of teaching and learning ($\mu = 3.45$). Hence, they have to perform well as a manifestation of their positive attitude toward empowerment. They also thought that they had a voice in decisions about classroom-related tasks and activities ($\mu = 3.34$). This means they know that their opinions and agents contribute to their learning. Lastly, respondents assert that they consider the importance of participating in co-curricular and extracurricular activities ($\mu = 3.32$).

In Table 6, the result of the assessment made by the respondents on how they practice the core value of empowerment is presented. Findings show that respondents strongly agree that they

practice the importance of respect for others because they believe to be respected in return, it is essential to show respect too ($\mu = 3.56$).

Table 6 – The practice of the core value of empowerment

Item Statements	Mean	Verbal Interpretation
EP1	3.42	Agree
EP2	3.27	Agree
EP3	3.42	Agree
EP4	3.56	Strongly Agree
EP5	3.45	Agree
Grand Mean	3.42	
Verbal Description	Highly Evident	

They also expressed that they work hard to see and explore their full potential with the help and guidance from their parents, teachers, peers, and the community ($\mu = 3.45$). The respondents also practice the value of empowerment by collaborating with peers to improve their knowledge and skills and enhancing their talents through different curricular, non-curricular, and extracurricular activities at school ($\mu = 3.42$; $\mu = 3.42$). Lastly, the respondents agree that they participated in critical decisions affecting their lives at school and their education in general ($\mu = 3.27$).

The respondents' highly evident and positive responses on the knowledge, attitude, and practice of the value of empowerment show that the learning institution provides different avenues for them to hone their full potential and become active contributors to positive change in the community. The assessment results further suggest that the learning institution is implementing programs and activities to realise this core value. Thus, a positive impact has significantly been observed among the students.

The Students' Knowledge, Attitude, and Practice of Empathy. The ability to understand another person's thoughts and feelings in a situation from their point of view rather than from one's perspective is what people mean when humans talk about empathy. One can demonstrate empathy by listening to comprehend, inquiring with sincere curiosity, being present when it is required, letting of biases, refraining from giving unsolicited advice, looking people in the eye, acknowledging one's feelings, and opening up about a situation that was similar to their own [8].

Table 7 presents the result of the assessment made about the respondents' knowledge of the core value of empathy.

Table 7 – The knowledge about the core value of empathy

Item Statements	Mean	Verbal Interpretation
EmK1	2.97	Agree
EmK2	2.82	Agree
EmK3	3.47	Agree
EmK4	3.25	Agree
EmK5	3.21	Agree
Grand Mean	3.14	
Verbal Description	Highly Evident	

Results revealed that the respondents' knowledge about the core value of empathy is highly evident, as supported by the computed mean rating of 3.14. Expressly, the respondents agree that they have concerned feelings for less fortunate people, especially the poorest of the poor ($\mu = 3.47$). They also expressed that they believe they are on good terms with other people and that they can quickly go along with them ($\mu = 3.25$). It is also essential for them to know how other people feel as a manifestation of being empathic to others ($\mu = 3.21$). Furthermore, the respondents said they are affected when someone close to them is unhappy ($\mu = 2.82$). In their opinion, the misfortunes experienced by other people close to them can also disturb them ($\mu = 2.97$). These results show that the respondents know the value of being empathic.

Table 8 shows the result of the assessment of the attitudes of the respondents toward the core value of empathy.

Table 8 – The attitude about the core value of empathy

Item Statements	Mean	Verbal Interpretation
EmA1	3.44	Agree
EmA2	3.57	Strongly Agree
EmA3	2.79	Agree
EmA4	3.42	Agree
EmA5	3.22	Agree
Grand Mean	3.29	
Verbal Description	Highly Evident	

Based on the assessment, the results show that the attitude of the respondents toward the core value of empathy is highly evident, as reflected in the mean rating of 3.29. Respondents strongly agree that they like to make others feel better ($\mu = 3.57$). They also expressed that it makes them sad and upset to see someone being treated disrespectfully ($\mu = 3.44$). They also agree that when they see someone being mistreated, feel pity for them ($\mu = 3.42$) and don't mind if people cry out of happiness because they feel like everyone's feelings are valid ($\mu = 3.22$). Finally, respondents said they sympathise with people who cause their illness ($\mu = 2.79$). These expressions of their attitude towards the core value of empathy indicate that the students recognise others' feelings.

In Table 9, the result of the assessment of the respondents' practices regarding the core value of empathy is shown.

Table 9 – The practice of the core value of empathy

Item Statements	Mean	Verbal Interpretation
EmP1	3.18	Agree
EmP2	3.02	Agree
EmP3	3.34	Agree
EmP4	3.25	Agree
EmP5	3.21	Agree
Grand Mean	3.20	
Verbal Description	Highly Evident	

As presented in Table 9, the result of the assessment describes that the practice of the core value of empathy among the respondents is highly evident. This is supported by the computed mean rating of 3.20. Specifically, the respondents expressed that they can identify when others are sad even if they do not say anything ($\mu = 3.34$). They also agreed that they don't feel irritated when someone cries ($\mu = 3.25$) because they thought it was an expression of one's feelings and was valid. The respondents further asserted that when they see someone upset, they help to make them feel better ($\mu = 3.21$). When someone else is feeling excited, the respondents tend to get excited, too, because they empathise with others' feelings ($\mu = 3.18$). Lastly, the respondents expressed that when their friends start to talk about their problems, they don't steer the conversation towards something else ($\mu = 3.02$). These results positively show that the respondents practice empathy very well. This positive practice of the

core value is influenced by their excellent understanding and knowledge of the value and their positive attitude towards it.

The positive results on assessing knowledge, attitude, and practice of the core value of empathy suggest that the learning institution effectively integrates activities and programs to implement these values among the students. The findings further revealed that the curricular, extracurricular, and co-curricular activities, programs, and events in the learning institution under investigation are manifested and efficiently integrated and implemented. These positive results provide a model for other institutions to strive for when undertaking endeavours to realise their institutional core values.

The Students' Knowledge, Attitude, and Practice of Discipleship. Discipleship is the condition or act of becoming a good follower. In the context of being a core value, discipleship refers to the idea that one follows and abides by an institution's rules, policies, regulations, and guidelines to have a positive impact. This core value promotes obedience, reverence, and respect.

Table 10 presents the assessment results of the respondent's knowledge of the core value of discipleship.

Table 10 – The knowledge about the core value of discipleship

Item Statements	Mean	Verbal Interpretation
DK1	3.16	Agree
DK2	3.21	Agree
DK3	3.40	Agree
DK4	3.37	Agree
DK5	3.53	Strongly Agree
Grand Mean	3.33	
Verbal Description	Highly Evident	

As shown in Table 10, the respondents' general knowledge about the value of discipleship is highly evident, as reflected in the mean rating of 3.33. Specifically, the respondents strongly believe that God has a purpose for their lives ($\mu = 3.53$). They also know what it means to love God with all of their heart, soul, and mind and that they practice it ($\mu = 3.4$). The respondents also agreed that they understood how to grow in their faith ($\mu = 3.37$) and sought each week to encour-

age, help, or perform a kind deed to help others ($\mu = 3.21$). Lastly, the respondents agree that love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control are clearly seen in their lives ($\mu = 3.16$). Results indicate that the respondents' knowledge of the value of discipleship is genuinely evident and can be seen in their actions.

In Table 11, the result of the assessment of attitudes towards the core value of discipleship is presented.

Table 11 – The attitude about the core value of discipleship

Item Statements	Mean	Verbal Interpretation
DA1	3.27	Agree
DA2	3.29	Agree
DA3	3.34	Agree
DA4	3.40	Agree
DA5	3.40	Agree
Grand Mean	3.34	
Verbal Description	Highly Evident	

As presented in Table 11, the result of the assessment of the attitudes of the respondents toward the core value of discipleship Findings revealed that the respondent's attitude towards the core value is highly evident, as reflected in the computed mean rating of 3.34. Specifically, the respondents believed that they have the purpose of co-existing with their peers and helping to grow their faith, as well as that they do not just go to church to celebrate masses for the sake of compliance and conformance to what is expected of them ($\mu = 3.20$; $\mu = 3.40$). Respondents stated that they have attempted to form friendships and reach out to non-Catholics to foster strong relationships among all ($\mu = 3.29$). They also agreed that when they do something wrong, they try to make it right before the day is over by confessing it to God and saying "sorry" to those affected ($\mu = 3.27$). The respondents said they do not struggle to believe in the Lord ($\mu = 3.34$). This positive manifestation and attitude reflect that the learning institution can integrate the core value of discipleship among the students in the learning institution's different activities, programs, and endeavours.

Table 12 presents the assessment results of the respondents' practices regarding the core value of discipleship.

Table 12 – The practice of the core value of discipleship

Item Statements	Mean	Verbal Interpretation
DP1	3.21	Agree
DP2	3.31	Agree
DP3	2.77	Agree
DP4	3.13	Agree
DP5	3.34	Agree
Grand Mean	3.15	
Verbal Description	Highly Evident	

The practice of the core value of discipleship among the respondents is highly evident, as supported by the computed mean rating of 3.15. Respondents agree that they set aside time each day to be alone with God in prayer, reading the Bible, and meditation ($\mu = 3.21$). They also expressed that their times of prayer during the week included praise, adoration, worship, thanksgiving, confession, praying for others, and praying for God's work ($\mu = 3.31$). Over the past year, the respondents have expressed that they have memorised a Bible verse each week ($\mu = 2.77$). This practice of discipleship shows that the respondents have chosen to conform to what is good and right. Furthermore, they take an active part in the life and ministry of the church ($\mu = 3.13$), and they get along with their family, teachers, and classmates and forgive them when they hurt them ($\mu = 3.34$).

The good practices and actions manifest the respondents' knowledge and positive attitude toward the value of discipleship. The outcome also confirms that the activities and programs being carried out in the learning institution under investigation are clearly manifested and observed.

The Students' Knowledge, Attitude, and Practice of Solidarity. Solidarity is the connection or fellowship resulting from shared obligations and interests, whether among group members or between classes and people. The value of solidarity promotes unity among members of a community and promotes shared beliefs and principles towards the betterment and goodness of all.

Table 13 shows the results of an assessment of how well people know about the core value of solidarity.

Table 13 – The knowledge about the core value of solidarity

Item Statements	Mean	Verbal Interpretation
SoK1	3.10	Agree
SoK2	3.28	Agree
SoK3	3.27	Agree
SoK4	3.24	Agree
SoK5	3.11	Agree
Grand Mean	3.20	
Verbal Description	Highly Evident	

In general, the respondents' knowledge about the core value of solidarity is highly evident, as presented in the computed mean rating of 3.20. Specifically, the respondents thought they couldn't live alone ($\mu = 3.10$) because they believe living in harmony is essential to having peace in the community ($\mu = 3.28$). The respondents further expressed that they acknowledge the importance of responsibly living and sharing the world with others ($\mu = 3.27$). The respondents additionally recognised their part in building a community of peace ($\mu = 3.24$) and that they thought of others' worth and their value in their lives ($\mu = 3.11$). These positive results on their knowledge about the importance of solidarity show that the respondents are well versed in its positive effects on their lives.

In Table 14, the result of the assessment of the attitudes of the respondents toward the core value of solidarity is presented.

Table 14 – The attitude about the core value of solidarity

Item Statements	Mean	Verbal Interpretation
SoA1	3.10	Agree
SoA2	3.00	Agree
SoA3	3.18	Agree
SoA4	3.25	Agree
SoA5	3.21	Agree
Grand Mean	3.15	
Verbal Description	Highly Evident	

Table 14 presents the attitude toward the core value of solidarity. Generally, the respondents' perspective toward the core value of solidarity is highly evident, as shown in the computed mean rating of 3.15. Specifically, the respondents expressed that they commit themselves to the

common good and not to selfish goals and ambitions ($\mu = 3.10$). They also agree that they lose themselves willingly for the sake of others ($\mu = 3.00$) and contribute to creating a sense of unity in the human family ($\mu = 3.18$). The respondents further asserted that they are aware of being partly responsible for the plan of creation ($\mu = 3.25$) and that they participate in the building up of community and in fostering unity ($\mu = 3.21$). These positive results regarding the attitude toward the core value of solidarity significantly show that the respondents felt good about it.

In Table 15, the assessment of the respondents' practices regarding the value of solidarity is shown.

Table 15 – The practice of the core value of solidarity

Item Statements	Mean	Verbal Interpretation
SoP1	3.14	Agree
SoP2	3.15	Agree
SoP3	3.16	Agree
SoP4	3.08	Agree
SoP5	3.10	Agree
Grand Mean	3.13	
Verbal Description	Highly	

The respondents' practice regarding the core value of solidarity is highly evident, as shown in the grand mean of 3.13. Specifically, the respondents expressed that they could resolve differences through peaceful conversations or dialogue, which helped them grow in understanding and genuine respect ($\mu = 3.14$). The respondents agree that they promote the rights and development of all people across communities, nations, and the world, irrespective of national boundaries ($\mu = 3.15$). The assessment results also show that the respondents work for better treatment of persons who are poor, sick, homeless, unemployed, and refugees ($\mu = 3.16$). They also practice the value of solidarity by seeking out opportunities to know people from other races, cultures, and religions ($\mu = 3.08$). Lastly, they perform actions for the good of others that do not serve personal self-interest ($\mu = 3.10$).

Implications in Teaching and Learning Process and School Administration. The assessment of the different core values significantly affects how people learn and teach and how the school is run.

For the teaching and learning process, the positive results of the assessment of the knowledge,

attitude, and practice of the core values of stewardship, empowerment, empathy, discipleship, and solidarity show that the learning institution was able to incorporate them into the different activities, programs, and events that led to the realisation and actualisation of the core value. These findings imply that good management is being practised and experienced in educational institutions. Completing the core value leads to better results in teaching and learning. Furthermore, implementing the core values contributes to the student's academic performance.

For the school administration, the good practice and positive realisation of these core values affirm the efforts and activities performed by educational leaders towards the completion of the institution's vision and mission and the actualisation of the core values as reflected in the actions and practices being performed by stakeholders.

Creating a Plan of Action. Creating a plan of action based on the assessment results is necessary after determining how the students know, feel, and practice the different core values. If the respondents know more about a specific core value, they will have a better attitude toward it, and as a result, a positive action or practice can be seen.

When making a plan of action, one must consider the following: key result areas, specific goals, activities, people involved, time frame, budget, and any comments.

Key result areas, or KRAs, pertain to the broad categories that must be achieved. In this case, the core values Each core value constitutes a key result area. For each KRA, specific objectives must be identified. The purposes that must be identified must be related to the KRA. Then, in every particular goal, different activities must be planned out so they can be implemented and achieved. The number of moves is not limited to one. Instead, many activities can be listed under each objective, depending on how learning institutions wish to achieve it. Moreover, for every action, a person involved has to be identified, such as the duration of the activity and the budget involved. Remarks may be included if any.

These simple components of the plan of action strengthen the positive impact and realisation of an institution's core values. In return, a more significant impact can be attained.

CONCLUSIONS

This study aimed to assess the knowledge, attitude, and practice of a learning institution's core values. The goal is to provide better insights and a basis for an action plan. It was a descriptive study with junior high, high school, and college students.

Results revealed that the respondents' knowledge, attitude, and practice toward the different core values were highly evident. The assessments provided insights into the implications of the reviews on teaching and learning and school administration. Also, a description of how

to plan action to strengthen the core values' sound effects has been given.

Based on the findings of this study, the following recommendations are given:

1. Craft programs, activities, and events, whether curricular, non-curricular, or extracurricular, strengthen the positive impact and continuous realisation of the core values among the students.
2. Conduct similar studies with more respondents at different points in time.
3. Other researchers may replicate or use this study as a foundation for conducting similar studies in the future.

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