

Values Home Orientation, Awareness and Behavioral Manifestations of Students

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This descriptive study focused on home orientation values, awareness and behavioral manifestations of students in the university. It determined the place of origin, course, and parents' educational background of the respondents and tried to find out whether there were significant difference and relationships among variables. The respondents of the study were the 321 randomly selected college students. A validated researcher-made questionnaire which contained items related to values on honesty, kindness, good manners, respect, helping others, prioritizing family and care for the environment was used in this study. Results showed that appropriate behavior in all occasions in private and public places was observed by over 97 percent, over 93 percent on the values of helping was manifested, giving high regard and prioritizing family got 90 percent. Care of the environment such as being responsible of one's garbage and care of resources such as food, water, air, shelter among others the result was over 96 percent. Regardless of the respondents' place of origin, values home orientation were described as well-oriented; however, on behavior manifestations, those from the province were described as often manifested. When parents' educational background was considered, respondents were well oriented, and very much aware of their values. On differences of the home orientation, awareness, and behavior manifestations of values of the respondents, home orientation variable showed a significant difference. Generally, results showed no significant relationship among variables of the study.

Keywords: home orientation, behavior manifestations, awareness

I. INTRODUCTION

Man is an unfinished project. He is always in the process of becoming (Corpuz et.al. 2010). Human development is the pattern of movement or change that begins at conception and continuous throughout life span, hence development can be positive or negative (Santrock, 2002).

Human behavior is complex and varies from one individual to another. Some sources of these behaviors could be the genetic characteristics that are inherited by the person

from his offspring and come may be the result of his exposure, observation, and modeling of people and in his environment. This may mean that behavior maybe a product of nature if not nurture.

Some thoughts declare that there are inborn urges, tendencies and wants. Some may refer these instincts as drives. Drives include hunger, thirst, lust or sex, rest among others which creates tension in the individual. These tendencies develop moves which determine the actions and reactions of individual towards a certain situation.

Behavior is considered the result of various responses to stimulation and should be controlled or directed by modifying either the stimulus or the response. In this, the stimulus may in the form of the individual training in the home and may be through education among others.

It is believed that individual varies in terms of behavior. This behavior may be traced in one's orientation, education, upbringing, religious affiliation, family structure among others. However, this should be verified.

As observed, students of Iloilo Science and Technology University show their individuality in their everyday engagement in the university. This individuality is translated on their manifestations of behavior related to honesty, kindness, good manners, respect, helping others, prioritizing others, care for the environment among others. Hence, this study is conceived.

Objectives

The purpose of the study was to determine the values home orientation, awareness and behavioral manifestations of students in the university. Specifically, this study aimed to determine the following:

1. home orientation, awareness and behavioral manifestations of students when taken as a whole and considering their place of origin, course, parents educational background;
2. whether if there is a significant difference on the home orientation, awareness and behavioral manifestations of the respondents considering their place of origin, course, parents educational background;
3. whether there is a significant relationship on the home orientation, awareness and behavioral manifestations of the respondents considering their place of origin, course, parents educational background;

Theoretical Framework

This study is anchored on Schwartz (2012) theory of basic human values. It discusses the nature of values and spells out the features that are common to all values and what distinguishes one value from another. The theory identifies basic personal values that are recognized across cultures and explains where they come

from. At the heart of the theory is the idea that values form a circular structure that reflects the motivations each value expresses.

Applying the theory to the concept of the study, the schematic diagram below presents the values orientation of the respondents on variables such as home orientation, awareness, and behavior manifestation. Each of the area consists of values on honesty, kindness, good manners, respect, helping others, prioritizing families and care for the environment. Variables on place of origin, parents' educational background and college where the respondents belong are considered. Below is the schematic diagram illustrating the framework of the study.

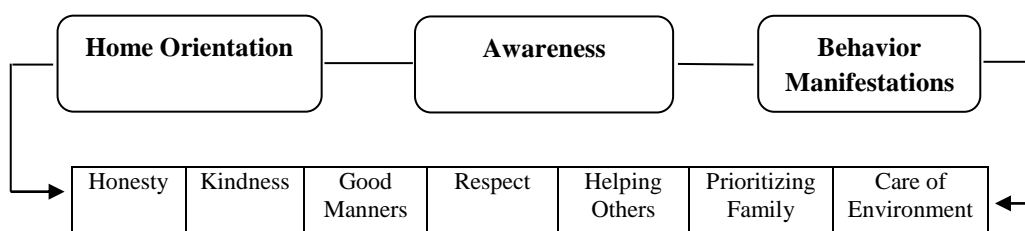


Figure 1. Schematic Diagram Illustrating the Framework of the Study

II. RELATED LITERATURE

What people need in education is a genuine faith in the existence of moral principles which are capable of effective instruction. Moral and spiritual values need to be stressed in the educational institution. With the advent and influence of social media no teacher should afford to remain complacent and unconcerned with values orientation and modeling learners.

Palispis (1995) says “that among the roots of the Filipino character, the educational system positively contributes to the building of character of students as they are in school more hours”. This is supported by Role (1993) in her study on integrating Christian Values and learning in the teaching of mathematics where it was stressed among various fields of human endeavor, education is one of the fertile grounds for the realization of the values of the individual as well as in society. It was also implied that the school possess great challenging role to educate and to clarify values for the students' total development.

Goble and Brooks (1983) contend that most children, by the time they reach junior high school age, have acquired values to a point where the needed approach shifts from prevention to rehabilitation for those who have internalized negative values. They believe that for character education to be effective at the secondary level students must be taught to change negative attitudes into positive attitudes.

Kirchenbaum (1994) identifies four strategies for teaching values. He observes that as well as teaching about values, teachers can demonstrate good values, teach skills for acting ethically and morally, and encourage young people

to internalize values and make their own good decisions. Teachers as good role models, who set a positive example and share their convictions on core values can have a positive effect on their students. Skills include on how to resist peer pressure, maintain self-respect, resolve conflicts in nonviolent ways, and start up for what we believe in.

A study on the status of teaching values to high school students was conducted by Omboy et al. (2012). The focus of the study was to assess the status of the teaching of core values to high school students' behavior of the San Isidro College Community. It also aims to find out how often the seven values included in the study. It also aims to find out how often these values were actualized in the classroom instruction, and how students behaved, practiced, and lived out values taught to them. The findings revealed that the seven core values such as human person, industry and work, uprightness and discipline, nationalism and cultural integration, social concern and responsibility creativity and competence and spirituality were integrated in the teachers' learning plans, concretized in the actual classroom instruction and could be observed in the high school students' behavior.

A study of Punzalan (2006) on the evaluation of the implementation of 2002 BEC values integration program revealed that values of spirituality, truth and tolerance, love and goodness, peace and justice are almost neglected or given very little consideration in the different learning competencies based on the seven core values of 1997 values education program framework identified by the department of education.

The Knower's Paradox and Representational Theories of Attitudes was conducted by Asher and Kamp (1988). This paper is about a well-known problem concerning the treatment of propositional attitudes. Results obtained by Kaplan and Montague in the early sixties imply that certain propositional attitude theories are threatened with inconsistency. How large the variety of such theories really is has been stressed by Thomason (1980). It includes all those attitude accounts that are often referred to as "representational." It was found out that that many non-representational theories avoid those paradoxes only so long as they refrain from incorporating certain further notions which seem as worthy of formalization as those they contain. In view of these artificial limitations that must be imposed to keep the paradoxes out, such non-representational theories offer no genuine advantage over representational alternatives. The Kaplan-Montague results therefore require a different response than has often been thought appropriate. Rather than taking refuge in a non-representational theory one should adapt the representational approach in such a way that the threat of inconsistency disappears. The paper ends with a sketch of how this might be accomplished.

Brown and Ogden (2004) conducted a study on Children's eating attitudes and behavior: a study of the modeling and control theories of parental influence. This study compared the modeling and control theories of parental influence on children's eating attitudes and behavior with a focus on snack foods. Matched

questionnaires describing reported snack intake, eating motivations and body dissatisfaction were completed by 112 parent/child pairs. Parents completed additional items relating to control in terms of attempts to control their child's food intake and using food as a tool for controlling behavior. The results showed significant correlations between parent and child for reported snack intake, eating motivations and body dissatisfaction, indicating an important role for modelling. Parents were then divided according to their control scores. Children whose parents indicated greater attempts to control their child's diets reported higher intakes of both healthy and unhealthy snack foods. In addition, those children whose parents indicated a greater use of food as a means to control their child's behavior reported higher levels of body dissatisfaction. The results provide some support for both the modeling and control theories of parental influence. However, modeling appears to have a consistent impact, parental control has a differential impact depending upon whether this control is focused on the child's diet or on other aspects of their behavior. It was concluded that a positive parental role model may be a better method for improving a child's diet than attempts at dietary control.

Values, attitudes, and interpersonal behavior study was conducted by Triandis (1980) of Nebraska. The study attempts a conscious move toward synthesis in social psychological theory and focuses on the relationship of attitudes, values, and other behavioral dispositions to action or behavior. An attempt is made to present a theoretical framework that pulls together relationships involving these concepts. The study defines a list of concepts—what is meant by each concept, what relationships the concept may or may not have with other concepts, and what kinds of dimensions of variation are likely to emerge when studying the particular concept. It also presents a theoretical network consisting of theorems and propositions—a relationships that require testing.

A study on values as predictors of environmental attitudes: evidence for consistency across 14 countries was conducted by Dunlap *et al.* (1992). This multinational study reported on the relationship between values and attitudes. Environmental attitudes were measured using the revised New Environmental Paradigm and Thompson and Barton's (1994) egocentrism–anthropocentrism scales. Other measures included gender, SES, religion, and Schwartz's (1994) universal values scale. Survey data were obtained from college students in 14 countries. A sample of 2,160 participants was obtained through university contacts in each country. Results found support for the distinction between different types of environmental attitudes. Regression analyses revealed a consistent pattern of findings across countries. Scores on the NEP scale and the egocentrism scale were predicted by universalism (positively), power (negatively), and tradition (negatively). In contrast, anthropocentric concerns were significantly related to benevolence (negatively), power (positively), tradition (positively), and security (positively). Overall, these findings support the value-basis theory of environmental attitudes.

III. METHODOLOGY

Research Design

A quantitative–descriptive method was used in this study.

Respondents

The respondents of the study were the sample population of the college students in the university during the second semester of the School Year 2017-2018.

Table 1: Distribution of Respondents

Colleges	Total Population	Sample Population	Percentage
College of Education	365	78	4.91
College of Arts and Sciences	356	71	4.47
Computer Information and Technology	584	116	7.3
College Engineering and Architecture	284	56	3.5
	1,589	321	20.0

Instrument

A researchers-made questionnaire was the instrument used in the study. The first part included the personal profile of the respondents which was utilized in the treatment of the data gathered. The second part was the questionnaire proper which comprised three major parts, namely: home orientation, awareness and behavior manifestations with 21 items each. The items for each part were related to the values on honesty, kindness, good manners, respect, helping others, prioritizing family and care for the environment. Each of the values comprised 3 items each. The total number of items is 63.

Data Gathering Procedure

To gather the data, the researcher personally administered the questionnaires to the respondents in their respective classes.

Data Analysis

In order to obtain the results of home orientation, awareness, and behavior manifestations of the respondents, responses were treated as bases for analysis and interpretation utilizing SPSS.

IV. RESULTS AND DISCUSSION

This chapter presents tables and discussions of the data gathered in the study.

Table 2: Itemized Values on Home Orientation of the Respondents

	f	%	f	%
1. Always tell the truth	250	77.9	71	22.1
2. Do what is true	304	94.7	17	5.3
3. Be true to all my dealings with others	302	94.1	19	5.9
4. Being kind to my family members	313	97.5	8	2.5
5. Treat other people, neighbors and friends with respect	318	99.1	3	9
6. Maintain kindness to everyone in any condition or situation	294	91.6	27	8.4
7. Behave appropriately in all occasions	300	93.5	21	6.5
8. Display appropriate behavior in private and public places	309	96.3	12	3.7
9. Observe rules of behavior at home, school, church and other places	314	97.8	7	2.2
10. Show respect to people in authority like teachers, ministers, community officials etc.	318	99.1	3	9
11. Use appropriate name calling (e.g. <i>manong</i> , <i>manang</i> , <i>sir</i> , <i>ate</i> , <i>lola</i>) to elders and persons in authority	307	95.6	14	4.4
12. Manifest appropriate words, gestures and tone of voice in dealing with parents including other people	313	97.5	9	2.5
13. Extend help to anyone who needs help	313	97.5	8	2.5
14. Help others unconditionally	299	93.1	22	6.9
15. Do act of helpfulness in favor to others	207	92.5	24	7.5
16. Give premier importance to family	318	99.1	3	9
17. Place a high regard to my family	300	93.5	18	5.6
18. Prioritize family over and above anything	301	93.8	16	5
19. Take care of the environment such as nature and edifice	276	86	41	12.8
20. Be responsible of my garbage	300	93.5	17	5.3
21. Take care of God's resources such as food, water, and electricity among others	309	96.3	8	2.5

Table 2 shows the itemized values home orientation of the respondents of the study. Out of 321 respondents, items 1 to 3 that comprise values on honesty, the response on “yes” obtained a 77.9 percent and the remaining 22.1% for “No”. Meanwhile items 2 and 3 obtained a 5.3 No response and 5.9 respectively and the other percent falls on yes responses. The items related to kindness are items 4 to 6. Results show that respondents with a greater percentage are oriented in their homes on kindness. These values are being kind to family members; treat other people, neighbors and friends with respect and maintaining kindness to everyone in any condition or situation.

Good manners are on the items 7 to 9. These stress behavior which are appropriate for all occasions, displaying appropriate behavior in private and public places; observing rules of behavior at home, school, church and other places where less than 6 percent of the respondents manifested the No response. On the values of respect, in items 10 to 12, respondents display over 97 percent

of yes response and there are related to respect to authority, use of appropriate name calling and or labeling to people and appropriate gestures in any condition.

“Yes” responses on the values “helping others” garner over 93 percent and which has a very negligible percent for “No” response. These responses stress on extending help to anyone who needs help; helping others unconditionally; and doing an act of helpfulness in favor of others.

Giving premier importance to family, giving high regard to my family and prioritizing family over and above anything else, which are found on items 16-18 transparently manifest “No” responses lower than ten percent observed on items 16-18.

The last three items are on the “care of the environment” specifying the “care of the environment such as nature and edifices has 86 percent on yes; being responsible to one’s garbage of 93.5 percent and care of God’s resources such as food, water, air, shelter among others has 96.3 percent. Obviously, “No” responses has the least percentage.

Table 3: Results of Values Orientation, Awareness and Behavior

Specific Values	Values Home Orientation		Values Awareness		Behavior Manifestations		Manifestations of the respondents
	Mean	Description	Mean	Description	Mean	Description	
Honesty	1.94	Well oriented	4.35	Very much aware	4.16	Often manifested	
Kindness	1.96	Well oriented	4.15	Very aware	4.05	Often manifested	
Good Manners	1.95	Well oriented	4.38	Very much aware	4.33	Always manifested	
Respect	1.97	Well oriented	4.66	Very much aware	4.37	Always manifested	

Helping Others	1.94	Well oriented	4.43	Very aware	4.01	Often manifested
Prioritizing Family	1.95	Well oriented	4.61	Very much aware	4.33	Always manifested
Care for Environment	1.92	Well oriented	4.49	Very much aware	4.26	Always manifested

Table 3 specifies values on honesty, kindness, good manners, respect, helping others, prioritizing family, and care of the environment.

When home orientation is considered, the respondents, as described in their responses, are well oriented. Respect obtains the highest with the mean of 1.97 and the lowest is the “care of the environment. In terms of values awareness, respondents in most areas are described as very much oriented except that of “kindness” with a mean of 4.05 and 4.01 on helping others. When respondents responded on the area of behavior manifestations, values on honesty and kindness as well as helping others are often manifested, but are lower than good manners, respect, prioritizing families and care of the environment. The lowest among the values is “helping others” followed by kindness as the second to the lowest. Meanwhile, the highest is the value on respect followed by prioritizing family and good manners.

Furthermore, the data reveal that while specific variables on values on home orientation describe respondents as well oriented, quantitatively the mean result varies. The highest of all the specific values is respect, followed by kindness and the third in rank is good manners and helping others.

Table 4: Values on Home Orientation, Awareness, and Behavior Manifestations According to Respondents’ Place of Origin

Variables	N	Home Orientation		Awareness		Behavior Manifestations	
		Mean	Description	Mean	Description	Mean	Description
Place of Origin	321						
Barangay	270	1.94	Well oriented	4.44	Very much aware	4.21	Always manifested
Town	31	1.91	Well oriented	4.46	Very much aware	4.16	Often manifested
City	20	1.96	Well oriented	4.53	Very much aware	4.32	Always manifested

When variables were considered in the study, the result shows that regardless of the place of origin of the respondents their home orientation is described as well- oriented, meanwhile those from the city have a higher mean of 1.96. In terms of awareness, those who are living in the barangay in the lowest mean of 4.44 and the highest is 4.46. On the other hand, when behavior manifestations are considered, those from the town has the lowest mean of 4.16 described as often manifested. Both from the barangay and city are best described as always manifested.

Table 5: Values on Home Orientation, Awareness, and Behavior Manifestations According to Respondents’ Parents’ Educational Background

Variables	N	Home Orientation		Awareness		Behavior Manifestations	
		Mean	Description	Mean	Description	Mean	Description
Parents’ Educational Background	32						
Elementary	1						
	34	1.95	Well oriented	4.29	Very much aware	4.09	Often manifested
High School	10	1.95	Well oriented	4.43	Very much aware	4.21	Always manifested
	8						
College	17	1.94	Well oriented	4.49	Very much aware	4.25	Always manifested
	9						

Table 5 above shows that when parents’ educational background is considered, the mean obtained a description of well oriented with a very slight difference on the score. Respondents whose educational background are classified as college level, the mean score is 4.49. Whereas those whose parents are in the elementary level have the lowest mean of 4.29. It is noticeable that regardless of the parents’ educational background of the respondents the description is very much aware.

The behavior manifestations of the respondents whose parents are college and high school level, it is described as “always manifested” with a mean of 4.21 and 4.25, respectively. Meanwhile, the lowest are those respondents whose parents are elementary, obtaining a mean of 4.09.

Table 6: Values on Home Orientation, Awareness, and Behavior Manifestation According to College

Variable	N	Home Orientation		Awareness		Behavior Manifestations	
s		Mean	Description	Mean	Description	Mean	Description
College	32						
	1						

COE	78	1.95	Well oriented	4.53	Very much aware	4.32	Always manifested
CAS	71	1.94	Well oriented	4.50	Very much aware	4.20	Always manifested
CIT	11	1.94	Well oriented	4.40	Very much aware	4.28	Always manifested
CEA	56	1.93	Well oriented	4.38	Very much manifested	3.96	Often manifested

Table 6 shows the values on home orientation, awareness, home orientation and behavior manifestations of the respondents considering the course they are enrolled in. The result shows that in terms of home values orientation of the respondents, all colleges have a description of well oriented; however, the mean varies. The same observation with awareness of all results of the mean is described as very much manifested. In terms of behavior manifestations, three colleges are on the description of always manifested and one college described their behavior manifestations as often manifested with the mean of 3.96.

Table 7: Significant Differences Between Values on Home Orientation, Awareness, and Behavior Manifestations of the Respondents

Variables		Sum of Squares	Df	Mean square	F	Sig
Home orientation	Between Groups	.045	2	.023	2.62	.074
	Within Groups	.273	318	.009		
Awareness	Between Groups	.153	2	.077	.457	.634
	Within Groups	53.2	318	.168		
Behavior manifestations	Between Groups	483	2	.241	.997	.037
	Within Groups	76.99	318	.242		

Table 7 shows the significant differences between home orientation, awareness, and behavior manifestations of values of the respondents. The mean square between variables is .023 and within aspects of variables is .009 falls on home orientation with the f of 2.62 with .074 significance. In terms of awareness, the mean square between variables is .077 and within aspects .168 in the f of .457 which resulted to a significance on .634. On the values transparently observed in the behavior manifestations between groups the mean square is .241 and within

aspects is .242 with the result of the f of .997 which resulted to a significance of .370.

Table 8: Significant Relationship Between Respondents' Home Values Orientation, Awareness and Behavior manifestations

Variables	Home Orientation	Awareness	Behavior Manifestations
Home Orientation	1	.282**	.285**
Awareness	.262**	1	.548**
Behavior Manifestations	.295**	.548**	1

** Significant at the 0.01 level (2 tailed)

The table above is on the significant relationship of the variables considered in the study. The table shows that the result between home orientation and awareness is .283 and behavior manifestation is .285. When values awareness of the respondents is considered, the result of home orientation is .262 and behavior manifestations is .548. Between behavior manifestations and home orientation the result is .295 while behavior manifestations and awareness obtain the result of .548. The general result declares no significant relationship among variables in the study.

V. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

1. Out of 321 respondents, items 1 to 3 that comprise values on honesty, the response "yes" obtained a 77.9. Results show that respondents with greater percentages are oriented in their homes on the value of kindness include being kind to family members, treat other people, neighbors and friends with respect and maintaining kindness to everyone in any condition or situation.
2. Values on kindness on Items 4 to 6, results shows that respondents in greater percentages are oriented in their homes. These are manifested in their being kind to family members, treat other people, neighbors and friends with respect and maintaining kindness to everyone in any condition or situation.
3. Less than six percent of the respondents manifested the No response on good manners that stress behavior on appropriate in all occasions, displaying appropriate behavior in private and public places, observing

rules of behavior at home, school, church and other places where on the values of respect, respondents displayed over 97 percent of yes responses.

4. Over 93 percent of the respondents answered “yes” on the values of “helping others” while very negligible in “No” responses. These responses stress on extending help to anyone who needs help; helping others unconditionally; and doing an act of helpfulness in favor of others.
5. Giving premier importance to family, giving high regard to my family and prioritizing family over and above anything else transparently manifest least on “No” responses which is lower than ten percent .
6. Care of the environment such as nature and edifices got 86 percent on yes; being responsible to one’s garbage of 93.5 percent and care of God’s resources such as food, water, air, shelter among others of 96.3 percent.
7. When home orientation is considered, all of the specific values are described as well oriented where respect obtained the highest with the mean of 1.97 and the lowest is the “care of the environment with a mean of 1.92.
8. On values of awareness, mostly of the areas are described as very much oriented except that of “kindness” and helping others.
9. Manifestations of values on honesty and kindness as well as helping others are often manifested but which are lower than good manners, respect, prioritizing families and care of the environment. The lowest among the values is “helping others’ followed by kindness as the second lowest. Meanwhile, the highest is the value on respect followed by prioritizing family and good manners.
10. When variables are considered in the study, the result shows that regardless of the place of origin of the respondents their home orientation is described as well- oriented, meanwhile those from the city are having a higher mean. Those who are living in the barangay had the lowest mean and the highest is 4.46. When behavior manifestations are considered, those from the province has the lowest mean of 4.16 described as often manifested. Both from the barangay and city are best described as always manifested. Meanwhile, when grouped according to college, in terms of home values orientation of the respondents, all colleges have a description of well oriented; however, the mean varies. The same observation with awareness of all results of the mean are described as very much manifested. In terms of behavior manifestations, three colleges have on the description of always manifested and one college describes their behavior manifestations as often manifested.

11. When parents' educational background is considered, the mean obtained a description of well oriented with a very slight difference on the score. Respondents whose parents' attained college has the highest mean and the lowest are those parents have educational background in elementary. It is noticeable that regardless of the parents' educational background of the respondents the description is very much aware
12. In terms of significant differences any home orientation, awareness, and behavior manifestations of values of the respondents, home orientation with the f of 2.62 with .074 significance; in awareness, it resulted to a significance on .634, while on values, it was transparently observed in the behavior manifestations, the result of the f of .997 resulted to significance of .370.
13. When significant relationship of the variables was considered in the study, the result revealed that there is No significant relationship among variables in the study.

Conclusions

Relating the result to the findings of the study, the following are the conclusions:

1. Majority of the respondents practice values on honesty, kindness and are well oriented in their homes hence, it shows that most parents of the respondents are doing their roles to their children.
2. Good manners are well manifested by the respondents in public places and occasions or situations.
3. On values of helping others, the respondents simply manifest of extending help to anyone who needs help; helping others unconditionally; and doing an act of helpfulness in favor of others.
4. Giving premier importance, having high regard and prioritizing family over and above anything else transparently manifest among respondents behavior.
5. Care of the environment such as nature and edifices, being responsible to one's garbage and care of God's resources such as food, water, air, shelter among others are also among the values of the respondents. Though care of the environment is the least concern of the respondents due to home orientation.
6. On values of awareness, mostly of the areas are described as very much oriented except that of "kindness" and helping others.
7. Manifestations of values on honesty and kindness as well as helping others are often manifested which are lower than good manners, respect, prioritizing families and care of the environment.

8. The respondent's home orientation on different values vary due to exposure in their respective home origin whether barangay, town and or city. Furthermore, the educational background of parents has an influence on the home orientation of the respondents.
9. The home orientation, awareness, and behavior manifestations of values of the respondents differ. However, when significant relationship of the variables was considered in the study, the result declares No significant relationship among and between variables in the study. This implies that values on home orientation do not necessarily relate to the other variables.

Recommendations

The following are the recommendations of the study:

1. Values on honesty, kindness and other areas considered in the study may be integrated in the classroom.
2. Studies on these areas may be conducted to parents in a larger scale.
3. A seminar on ethics, and good manners may be conducted sequentially to college students so that they would be able to embrace appropriate behavior in all occasions; display appropriate behavior in private and public places and observe rules of behavior at home, school, church and other places.
4. The school should provide programs and activities related to human relations and interpersonal skills and concern to others such as extending help to anyone who needs help, helping others unconditionally and doing an act of helpfulness in favor of others.
5. A symposium on giving premier importance to family giving high regard to my family and prioritizing family over and above anything else may be conducted
6. As part of values formation and enhancement related to environment, the school should design a program or participate in activities related to responsible garbage collection and disposal, care God's resources such as food, water, air, shelter among others.
7. A guidance program may be designed to enhance values home orientation, awareness and manifestations of the university students.
8. A module may be written for use in the university which can be integrated in the classroom.

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