The Integration of Values in the Teaching of Social Sciences

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1. Objectives

This study has the following objectives:

1.1. Identify the core values being integrated in the teaching of social sciences specifically in the fields of Psychology, History, Peace Studies, Political Science, Philosophy, Sociology and Social Work;
1.2. Determine how values are being integrated in the teaching of social sciences, and;
1.3. Develop sample lesson exemplars reflecting the core values being integrated in the teaching social sciences.

2. Brief Description of Methodologies

This study used four different sources in order to validate the data gathered: (1) survey of the Faculty members; (2) interview of the 5 Department Heads; (3) observation of the faculty who confirmed their willingness to be observed, and; (4) survey of the students' in relation to their observed integration of values in the teaching-learning process.

3. Abstract

This study looked into the Values Integrated in the Teaching of Social Sciences. It specifically had the following objectives: (1) Identify the core values being integrated in the teaching of social sciences specifically in the fields of Psychology, History, Peace Studies, Political Science, Philosophy, Sociology and Social Work; (2) Determine how values are being integrated in the teaching of social sciences, and; (3) Develop sample lesson exemplars reflecting the core values being integrated in the teaching social sciences.

The following were the tools used for generating the data for this study: the survey questionnaire for the faculty and students, the observation guide for the classes and faculty observed and, the interview guide for the Department Heads. Also used in this study were the significant comments given by the faculty in the survey questionnaire. As for Objective 3, the syllabi of the faculty concerned were utilized as guide in developing the lesson exemplars.

It was concluded that the values cited are varying, it can be noted that most of the cited values integrated by the faculty which was also affirmed by the students are "others" centered thereby affirming that the social sciences discipline truly puts man and socialization at the center of its education process, thereby living to the very principle of being social sciences. Finally, Values integration takes place mainly in the discussion proper as revealed both on the faculty survey and the observation and the values integrated are dependent on the lesson.

4. Key Words: social sciences, pedagogy, teaching, values integration

5. Theoretical Framework

Bandura stated that many individual's complex behaviour are the result of exposure to competent models who display appropriate behaviour in solving problems and coping with their world. This he called as "observational learning" or imitation or modelling which happens when learning occurs after an individual have observed and imitated another's behaviour. It is composed of 4 main processes specifically attention, retention, motor reproduction and reinforcement (Labiste and Brazalotte 2011 p.133). In the context of this paper, it can be noted that what the teacher exemplifies, other than the actual values taught, is greatly learned by the students. While this is not the concern of the study, this has been cited by many faculty members who said that teachers are supposed to exemplify the paragon of virtue and values.

This is most highlighted in the college students as they are already in the process of establishing moral reasoning based on enduring or consistent principles to which other people's influences come to light. They are at the stages of not just recognizing the right or wrong but understanding the reason behind it.

Lawrence Kohlberg's moral development stages called this as the post-conventional stage where there is the social contract orientation and the universal ethical orientation which is both anchored on the prevailing values orientation of the person. The former is highlighted when laws that are wrong can be changed and when one act based on social justice and the common good. While the latter is associated with the development of one's conscience and is characterized by having a set of standards that drives one to possess moral responsibility to make societal changes regardless of consequences to oneself. Alongside this, Kohlberg and his colleagues also came up with the idea of the "just community" schools approach towards moral development whose fundamental goal is to enhance students moral development by offering them the chance to participate in a democratic community (Lucas and Corpuz 2007 p.63 and 64). The college students are in a very crucial stage of their lives when they are in the process of defining their sense of self anchored mainly on their attitudes and values.

The values clarification theory is an educational philosophy based on the concept of humanity that says that human beings hold the possibility of being thoughtful and wise and that the most appropriate value will come when persons use their relationship with each other and with the ever-changing world. Values also cannot be personal until they are freely accepted and that they cannot be much of significance is they do not penetrate the life of the person who holds them. There are 3 relative processes to achieve this: choosing values, prizing values and acting on them. Along side this, it has been mentioned that becoming aware of values is a three-dimensional process: (1) to develop within man each one of the basic need areas; (2) to participate in the sharing and shaping of the 8 basic needs in the lives of others, and; (3) to recognize the ways in which others   influence   the   shaping and sharing of values within man. Putting this in the perspective of values education, teachers then have to work on the students' value system (Branzon 1994). How the values are integrated in the teaching-learning process will either affirm or negate this theory.

6.   Review of Related Literature and Studies

The formation of one's character and personality is to a significant extent greatly affected by the dominant social institutions in a man's life. As a college student, it is undeniable that the school truly plays a tremendous role in the generation, growth and reinforcement of the prevailing value system in a student.

It can be noted that cognitive psychology have greatly explained this correlation as it acknowledges the inter-relationship between an individual's existing value system and the input that one may get in class. Foremost is the fact that learning is recognized as a constructive process on which the personal meaning of an input is what makes it meaningful on the part of the learner. Second, the structuring of knowledge is essential as certain things are viewed by certain people differently depending on their respective schemas. Thirdly, learning is influenced by one's motivation, beliefs and already existing values. With this, social interaction becomes integral to cognitive development (Teh and Macapagal 2011 pp.154 and 155). For this particular study, the integration of values is in the different parts of the teaching process and its relevance in the students, though not the concern of the study, will be seen in the how the students are able to fully connect with the values taught or integrated in the lesson.

Article XIV, Section 3, Paragraph 2 of the Philippine Constitution states that "all educational institutions shall inculcate patriotism and nationalism; foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country; teach the rights and duties of citizenship; strengthen the spiritual and ethical values; develop moral character and personal discipline; encourage critical and creative thinking; broaden scientific and technological knowledge, and; promote vocational efficiency(Javier et.al. 2002 p.235).

The Philippine Educational System has went through various changes through time. But the following characteristics generally describe the system of education in the country: (1) the student is viewed as the center of the educative process and not the subject matter; (2) the theory of self-activity is considered the basis of all learning; (3) the development of personality is the main objective of education; (4) school activities must be correlated with the actual life of the learner; (5) the quality and relevance of education and training shall be with respect to the present Philippine conditions and needs, and; (6)there is a need for intensification of the values education program (Palispis 2005 pp. 253 and 256). The latter will be looked into in this research.

Values Education as a part of the school curriculum in the Philippines is the process by which values are formed in the learner under the guidance of the teacher and as he interacts with this environment. But it involves not just any kind of teaching-learning process. First of all, the subject matter itself, values, has direct and immediate relevance to the personal life of the learner. Second, the process is not just cognitive but involves all the faculties of the learner.

The teacher must appeal not only to the mind but the hearts as well, in fact, the total human person. Third, one learns values the way children learn many things from their parents. Children identify with parents, and this identification becomes the vehicle for the transmission of learning, be it language or the values of thrift and hard work (Martre and Martre 2005). Hence, the teacher's personal values play an important role in values learning.

For effective value integration and transmission to take place, the identified values have to first be full values. Hence, they must go through the three processes: cognitive process or the act of one person involving choosing freely from among alternatives, after careful thought; affective process when a person's choice is prized and cherished and the person publicly affirms it, and; behavioural process wherein if one values something, s/he shows this in his/her actions, acts positively about it and does it habitually (Panopio and Raymundo 2004 pp. 86 and 87). It is only hoped then that after such integration of the core values in social science disciplines, full value integration may take place.

Dr. Abraham I.Felipe highlighted the important role of values integration in the teaching-learning process when he said that it is urgent that educators emphasize the purpose of education which is not merely absorbing new knowledge and skills but more importantly, imbibing right values and attitudes. He further elucidated "...so that we may be able to discharge this awesome responsibility of educating Filipinos, we can begin by teaching the enduring, time-tested values of integrity, justice, respect for the rights of others and social responsibility.   By properly inculcating these values in our students, we shall be able to prepare them to absorb shocks coming from the changes in lifestyle and in social mores progressively increasing in complexity and quantity" (San Diego 1996 p.81).

The Journal for Social Sciences published a research on "The Living Values-Based Contextual Learning to Develop the Students' Character" which had 98 students of Civic Education Study Program from Indonesia University of Education for Academic Year 2011-2012 and utilized observation, documentation, focused group discussion and questionnaire. The study found out that (1) the living values-based contextual learning model conceptually in lecturing was the integration of living values into material method, media, learning source and lecturing evaluation conceptually; (2) the living values-based contextual learning model was implemented through value learning variation in contextual learning (problem-based learning, cooperative learning, project-based learning, service learning and work-based learning); (3) the implementation of living values-based contextual learning model had an effect by 26% on the students' character development within the one-year span. It therefore concluded that the living values-based contextual learning is an alternative of character education integration model in the university learning process. This model can be applied in lecturing to develop the students' character including being religious, honest, tolerant, well-mannered, discipline, hard-working, creative, independent, democratic, homeland love, respecting achievement, collaborating and responsible (Journal of Social Sciences 2012 pp.246-250). This may not be measured by this study but is truly recognized as an important measure in determining the relevance of the social sciences discipline in the character formation of their students.

Punsalan in her "Study of School-Based Values Integration Program in the Philippines" described and analyzed the program design, learning standards/competencies, teacher attitudes, teaching-learning process and activities, instructional materials related to the implementation of the new Philippine BEC program for values integration. The study specifically looked into the (1) core and related values reflected in the instructional components of the various learning areas in the elementary and secondary levels; (2) if the teachers in the various learning areas and in the different grade/year levels have favourable/unfavourable attitudes towards the integration of values in their teaching; (3) the frequently used teaching-learning strategies for values integration if any, and; (4)the strengths of the present program that can be sustained and its weaknesses that may be remediated through an enhanced program for values integration. Her research specifically involved 4 elementary and 4 secondary schools in a Division of City Schools in Metro Manila. There were 52 class observations and 492 teachers as survey respondents assigned in various learning areas including social sciences in both the elementary and secondary level (Punsalan 2005). For this particular research, the integration of values is taken in the tertiary level, most especially since it is the College of Social Sciences and Philosophy which has the greater task of integrating values, it being greatly concerned with social interaction in the macro-level.

Social Studies is a subject designed and evolved to foster in learners a better understanding of the cultural values that guides the interactions of man with his physical and social environment. It is, the most integrated of all subjects at the various levels of education and this has made it to be broad and contain different kinds of elements.

This broad nature makes Social Studies the most appropriate subject in the school curriculum to meet the cultural values and moral goals of society. The nature of Social Studies emphasizes the importance of man. Man is put in a central position and his activities are studied in relation to various environments which could be physical, social or psychological in nature. Man can only exist in his varied environments by understanding, interacting, organizing and running his society in an orderly cultural, economic and political setting. Hence, Social Studies will try to gather relevant knowledge, values and skills centered on the subjects that form parts of these broad spheres of man (Ogundare 2010). In this context, all values are important in teaching Social Sciences as it gives meaning to the experiences of humankind.

Connecting the concerns of Social Sciences and the notion of values then allows one to clearly see the function of values, which are: (1) to provide framework within which social judgements are made; (2) it gives purpose and direction to the lives of the people; (3) it gives meaning and significance to life and to the totality of society; (4) it makes things desirable, satisfying and worthy of approval; (5) it defines what are important to the people; (6) it bridges the gap between knowledge and action, and; (7) it has a primordial place in education as it also covers the total formation of a person. Values then can be classified into economic; behavioural which includes both instrumental and terminal; social values which includes both prescriptive and proscriptive, non-social or self-concern values, and; moral or spiritual values (San Juan et.al.2011 pp.92-96). The values that are taken for this study is treated under each of the disciplines and their respective relevance.

The Department of Education spearheaded a Values Education Program Framework grounded on the rational understanding of the Filipino as a human being and in shaping society and the individual. Its goal is to provide and promote values education at the three levels of the educational system for the development of the human person committed to the building of a "just and humane society". Its premise is that the human person is an individual, self-conscious being with incalculable values, who cannot be a mere instrument of the society and the state. The seven core values identified were health, truth, love, spirituality, social responsibility, economic sufficiency, nationalism and patriotism, and global solidarity (Panopio and Panopio 2000 pp.87-90). This core values identified by the Department of Education will also be looked into for this study and if they are integrated in the teaching-learning process in the Social Sciences.

The Miriam College Foundation (MCF) Model has the general goal of empowering the Filipino teacher so that s/he can develop the whole person of the adolescent student. Its specific goals included, among others, to experience value clarification as a strategy in the classroom; to reinforce the thrusts of the Department of Education on values education, and to learn the effective use of the Total Person Experiential Learning (TEPL). The strategies that are seen to encourage greater learning and internalization of values are reflection, introspection, self-analysis, recall, mediation, voluntary disclosure and group sharing (Labiste and Brazalotte 2011). Given this, the valuing process then becomes an integration of the cognitive, affective and behavioural faculties of the students.

7. Materials and Methods

This study used four different sources in order to validate the data gathered: (1) survey of the Faculty members; (2) interview of the 5 Department Heads; (3) observation of the faculty who confirmed their willingness to be observed, and; (4) survey of the students' in relation to their observed integration of values in the teaching-learning process.

This was the distribution of the participating faculty members: 2 from the Social Work Department; 3 from the Political Science Department; 2 from the General Education Department; 2 from the Sociology Department; 1 from the Peace Studies Department, and; 2 from the Philosophy Department. So there were 12 faculty members who were observed. While the 5 Department Heads were interviewed and 20 submitted their answered survey questionnaire.

There were 5 students who were surveyed per faculty who participated in the study. As such 10 students were taken from the Social Work Department; 15 students from the Political Science Department; 10 students from the Sociology Department; 5 students from the Peace Studies Department, and; 10 students from the Philosophy Department. While 10 students taking up General Education subjects were taken. With this, 50 students were surveyed for the validation of the results of the observation of the faculty members.

	Number of Participants
Faculty Members who were observed	12
Department Heads who were interviewed	5
Faculty members who answered the survey questionnaire	20
Students' survey	50

8. Results and Discussion of Accomplishments per Objective

The following are the results of the study:

Table 1. The Core Values Being Integrated in the Teaching of Social Sciences

	Social Work	Poli-tical Science	History	Psycho-logy	Socio-logy	Peace Studies	Philo-sophy	Total	Per-cen-tage
Inculcating discipline	3	4	3	3	3	1	2	19	95%
Promotion of sense of cooperation	3	4	3	3	3	1	2	19	95%
Empowerment of individuals	3	4	3	2	3	1	2	18	90%
Promotion of equal rights and opportunities of women and men	3	4	3	2	3	1	2	18	90%
Promotion of sense of accomplishment	3	4	3	2	3	1	2	18	90%
Promotion of sense of duty	3	4	3	2	3	1	2	18	90%
Recognition of the freedom of expression	3	4	3	2	3	1	2	18	90%
Respect for Life	3	4	3	2	3	1	2	18	90%
Respect for human rights	3	3	3	3	3	1	2	18	90%
Right attitude toward change	3	4	3	2	3	1	2	18	90%
Maximum utilization of resources	3	2	3	3	3	1	2	17	85%
Accepting Challenges	3	4	3	2	2	1	2	17	85%
Promotion of sense of commitment	3	3	3	2	3	1	2	17	85%
Promotion of sense of compassion	3	3	3	2	3	1	2	17	85%
Rejection of violence in all forms	2	3	3	2	3	1	2	16	80%
Commitment to continuous improvement	3	4	3	1	2	1	2	16	80%
Promotion of civic duty, pride and rights	3	3	3	1	3	1	2	16	80%
Concern for the environment	3	3	3	3	3	1	2	16	80%
Promotion of accountability	3	2	3	2	3	1	2	15	75%
Promotion of healthy competition	2	2	3	2	3	1	2	15	75%
Promotion of sense of community	3	2	3	1	3	1	2	15	75%
Appreciation of Beauty	2	2	3	2	2	1	1	13	65%
Devotion to the principle of democracy		2	2	3	2	1		10	50%
Devotion to the principle of cultural diversity		2	2	1	3	1		10	50%
Devotion to the principle of solidarity		2	2	2	2	1		9	45%
Devotion to the principle of justice		2	2	2	2	1		9	45%
Devotion to the principle of tolerance			2	1	2	1		6	30%
Devotion to the principle of pluralism		1	2	1	2	1		5	25%

Out of the 20 faculty members who answered the survey questionnaire, there were common values integrated as presented in the table. The values commonly integrated in the teaching learning process are rational values that are concerned more with how one deals with others. Fourteen (14) out of the 22 common values integrated in all departments are "others" centered while the other 6 are "individual" or personal in nature. It can be noted that the top two values (inculcating discipline and the promotion of the sense of cooperation) are more applicable in the different classroom processes engaged in by the students like the different activities that teachers ask their students to do. There are 6 other values which is not at all integrated in the Social Work and Philosophy Department as revealed in the study. These are: devotion to the principle of democracy, devotion to the principle of cultural diversity, devotion to the principle of solidarity, devotion to the principle of justice, devotion to the principle of tolerance and devotion to the principle of pluralism.

There were also 20 faculty members who were observed and the observation revealed that these were the top values integrated in their teaching: promotion of the sense of duty; empowerment of individuals; accepting challenges; promotion of accountability; promotion of equal rights and opportunities for men and women; promotion of a sense of duty, and; promotion of civic pride, duty and rights.

The survey with the students revealed that there were 11 values that were effectively integrated and truly encouraged learning. These specifically are: (1)love of learning; (2) promotion of equal rights and opportunities for men and women; (3) promotion of sense of duty; (4) promotion of the sense of commitment; (5) promotion of the sense of community; (6) promotion of the sense of compassion; (7) promotion of the sense of cooperation; (8) devotion to the principle of democracy; (9) promotion of peace; (10) respect for life, and; (11) respect for human rights.

The Philippine society is presently seeking fresher dimensions and directions towards social transformation and development. However, no change whether it be in process or structure, will certainly move unless people themselves are transformed. To realize the desired social change, the values, attitudes and behaviour of the Filipinos must be appropriately re-oriented. This called then for values education. After all, the aim of all education ought to be what we call values, not merely funnelling information into empty vessels. As such all education would involve values education. (Branzon 1994). The integration of values in the social sciences comes of great importance as its nature of looking into the different social setting and interactions would demand for the integration of the necessary values in the teaching-learning process.

For many students, the school is the best stage to develop values that are necessary as they go through life. Their involvement in the different school activities highlights social awareness and social responsibility, as well as patriotism and nationalism (Dela Salle University 2006 pp.117-122). The different values integrated generally focus on these values as well.

The integration of values is best seen when faculty members relate the actual lesson with real-life situations in order to emphasize its applicability. This is supported by 5 faculty members. One Political Science Teacher said that "discussion is related to present scenario and actual experiences of the students. The lessons learned out of those experiences give emphasis on the values they have and the values they have learned". While another History Teacher said that the values integrated are "through the life experiences that are related to the subject matter". The same statement was generated from a Psychology teacher who said that the subject, being concerned with behavioural patterns/processes integrate values naturally and further emphasized through practical applications, most especially since the students are already at the critical stage of adolescence. In this way, a teacher is able to guide and inspire his/her learners. In Sociology on the other hand, there is an actual separate discussion on Filipino values. The same is similar with the Philosophy Department, which by the very nature of their discipline looks into "human values as its core". "It (the philosophical notions) are primarily directed towards the end which is pakikipag-kapwa and pagpapakatao", as stated by one faculty member of the said Department. But majority of the values taught to the students are done learned not directly but through the process of social interaction inside the classroom.

McCrae and Costa propose that there are certain personality traits tied with values that cuts across culture specifically sociability, agreeableness, conscientiousness and emotional stability. Narrowing it down however to prevailing Filipino traits is the Filipino core value of kapwa (the unity of the self and others) which is a recognition of a shared identity or an inner self shared with others (Teh and Macapagal 2011 pp. 253-255). In support of the Philosophy Department's statement that by the very nature of the social sciences, man is seen as the center of the education process and human values are therefore at its core.

While in the interview with the Department Heads, the Heads from both Philosophy and Social Work Department have affirmed that values are truly integrated, not just in the content of the lesson but even in the requirements asked from the students and the manner by which the students are evaluated. Being a discipline that greatly highlights human relationship, the Social Work Department integrates values in nearly all its subjects. The Philosophy Department on the other hand, emphasizes values even indirectly as teachers return "cut-and-paste submitted outputs and talk to the students who pass it thereby highlighting discipline and honesty as values. Prof. De Leon also mentioned that he leaves the classroom even when the class is taking the honest to further see the students' honesty. Prof. Guiriba mentioned that while values are beng integrated, still it is lacking and there is a need for education in the College to be more holistic. The Political Science Head also supported this when he mentioned that in their discipline, not all values are emphasized as their specialization itself "would not do much with values. However, if a student misbehaves, we make sure that they integrate values in the process of disciplining the student". As for Dr. Rosana (Head of the Peace Studies Department), he said that while values are integrated, there is really no way for such integration to be measured. While there are difference in their opinion as to whether or not values are fully integrated, the Department Heads agree that there are core values that need to be highlighted per specific discipline like the understanding of the self for Sociology, peace education for the Peace Studies Department and Professional Ethics for the Political Science Department. The identified core values for the Social Work Department on the other hand are respect for human dignity, genuine concern for others, social justice, upholding human rights, self-help and empowerment. Finally, for the Philosophy Department are honesty, fairness, justice self-discipline, and care for others and humanity.

Social sciences and the teaching of values are indeed inseparable as the science itself is value-oriented. The measure of values integration can be seen in the transition of students from 1st year up to the time they reach 4th year as seen in the improvement of their character and intellect.

Along this line too, teachers must then be an epitome of values. The Department Heads support this by saying that in order to have effective values education, teachers must be role models of character and intelligence.

Table 2. Manner in Which Values are Integrated in the Social Sciences

	So-cial Work	Poli-tical Science	His-tory	Psy-cho-logy	Socio-logy	Peace Stu-dies	Philo-so-phy	To-tal	Per-cen-tage
During the lesson proper	3	3	3	2	3	1	2	17	85%
During the synthesis part of the lesson	3	2	3	3	3		2	16	80%
During the summary/ conclusion part of the lesson	3	1	3	2	2	1	2	14	70%
During the preliminary activity as part of motivation of the students	2	3	2	2	2	1	1	13	65%
During the enrichment part of the teaching process	1	2	3		2	1	1	10	50%
Depending on the responses of the students, hence, done incidentally	2	1	2	1	3		1	10	50%
Values are also integrated even in the assessment/ evaluation part.					1			1	5%

The table shows that all the Departments of the College of Social Sciences and Philosophy integrates values in the lesson proper, in the conclusion part of the lesson, in the preliminary activity as part of the motivation and in the enrichment part of the teaching process. The Peace Studies Department does not integrate values is the synthesis part and as an incidental process based on the students' responses. Only one faculty from the Sociology Department and the whole college integrates values even in the assessment/evaluation part.

The Peace Studies, History, Philosophy, Social Work and Sociology integrate values in the lesson proper. Meanwhile, the students cited that in Psychology, the integration is in the preliminary activity. Finally for Political Science, integration is done in the synthesis and in activities related to the lesson proper.

The remarks of the faculty members concerned further supported this when 2 of the Faculty members from the Social Work Department mentioned that the discussion proper highlights greatly the values, and even in the placement of their students. A faculty from Peace Studies Department further emphasized that in Social Sciences, values are integrated all throughout even in their activities and real-life examples.

The shaping or learning of values is a developmental process. For social sciences, students are trained to develop the tools for analysis that would help them develop critical consciousness, especially when the discussion of values is made within the social and historical contexts. The students are made to be responsive and reflective actors in society as agents of transformation. Students are taught skills in observing social phenomena wherever they may find themselves. In this way, social sciences become important in value formation and social transformation in the shaping of a national purpose underpinned by social values instrumental for survival and human development (Panopio and Panopio 2000 p.87). By relating the values to the real-life situations, the students are able to reflect in their role in social transformation.

The interview with all the Department Heads revealed that the integration of the values happen incidentally during the discussion proper. Only Prof. Valenzuela affirmed that they also inculcate values even in the motivation part.

There are various approaches to moral education more specifically the: (1) cognitive approach which emphasizes the moral skills; (2) developmental approach which emphasizes the stages of moral development by Kohlberg; (3) the character-education approach which emphasizes moral behaviour, inculcation of virtues and modelling; (4) the infusion approach which emphasizes the moral content introduced in appropriate subject areas, notably in social studies, and; (5) the socialization approach which emphasizes environmental factors that are conducive/detrimental to moral learning such as school structures, teacher attitudes and classroom procedure (Branzon 1994). For the social sciences, the approach to values integration used was more of the infusion approach and the socialization approach. Infusion approach because there are subjects that truly focus on values and the latter as there are instances when the processes in the classroom by itself already integrate the necessary values.

The government in fact have supported this in the Moral Recovery Program which sought to develop among the Filipinos the sense of patriotism and national pride; the sense of common good; a sense of integrity and accountability; the value and habits of discipline and hard work, and; the value of habits of self-reflection and analysis. The Department of Education looks into the philosophy of man, their being the subject and object of education, as the center of values education. The general goal then was to provide values education across the 3 levels of education relevant to the development of the human person in the context of society and committed to the building of a just and humane society democratic nation (Zulueta 2008).

9. Findings

The following are the findings that were drawn from the result and discussion:

9.1. The values that were cited by the faculty that was affirmed by the students to have been integrated are: promotion of equal rights and opportunities for men and women; promotion of a sense of duty; promotion of a sense of commitment; promotion of a sense of compassion; promotion of a sense of community; promotion of a sense of cooperation; respect for life, and; respect for human rights.

While the values cited are varying, it can be noted that most of the cited values integrated by the faculty which was also affirmed by the students are "others" centered thereby affirming that the social sciences discipline truly puts man and socialization at the center of its education process, thereby living to the very principle of being social sciences.

9.2 Values integration takes place mainly in the discussion proper as revealed both on the faculty survey and the observation and the values integrated are dependent on the lesson.

With this, it therefore becomes imperative that the integration of values is not continuous as it should be from motivation down to assessment/evaluation. Given such reality, there is therefore a need for a sustained integration of values to ensure that such would be enough to actually leave a mark on the character formation of the students.

10. Recommendations

Based from the findings and conclusions, the following are hereby recommended:

10.1. The College of Social Sciences and Philosophy of Bicol University may look into the core values per discipline in order to ensure that it is integrated into the different subjects that is offered to the students. In doing so, they may also try to focus on what they particularly intend their students to develop as they go through their education in the college.

10.2. The Different Departments of the College of Social Sciences and Philosophy may have an assessment of the learning of their students through their 4 years stay in the Department in order to check whether there was relevance in the teaching-learning process on the part of the students. This will also ensure that transfer of knowledge and values have taken place.

10.3. The Instruction Coordinator of the College may also ensure that the core values identified per department is integrated in the Faculty member's course syllabi and that this too is measured in their respective assessments to ensure deeper understanding on the part of the students.

10.4. The Faculty Members of the College may use more student-centered strategies to ensure internalization of the values in the students. This will also enable the students to reflect more on what they have learned and how it applies to them.

10.5. It is also recommended that the there be a study that will look into the impacts of the teaching-learning process on the formation of students' character.

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