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RESEARCH ARTICLE

ASSESSING THE EFFECTIVENESS OF VALUE-LADEN INITIATIVES OF THE DEPARTMENT OF EDUCATION REGION 02

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Abstract

This research is focused on assessing the effectiveness of value-laden initiatives of the Department of Education Region 2 as a basis for an action plan towards its efficient and sustainable implementation. Specifically, it investigated the effectiveness of Projects RDELIC and RDNEB in attaining their objectives, strategies/methods employed, learning resources, and administrative support. It also determined the challenges and impacts of these value-laden initiatives of DepEd Ro2 and how teachers, parents, and students view their implementation with its broader goal of fostering the holistic development of learners. A convergent parallel mixed-methods research design was used to investigate the study. The participants were randomly selected across the nine Schools Division Offices of DepEd Region 2. Through comprehensive analysis of both quantitative data and qualitative results, the research has illuminated the significant impact these projects have on students. The findings unequivocally demonstrate that there is a meaningful improvement in students' character development. Quantitative analysis, supported by interviews with teachers, parents, and students, has confirmed that these projects are effective value-laden initiatives within DepEd R02, significantly contributing to students' behavioral and moral development. The study's findings advocate for the continued support and expansion of such projects, emphasizing the importance of values in achieving educational excellence. It is recommended that future research explores the long-term impact of these projects on students' lives, further contributing to the field of values education and the broader educational landscape.

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INTRODUCTION

Values education played a crucial role in shaping ethical, moral, and social development, transcending cultural and national boundaries. Throughout history, societies had integrated values into religious and moral systems, such as the Ten Commandments. The 1948 Universal Declaration of Human Rights emphasized education as a means to promote human rights, respect, tolerance, and international cooperation.

Scholars emphasized the role of educators in values education. Sigurdardottir & Einarsdottir (2016) highlighted teachers as role models, while Ozturk and Sumbas (2022) underscored the contribution of guidance counselors. Studies by Zvereva (2023) and Pnevmatikos et al. (2019) explored the integration of moral values in education and its impact on critical thinking. Additionally, research in South Africa (Ferreira & Schulze, 2014) and Turkey (Yildirim & Çalışkan, 2022) supported experiential learning and continuous teacher training for effective values education.

Values education was globally acknowledged for fostering responsible citizenship. ASEAN studies highlighted its impact on leadership and national development, with Filipino research emphasizing its integration across subjects (Kilag et al., 2023). Pardo (2015) noted deficiencies in students' socio-cultural and moral-spiritual values, reinforcing Sablad's (2022) argument for Values-Based Leadership. Research by Malbas (2024) and Dacanay & Villanueva (2020) underlined the importance of parental involvement in shaping children's values.

The 1987 Philippine Constitution and RA 11476 mandated values education as integral to the curriculum. DepEd's MATATAG curriculum and Homeroom Guidance Program aimed to instill ethical values and rational thinking. Region 02's RDEL and RDNEB projects addressed character formation, with this study evaluating their effectiveness. Assessing implementation challenges, stakeholder perceptions, and program impact contributed to continuous improvement, ensuring sustainable values education initiatives for learners in the region.

Section 3 (2) of Article XIV of the 1987 Philippine Constitution acknowledged the crucial role of educational institutions in fostering patriotism, nationalism, love for humanity, respect for human rights, ethical and spiritual values, moral character, and personal discipline.

Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, mandated creating a functional basic education system that equipped students with essential competencies, skills, and values for lifelong learning and employment. Additionally, RA 11476, or the GMRC and Values Education Act, required the Department of Education to institutionalize GMRC and Values Education in the K to 12 Basic Education Curriculum. In adherence to this, the Department of Education intensified the formation of Filipino learners' values and the development of their characters through the MATATAG curriculum. Integration of peace competencies that highlighted the promotion of non-violent actions and the development of conflict resolution skills in learners was also part of the initiatives under the new curriculum. The Homeroom Guidance Program of the Department of Education aimed to empower learners to develop rational thinking, cheerful disposition, and exemplary behavior.

In line with these laws and programs, DepEd Regional Office No. 2, through the Curriculum and Learning Management Division (CLMD), developed two innovative projects: Region 02 Development: Empowering Learners' Character (RDEL) and Region 02 Development: Nurturing Exquisite Behavior (RDNEB). These projects addressed the

challenges schools faced in enhancing learners' character traits through its 12-point ethical values/behavioral skills framework. Hence, this study evaluated its effectiveness in fostering values in the learners of DepEd Region 2. To further strengthen the implementation of Projects RDELIC and RDNEB in schools and Schools Division Offices (SDOs), it was essential to assess the implementation of these two projects, aligned with values formation. This study aimed to evaluate the effectiveness of these value-laden initiatives of the Department of Education Region 02. Through this, areas for improvement in its implementation in the region were identified. From this, the improved and sustained implementation of projects RDELIC and RDNEB, the value-laden projects of DepEd Region 2, was expected.

The assessment involved a comprehensive review of the level of effectiveness of the program, its perceived impact on students' moral development, challenges encountered by the educators on its implementation, the stakeholder's perception of alignment of the program in promoting holistic development, and the recommended strategies for the enhancement and sustainability of the program. Through this evaluation, this initiative likely contributed to the continuous improvement of efforts in inculcating ethical values, moral values, and behavioral skills to the learners. Furthermore, the study also focused on insights into how this initiative affected the learners' character development and well-being. By conducting this, necessary adjustments to improve the values formation program within the region were made.

RESEARCH OBJECTIVES

This research aimed to assess the effectiveness of the value-laden initiatives of the Department of Education Region 02 by evaluating their impact on students' moral development, identifying the challenges encountered by educators during implementation, analyzing stakeholders' perceptions of the program's alignment with holistic development, and formulating strategic recommendations for its enhancement and sustainability.

METHODOLOGY

This study's primary data were sourced from public elementary and secondary school heads across the nine Schools Division Offices of Region 02. The sample size was determined using the Raosoft calculator, and stratified random sampling methods were employed to specify the number of samples for each school division. The researcher initially divided the population of schools into strata based on their respective divisions. Using the total number of schools in each division as a basis, a random selection process was applied to identify the schools that participated in the study. For the qualitative aspect, an online interview was conducted with a diverse group of stakeholders, including values teacher-coordinators, parents, and students from each Schools Division Office. The interview aimed to gather in-depth insights and perspectives on the implementation of Projects RDELIC and RDNEB. Participants for the interview were identified by the Regional Office and school heads. Feedback from these key participants was instrumental in understanding the effectiveness, challenges, and overall impact of these value-laden initiatives within the school community.

This research employed a convergent parallel mixed-methods design, utilizing both quantitative and qualitative approaches for data collection. The following statistical tools were used: mean and percentage, which were applied in analyzing the effectiveness of

the implementation of Projects RDEL C and RDNEB in fostering values within schools in DepEd Region 02. This analysis covered various aspects, including the attainment of objectives, strategies and methods employed, learning resources, and administrative support. The challenges encountered by educators in implementing these projects, as well as their impact on students' behavior and moral development, were also examined. Analysis of Variance (ANOVA) was used to assess significant variations in the implementation of Projects RDEL C and RDNEB, with data processing conducted using the Statistical Package for Social Sciences (SPSS) software.

To enrich the discussion of the quantitative findings, a qualitative design was employed. Responses from the online interviews were analyzed and presented using a thematic approach, particularly focusing on stakeholders' perspectives (teachers, parents, and students) regarding the implementation of Projects RDEL C and RDNEB in alignment with the broader goals of DepEd Region 02 in promoting holistic development. The list of interview questions was sent to participants in advance via Google Sheets, allowing them to provide preliminary responses. These responses were subsequently revalidated during the actual interviews to ensure accuracy and consistency.

RESULTS AND DISCUSSION

Perceived effectiveness of RDEL C and RDNEB as value-laden projects within schools of DepEd R02

The effectiveness of value-laden initiatives such as Projects RDEL C and RDNEB is largely determined by the extent to which their objectives are clearly defined, aligned with institutional goals, and attainable within a given timeframe. Table 1 presents the respondents' perceptions of the attainment of these objectives, highlighting the degree to which these projects contribute to students' personal development and behavioral improvement

Table 1. Perceived effectiveness of RDEL C and RDNEB as value-laden projects within schools of DepEd R02 in terms of attainment of objectives

Attainment of Objectives	WX (n=334)	Descriptive Rating
The Project RDEL C and RDNEB have well-defined objectives.	3.87	Strongly Agree
The objectives of the project RDEL C and RDNEB align with the DepEd's mission and vision.	3.89	Strongly Agree
The set objectives are attainable and realistic within the established timeline.	3.81	Strongly Agree
The projects' goals and objectives are in sync with the personal development of the students.	3.84	Strongly Agree
There is a noticeable improvement in the students' behavior that reflects the values taught to them.	3.65	Strongly Agree
Overall	3.81	Strongly Agree

The study found that the RDEL C and RDNEB projects effectively align with DepEd's mission, with an average mean of 3.81, rated as "strongly agree." Parents affirmed their effectiveness in instilling values, noting improvements in their children's behavior.

Scholars emphasize collaboration among educators and DepEd officials for moral development. A structured values education framework enhances academic and social growth, reinforcing ethical behavior. Systematic implementation of values-based programs significantly contributes to educational excellence and character formation among students.

Felisilda and Parojenong (2022) highlighted that it is essential for teachers, school administrators, and DepEd officials to collaborate closely to shape the moral values of all Filipino learners, ensuring that they acquire all necessary competencies in Edukasyon sa Pagpapakata (EsP) to fully achieve its objectives. According to Belarmino et al. (2024), a values education framework with clear objectives tremendously enhances students' ability to excel academically and socially, enabling them to make thoughtful decisions and exhibit ethical behavior.

Strategies/Methods Employed

The effectiveness of Projects RDELIC and RDNEB as value-laden initiatives is also influenced by the teaching strategies and methods utilized in their implementation. Table 2 presents the respondents' perceptions of the strategies employed, emphasizing the balance between theoretical and practical approaches, the diversity of teaching methods, and the involvement of parents and the community. Additionally, the table highlights the role of professional development programs, such as Collaborative Expertise Sessions (CES) and Learning Action Cell (LAC) sessions, in equipping teachers with the necessary skills to integrate values education into their instruction.

Table 2. Perceived effectiveness of RDELIC and RDNEB as value-laden projects within schools of DepEd R02 in terms of strategies/methods employed

Strategies/Methods Employed	WX (n=334)	Descriptive Rating
A balance exists between theoretical approaches and practical applications in teaching values through Project RDELIC and RDNEB.	3.73	Strongly Agree
A diverse range of teaching methods and strategies are employed by teachers to impart the values covered by Project RDELIC and RDNEB.	3.71	Strongly Agree
The school's initiative encourages cooperative efforts involving both parents and the community.	3.78	Strongly Agree
Teachers are provided with training on teaching values through Collaborative Expertise Session (CES), Learning Action Cell (LAC) session, and other forms of professional development.	3.62	Strongly Agree
All subject teachers incorporate values into their lessons.	3.81	Strongly Agree
Overall	3.73	Strongly Agree

The study found that strategies used in Projects RDELIC and RDNEB effectively promote moral and behavioral development, with an average mean of 3.73, rated as "strongly agree." The most effective strategy was values integration in all subjects, while teacher training received the lowest rating. Scholars emphasize interdisciplinary

approaches, family involvement, and guided reflection as key methods. Collaboration among educators, parents, and stakeholders is crucial for success, ensuring a balance between academic achievement and students' moral and social growth.

Teacher Participant No. 4 mentioned: *“That one strategy I am employing in my class is the guided reflection and I find it effective in teaching values”*. On the other hand, Malbas (2024) underscored the crucial importance of parent engagement and the need for unified efforts among stakeholders to make values education successful. Moreover, Hopkins (2024) emphasizes the need to delve into explicit, transparent values-based leadership and to embrace new forms of engaging in partnerships and addressing systems holistically to find more effective approaches.

Learning Resources

The availability and quality of learning resources play a crucial role in the successful implementation of value-laden initiatives such as Projects RDELc and RDNEB. Table 3 presents the respondents' perceptions of the effectiveness of learning materials used in these projects. The results highlight the extent to which these materials integrate values education, foster critical thinking and ethical reasoning, and promote cultural sensitivity and diversity. Additionally, the presence of interactive components, such as quizzes and discussions, enhances student engagement.

Table 3. Perceived effectiveness of RDELc and RDNEB as value-laden projects within schools of DepEd R02 in terms of learning resources

Learning Resources	WX (n=334)	Descriptive Rating
The learning materials of Project RDELc and RDNEB effectively integrate topics related to values education.	3.69	Strongly Agree
The activities in the learning materials foster critical thinking and ethical reasoning.	3.68	Strongly Agree
Project RDELc and RDNEB activities are culturally sensitive and relevant to the learner's context and promote diversity.	3.75	Strongly Agree
The learning materials include interactive components, such as quizzes and discussion opportunities.	3.65	Strongly Agree
There are enough materials and resources for Project RDELc and RDNEB for both teachers and learners.	3.36	Strongly Agree
Overall	3.62	Strongly Agree

The study found that learning resources in Projects RDELc and RDNEB are effective, with an overall mean score of 3.62, rated as "strongly agree." Teachers appreciated the provided materials but suggested developing audio-visual resources due to limited print funding. Scholars emphasize that quality resources enhance values education, supporting moral and academic development. Adequate materials, updated tools, and a well-

maintained learning environment are crucial for fostering ethical values and ensuring effective teaching and learning experiences for students.

Syahputra (2023) stated that sufficient resources, up-to-date equipment, and a properly maintained educational setting are crucial for fostering a conducive and motivating learning atmosphere. As per Chowdhury (2018), the study revealed that lecture recordings, teacher explanations, instructional materials, and online demonstrations serve as the most vital learning resources, while exams, videos, homework, and projects are of lesser importance. These findings remained consistent across different academic disciplines for both employed and non-employed students. On the other hand, Balderas et al. (2022) argue that educational resources should be allocated based on their significance in driving student learning outcomes.

Administrative Support

Strong administrative support is essential for the successful implementation and sustainability of value-laden initiatives such as Projects RDELIC and RDNEB. Table 4 presents the respondents' perceptions of the level of administrative commitment and assistance provided for these projects.

Table 4. Perceived effectiveness of RDELIC and RDNEB as value-laden projects within schools of DepEd R02 in terms of administrative support

Administrative Support	WX (n=334)	Descriptive Rating
The administration is committed to promoting projects and programs centered around values like Project RDELIC and RDNEB.	3.85	Strongly Agree
The entire school community—including students, teaching, and non-teaching staff actively supports Project RDELIC and RDNEB.	3.76	Strongly Agree
Teachers are well-equipped and supported in carrying out Project RDELIC and RDNEB.	3.64	Strongly Agree
The administration ensures that there is adequate funding for value-laden programs and projects.	3.54	Strongly Agree
There is a technical working group responsible for overseeing the implementation of Project RDELIC and RDNEB and they conduct an assessment of its effectiveness	3.60	Strongly Agree
Overall	3.68	Strongly Agree

Administrative support is crucial for the success of Projects RDELIC and RDNEB, with an overall mean score of 3.68, rated as "strongly agree." The highest-rated indicator was the administration's commitment to promoting values-based programs. Teachers emphasized that leadership support, including integration into school plans, significantly impacts project execution. Scholars highlight that strong administrative backing fosters a values-driven school culture, ensuring long-term success. Collaborative efforts among stakeholders enhance students' moral development and contribute to a positive learning environment.

Muhammad and Umer, (2023) said that values in the workplace establish guidelines for behavior and the way decisions are made. Prioritizing respect for individuals, working together, and fostering team spirit leads to a constructive, efficient, and encouraging workplace atmosphere.

Table 5. Variations in The Effectiveness Of Projects RDELc and RDNEB Across School Division Offices

Projects RDELc and RDNEB		Sum of Squares	df	Mean Square	F-Value	p-Value (Sig)	Decision at 5% alpha
Attainment of Objectives	Between Groups	9.627	8	1.203	1.608	0.121	Accept Ho (Not Sig)
	Within Groups	243.176	325	.748			
	Total	252.802	333				
Strategies/ Methods Employed	Between Groups	4.696	8	.587	0.910	0.509	Accept Ho (Not Sig)
	Within Groups	209.750	325	.645			
	Total	214.446	333				
Learning Resources	Between Groups	8.522	8	1.065	1.661	0.107	Accept Ho (Not Sig)
	Within Groups	208.379	325	.641			
	Total	216.901	333				
Administrative Support	Between Groups	2.671	8	.334	0.503	0.854	Accept Ho (Not Sig)
	Within Groups	215.844	325	.664			
	Total	218.515	333				

Data shows that there are no significant variations in the effectiveness of the implementation of Projects RDLEc and RDNEB across the nine school divisions in Region 2 in terms of attainment of objectives ($F = 1.608$), strategies/ methods employed ($F = 0.910$), learning resources ($F = 1.661$), and administrative support ($F = 0.503$). The computed F-values are not significant at the 5% level, thus the null hypothesis is accepted.

Challenges in the implementation of Projects RDELc and RDNEB

Another variable that the study looked into was the challenges encountered by the educators while implementing the projects RDELc and RDNEB. These challenges are detailed in Table 6. This analysis identifies the areas in need of additional support and offers valuable insights for future improvements, ensuring that the projects achieve their objectives and intended impact.

Table 6. Challenges in the implementation of Projects RDELIC and RDNEB

Challenges in the Implementation of Project RDELIC and RDNEB	WX	Descriptive Rating
Limited funding/resources for implementing Project RDELIC and RDNEB.	3.22	Agree
Resistance from teachers towards the implementation of the Project RDELIC and RDNEB.	2.46	Disagree
Lack of adequate time dedicated to activities promoting project RDELIC and RDNEB.	2.80	Agree
Diverse cultural backgrounds of students impacting the effectiveness of the Project RDELIC and RDNEB.	2.99	Agree
Insufficient training, LAC sessions, and professional development opportunities for teachers regarding the project.	2.93	Agree
Difficulty in assessing the direct influence of values formation initiative on learners' behaviors.	2.92	Agree
Inconsistency in the implementation of Project RDELIC and RDNEB within the school.	2.46	Disagree
Limited parental involvement from parents in support of values education programs like projects RDELIC and RDNEB.	2.85	Agree
Lack of coordination and collaboration among stakeholders about RDELIC and RDNEB activities.	2.66	Agree
Difficulty in teaching the content of the learning materials of project RDELIC and RDNEB.	2.45	Disagree
Overall	2.77	Agree

The primary challenges in implementing Projects RDELIC and RDNEB include limited funding (mean: 3.22), diverse student backgrounds (2.99), and insufficient teacher training (2.93). The overall mean of 2.77 suggests these issues need attention for effective values education. However, resistance from teachers and inconsistencies in implementation were not seen as major concerns. Studies highlight resource constraints, lack of formal training, and societal focus on academics over character education, emphasizing the need for structured teacher preparation and administrative support.

Meanwhile, Marentek (2022) and Fajrie, N., Hariyadi, A., Faizah, H., Evans, D., Prestoza, M., & Pratama, H. (2024). underscored that the obstacles faced are that it takes a long time to foster children's character due to children's varied backgrounds, the lack of emphasis on character education, insufficient infrastructure, and a shortage of human resources. Furthermore, both teachers from pre-service and in-service find themselves lacking formal training in values programs in their university/academic education, with minimal school support. This lack of formal preparation leads teachers to sporadically and subjectively weave values education into their subjects, lacking sophisticated methodologies. Such an approach results in inconsistencies and difficulties in teaching. This underscores the urgent need for tailored values education programs for teachers, emphasizing the significance of adequately equipping teachers to effectively address values education in their classrooms (Nguyen, 2024).

Impacts of Projects RDELIC and RDNEB on Students' Behavior and Moral Development

Another key variable examined in this study was the impact of these two value-laden projects on the student's behavior and moral development, as presented in Table 7. This assessment enables a thorough evaluation of the project's outcomes and their contribution to cultivating a positive school environment.

Table 7. Impacts of Projects RDELIC and RDNEB on students' behavior and moral development

Impacts of Project RDELIC and RDNEB	WX (n=334)	Descriptive Rating
Students demonstrate adaptability, preparedness, sound decision-making, resilience, and effective coping mechanisms during life challenges and disasters.	3.46	Strongly Agree
Students show care and affection towards others, express love for God and country, and engage in acts of kindness and compassion.	3.54	Strongly Agree
Students maintain a positive outlook, inspire hope in others, and show optimism and enthusiasm for achieving personal and academic goals.	3.52	Strongly Agree
Students practice forgiveness, understand and accept mistakes, and foster reconciliation, leading to fewer conflicts.	3.55	Strongly Agree
Students actively participate in charitable activities, demonstrate generosity, and engage in community service to support those in need.	3.49	Strongly Agree
Students display increased confidence, develop a positive self-image, take on new challenges, and positively influence others.	3.50	Strongly Agree
Students maintain personal hygiene, promote a clean environment, take responsibility for cleanliness, and respect public spaces.	3.54	Strongly Agree
Students work collaboratively, support each other, foster teamwork, reduce divisions, and celebrate diversity and inclusion.	3.54	Strongly Agree
Students exhibit empathy and support, listen actively to their peers, and improve conflict resolution skills.	3.51	Strongly Agree
Students demonstrate respect towards others, improve manners and etiquette, and show respect for diverse cultures and perspectives.	3.53	Strongly Agree
Students exhibit honesty, admit mistakes, practice academic integrity, and value integrity in their social interactions.	3.51	Strongly Agree
Students follow school rules, show responsibility, respect authority, improve punctuality and attendance, and complete tasks as assigned.	3.54	Strongly Agree
Through their involvement in Project RDELIC and RDNEB, students learn the importance of displaying exquisite behavior.	3.52	Strongly Agree

There is a noticeable decrease in disciplinary incidents within the school has been observed following the implementation of Project RDELIC and RDNEB.	3.46	Strongly Agree
The initiatives under Project RDELIC and RDNEB have effectively fostered positive behaviors among students.	3.60	Strongly Agree
Overall	3.52	Strongly Agree

Projects RDELIC and RDNEB have significantly influenced students' moral development, with an overall mean of 3.52, indicating strong agreement. The highest-rated impact was fostering positive behavior (3.60), followed by promoting forgiveness and reconciliation (3.55). Students also showed increased discipline, responsibility, and leadership. Feedback from teachers, parents, and students confirms these improvements. Research highlights the importance of values education in holistic development, supporting the continued implementation of these initiatives to nurture ethical and well-rounded learners in DepEd Region 2.

Moreover, Sukidin et al. (2022) stated that teaching values is crucial for improving the moral compass of individuals, and it is the responsibility of educational institutions to instill these moral principles in students at any academic level. With these concepts in mind, DepEd Region 2 will continue to promote growth that focuses on not only academic success but also on the good morals and ethics of its learners through its value-laden initiatives.

Findings and Insights from Interviews with Teachers, Parents, and Students

The discussions outlined below, which were gathered from interviews with teachers, parents, and students about the implementation of value-laden initiatives of DepEd Region 2, have been analyzed and presented using a thematic approach.

Teachers view on the implementation of Project RDELIC and Project RDNEB with DepEd Region 02's broader objective of fostering holistic development

Integration into Curriculum and Academic Benefits. Teachers view Projects RDELIC and RDNEB as instrumental in enhancing students' academic engagement and achievement. Integrating ethical values into lessons and recognizing exemplary students monthly fosters discipline and motivation. Interviews revealed improved academic performance, fewer rule violations, active student participation, and a more peaceful learning environment. Teachers noted better periodic test results, increased student discipline, and greater success in competitions. These projects have positively impacted both student behavior and academic outcomes, reinforcing their value in education.

Value Formation and Behavioral Outcomes. Educators strongly believe that Projects RDELIC and RDNEB foster ethical values like empathy, respect, and responsibility in students. Teachers report increased engagement, discipline, and motivation, leading to positive behavioral and academic improvements. Students demonstrate honesty, respect for elders, and responsibility, such as returning lost items. Improved participation and higher exam scores reflect the projects' impact. These initiatives cultivate a positive and inclusive school environment, reinforcing ethical behavior while enhancing students' academic performance and social interactions.

Motivation for Implementation. The projects aim to develop academically successful students with strong ethical values. Teachers and coordinators emphasize character development, zero bullying, and holistic growth. They believe the 12-point ethical values prepare students for future challenges, fostering a compassionate, well-rounded community committed to integrity, respect, and lifelong success.

Challenges and Solutions. Despite positive reception, challenges include ongoing teacher training, balancing academics with values education, and securing resources. However, strong collaboration, stakeholder support, and shared resources ensure sustainability. Regular meetings with parents and community involvement help maintain these initiatives, reinforcing students' character development and fostering a values-driven learning environment.

Infrastructure and Resource Requirements. Successful implementation of these projects relies on well-equipped values parks, classrooms, and educational materials. Community and parental involvement play a crucial role. Schools have established RDNEB parks, learning kiosks, murals, and contextualized values spaces with strong stakeholder support, ensuring sustainable resources and fostering a holistic learning environment for students.

Methodologies for Teaching Values. Teachers employ diverse strategies to instill values, including integrating ethical principles into lessons, role-playing, guided reflections, real-life examples, and recognizing positive behavior. These methods help students internalize and apply values in daily life. Schools also use evaluation tools, interactive workshops, and public recognition to reinforce ethical development.

Perceived Effectiveness and Recommendations for Improvement. Overall, teachers believe that integrating skills with critical ethical values through these projects fosters well-rounded individuals who are prepared for both personal and social responsibilities. Suggestions for improvement include more hands-on activities, increasing community involvement, and continuous teacher training. In conclusion, teachers within DepEd Region 02 perceive the implementation of Project RDELIC and Project RDNEB as an effective strategy aligned with the broader objective of fostering holistic development among students. These projects are seen as instrumental in promoting a balanced approach to education that emphasizes both academic excellence and ethical development. Despite facing some implementation challenges, teachers are optimistic about the project's impacts and suggest ways to enhance their effectiveness further.

Parents' view on the implementation of Project RDELIC and Project RDNEB with DepEd Region 02's broader objective of fostering holistic development

Awareness and Familiarity. Most parents are aware of school projects to varying degrees, learning through PTA meetings, direct involvement, and communication with teachers. Participant No. 5 learned about Project RDNEB from the principal and advisers, actively supporting its implementation as a PTA president. Similarly, Participant No. 9 became aware of RDELIC through school meetings and promotes its values among parents. Both emphasize the importance of these projects in reinforcing ethical values and benefiting students' development.

Parental Involvement and Support. Parents learn about school projects through PTA meetings, involvement, and teacher communication. Participant No. 5 supports Project RDNEB as a PTA president, while Participant No. 9 promotes RDELIC, reinforcing ethical

values. Both highlight the projects' role in benefiting students' development and encouraging parental support.

Behavioral and Attitudinal Changes in Children. Parents observed positive changes in their children's behavior, including increased politeness, responsibility, honesty, respect, and religious observance. The projects improved peer relationships and social development. Participants noted their children becoming more disciplined, respectful, and confident, with greater maturity in academics and leadership, preparing them for future aspirations.

Values Integration into Daily Life. The projects successfully integrate values into children's daily lives, fostering self-discipline, responsibility, and honesty. Parents appreciate the structured approach, with monthly value focuses reinforced at school and home. Children prioritize studies, manage time well, and show respect, empathy, and responsibility in both academics and household tasks.

Holistic Development and Educational Benefit. Parents strongly believe these projects support their children's holistic development by fostering both academic excellence and strong moral character. They emphasize the projects' role in shaping responsible citizens and future nation-builders. Participants highlight how ethical values are continuously reinforced, helping children develop admirable traits valued by their families, communities, and faith.

Feedback and Recommendations. While feedback is largely positive, parents seek continuous improvement and broader implementation. Participant No. 18 emphasizes that these projects enhance learning by fostering resilience, critical thinking, and essential life skills, preparing children for future academic and personal challenges.

Communication and Collaboration. Strong school-parent communication and collaboration are key to nurturing children's values. Teachers actively update parents, integrating programs into the curriculum. Parents view these projects positively, seeing them as essential for holistic development, aligning with DepEd Region 02's commitment to moral and academic excellence.

Students view on the implementation of Project RDELIC and Project RDNEB with DepEd Region 02's broader objective of fostering holistic development

Awareness and Learning Process. Students learned about Project RDELIC and Project RDNEB through teachers integrating ethical values into lessons, flag ceremonies, and Homeroom Guidance programs. These values were reinforced across subjects and school activities, ensuring their consistent application in students' education and character development.

Positive Personal Changes. Students reported increased respect, self-discipline, empathy, and improved decision-making. They recognized ethical behavior as vital for personal growth and social interaction. Participants emphasized how these projects shaped their values, discipline, and perspective as future responsible citizens and nation-builders.

Application of Values in Daily Life. Students actively applied the learned values in their daily school life by showing respect to parents, peers, elders, and teachers, participating in school activities, and adhering to school rules and regulations. Respect, obedience, and honesty were often cited as key values they practiced. Most of them also mentioned applying these values at home by helping their parents, being responsible, and demonstrating respect and love within their family. They emphasized that these values

influenced their interactions within their broader community, including participating in church and community activities.

Support from Teachers and Parents. Students felt supported by teachers and parents through consistent reminders and role modeling. They emphasized learning through observation and suggested continued engagement via activities and discussions to reinforce values. Positive adult examples were seen as crucial in internalizing ethical behavior.

Impact on Holistic Development. Students viewed Project RDEL and Project RDNEB positively, recognizing their role in character development, responsibility, and social skills. These projects instilled ethical values, preparing students for future roles. Teachers' and parents' active involvement reinforced these lessons, fostering holistic growth and moral foundation.

CONCLUSION

This study aimed to evaluate the effectiveness of the Department of Education Region 2's value-laden initiatives, specifically Project RDEL and RDNEB. Findings indicated that these initiatives had successfully met their objectives and aligned with the overarching mission and vision of DepEd. Both parents and teachers reported notable improvements in students' positive behavior and moral development, affirming the effectiveness of these programs. A strong consensus was observed regarding the efficacy of teaching strategies and methodologies, while the integration of values into subject lessons received the highest recognition. Learning resources were also perceived as effective, with cultural relevance and sensitivity receiving the most acknowledgment. Furthermore, administrative support was identified as a critical factor in the success of these initiatives. Importantly, no significant variations in the effectiveness of Project RDEL and RDNEB were found across the school division offices.

The study underscored the essential role of school administrators in ensuring the successful implementation and sustainability of these initiatives. Strong leadership and administrative commitment emerged as key factors in the long-term viability of the projects. Notably, the initiatives had led to significant improvements in students' behavior and moral development, including enhanced adaptability, increased forgiveness, and a reduction in disciplinary incidents. Despite these positive outcomes, the study acknowledged certain limitations, particularly in data collection, which relied on self-reported feedback from teachers, parents, and students, along with a limited number of school heads from the Schools Division Offices.

Based on the findings, several recommendations were proposed. First, the development of more direct and observable metrics was necessary to assess the behavioral impact of these initiatives. Regular behavioral assessments, student feedback sessions, and reflective practices should have been incorporated to measure the real-life application of learned values. Second, professional development programs for teachers should have been strengthened, focusing on innovative and engaging pedagogical approaches to values education. Workshops integrating values education with experiential learning, digital tools, and best teaching practices should have been promoted.

Third, monitoring and evaluation mechanisms needed to be intensified to ensure consistent and effective implementation across schools. A more rigorous and continuous assessment framework should have been developed to evaluate adherence to program guidelines and the depth of student value internalization. Fourth, schools should have

received targeted technical assistance, including specialized training, resource provision, and expert support teams, to enhance implementation efficiency. Teachers should have been equipped with innovative methodologies to reinforce values education, ensuring these principles translated into measurable behavioral changes.

Fifth, fostering stronger partnerships among schools, parents, and the broader community was crucial. Joint initiatives and extracurricular programs should have extended values education beyond the classroom, providing students with practical opportunities to apply ethical principles in real-world contexts. Lastly, a continuous review and adaptation process should have been institutionalized to refine project objectives and strategies in response to emerging societal challenges. Updating these initiatives to address current social issues would have ensured the sustained relevance and impact of values education in shaping responsible and ethical learners.

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