Customs and Traditions: An Emergent Model on Students' Moral Values Development

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Abstract: **The study aims to explore the customs and traditions existing in the formation of the moral values development of the students. This seeks to identify the different factors and challenges affecting the students' moral values development and their academic performance. The study is a qualitative research using phenomenological approach that focuses on the lived experiences of the individuals who experienced the phenomena. Data will be collected through triangulation like: semi-structured interview, observation and document analysis. Moral values development model is formulated to address the issue. The Collaizzi method will be used in analyzing the data.**

Keywords: **customs, traditions, factors, challenges, moral values, academic performance.**

I. INTRODUCTION

Rationale:

Culture is the basic root of any community which gives them the ways of life. Customs and traditions are the basic foundations to be taught by parents at home. They have to perform their roles as the first teachers of moral values education to their children. The family being the fundamental unit of the society, children ultimately value and do what their parents model. They are truly a reflection of their parents. The bonding and the attachment between a child and a parent continues throughout a child's life. During the fragile period of children, parents must instill and inculcate good virtues which serve as their guiding light to know the difference between right and wrong which is necessary to make appropriate decisions in life. Once customs and traditions are practiced and honed at home, children are already equipped to face real life situations.

Filipinos are rich in customs and traditions. However, the researcher has observed these are declining due to the many influences that a child has acquired. Children who come from a different socioeconomic background manifest a wide range of behavior due to differences in upbringing practices. Children may feel loyalty to uphold negative attitudes that the parents convey. Children may view parents more as consultants than as powerful figures. However, parents nowadays are preoccupied on their day -to -day work and leave their children at home alone or with their *yayas*. The worst, they are also busy doing leisurely diversions like gambling, drinking hard liquor, hanging out with friends and spending overtime on daily on the electronics, computer and media inventions.

Culture, customs and traditions can be taught in a normative order and are operating through operational and social influence that guide and constraints the behavior of people (Damen, 1987). Modern technologies play an important role in sharing the culture. It has exposed every culture to the whole world. That is why it is important for the parents to continue the good teachings, act as model, and set good examples. The teachings we earned from our ancestors are the real treasures, the precious gems that we inherited such that the tradition and culture we embraced must be put into a pedestal considering that they are our legacy. A legacy that made the Philippines well-known to the whole world and made every Filipino famous and proud "Tatak Pinoy". In our veins run the blood of our heroes strong and sturdy as the molave and pliant as bamboo.

This study therefore aimed at examining the factors and challenges that causes the rapid progression of the declining moral values of our young generation and the factors affecting their academic performance. Findings of the study propose moral values development model that serves as guide for reviving the customs, traditions and culture in molding the youth. With this proposed moral values development model, children will be able to analyze the importance of the inherited customs, tradition and culture in the formation of their moral values in the millennial world.

II. METHODS AND MATERIALS

Research Design:

The study is a descriptive qualitative research that focuses on the stakeholders' practices in relation to students' moral values development and the factors and challenges encountered affecting students' moral values development thus affecting their   academic performance. The descriptive phenomenology used to reach true meanings through engaging in-depth into reality (Laverty 2003; Lope & Willis, 2004). The lived experiences of the informants and the thick description of culture shows the research paradigm that is indicative of subjective values and realities that made rich framework of Heiddeger's phenomenology which took its toll in this study.

Research Environment:

The study will be conducted in the selected school of Daanbantayan, Division of Cebu Province composing a big school, a medium school, and a small school category. The municipality of Daanbantayan lies in the northern most of Cebu, the gateway to Malapascua island , one of the most famous tourist destination in the country.

Daanbantayanons fondly called Kadayan-ons are peace-loving and God-fearing people. The customs and traditions inherited from their ancestors are still visible and even applied in their daily undertakings. Although there were those who were influenced by the western people but the trademark of being a Filipino really runs in the blood and could not be hidden since the people were typical Filipinos.

Informants of this study are the following: five Grade 10 students, five parents, five teachers and five school administrators taken from one big school, one medium school and one small school from the secondary schools of the municipality of Daanbantayan. Selection of study participants is through purposive sampling, the researcher decide purposely to select subjects who are judge to be typical of the population or particularly knowledgeable about the issues of the study and they are considered as the key informants - the inclusion criteria of the study.

Research Instrument:

To surface the lived experiences of the different stakeholders, the researcher used self-made questionnaire which were checked by the adviser and the experts, interview and observation. Through multiple sources of data themes are established from the perspective of the participants. Inductive and deductive analysis of data were used in order to establish categories and cluster of themes from the bottom up by organizing the data. The first part focuses on the profile of the internal stakeholders, second part involves the practices of the stakeholders in relation to students' moral values development, and the last part centers on the factors affecting student moral values development.

Data Collection and Ethical Consideration:

Prior to the interview the researcher sent a letter to the identified stakeholders as the key informants of the study. Local permission from site participants is necessary before going into the research field. Following the code of ethics with utmost integrity, the researcher conducted the research interview within a site that will not raise power issues with researcher. Before distributing the structured interview questionnaire she informed the participants of the main purpose of the study and that writing their name is optional –giving their right so as they have the right to withdraw and not to participate in the study. To protect the rights of the participants is the top priority of the researcher. Participation in this study is purely voluntary, the researcher clearly explains the instructions to the chosen participants to which the participants can decide whether to partake or retract on the study. (Sarantakos, 2005) The chosen participants answered the self-made interview guide. To add thickness to the study and to have a comprehensive description of the lived experiences of the informants, the researcher conducted a one on one interview with the participants while at the same time observing their verbal and non-verbal expressions. She documented everything that transpired during the interview by using observation notes and audio recorder. Through different sources of data and by examining the pieces of evidence gathered, the researcher can establish categories and cluster of themes out of the experiences of the informants. These sources add to the accuracy and validity of the study because the disclosure of the participants with regard to their perspective puts meaning and precision to the study.

Mode of Analysis:

Once data are retrieved, the responses of the informants will be subjected to thematic analysis with the use of Colaizzi method. The following steps represent Colaizzi process for phenomenological data analysis. First, each transcript was read and reread in order to obtain a general sense of Filipino customs and traditions. Second, for each transcript, significant statements on Filipino customs and traditions and internal stakeholders' perceptions and practices towards moral values development were noted, answers on the structured interview guide were   recorded on a separate sheet noting their pages and line numbers. Third, meanings should be formulated from these significant statements. Fourth, is the process of grouping the formulated meanings into categories that reflect a unique structure of themes based on the experiences of the participants with regard to the customs and traditions that affects the moral values development of our students thus affecting their academic performance. Fifth, themes were defined into an exhaustive description. After merging all study theme, the researcher may sought help from an expert researcher to review the study in terms of richness and completeness of the description. Sixth, reduction of themes was done in case of redundancy and overuse. In this process, some amendments are applied in order to generate clear relationships between   cluster of themes and the extracted themes. Member checking technique was done. Findings of the study should be returned to the participants and further discuss the results with them. Finally, cross checking the whole analysis process was done by the research supervisor. (Creswell, 2009) This procedure shows validity and trustworthiness of the study.

III.   FINDINGS

It was revealed therefore during the in-depth interview that family, school, peer group, media influences, society and culture are factors that contribute a lot in the formation of the moral values development of our young generation today. Family plays a vital role in the cultural and social transformation of a child. The student would likely learn the difference between right and wrong by observing reaction to a behavior and by emulating the moral behavior exhibited by parents and other family members. School contributes to the formation of the students' lives. Furthermore, the school can create a wholesome climate where openness is present. According to Taylor & Le Floch (2010) that school background characteristics were likely to have a direct effect on school practices and outcomes. Peer group is an element wherein students can work jointly and collaboratively within peer because each member in a group can influence one another especially in the process of learning and influenced chances to make decisions. The strong impact of media, the acquisition of moral values from the social media whether positive or negative, the society and the environment, are all different factors. A healthy environment produces a healthy community thus producing a value-laden individual. Culture, the customs and traditions taught by parents at home, and the good teachings that the students learned and practiced in school totally mold the students into a better person.

But there are challenges encountered by the different stakeholders during the formation of the moral values development of our children.

First, their stubbornness. One parent advised their children to do the right thing but their children were hard-headed and directed to the wrong path. As parent A articulated:

" *Ambot lang gyod sa mga batan-on karon kagahi naman lang sa ulo. Ingnon nimo ayaw na buhata, bali ang ilahang buhaton sa imong gisulti. Pagbut-an pa ka ikaw sayop ug sila insakto."* (I don't know what happened to our teenagers these days. Tell them to do one thing and they will do the opposite. They even overpass your capacity. They will insist that they were right.)

Second, the Declining beliefs. Students' beliefs were declining that they let bygones be bygones and believing there is no need to remember the past. They rarely practice the customs and traditions taught by their parents at home. For them believing, valuing the past is a part of history not applicable to the new generation most especially in the millennial world.

As student A disclosed that:

" Sa tinuod lang dili naman ko motoo sa tanang mga sulti ni Mama sama sa pag-amen sa kamot sa ginikanan inig abot o inig lakaw high tech naman gyod karon. Kana nga mga patoo-too lang nga gabaan daw. Kay wala man koy basehan nga makagaba ba ug unsay klase nga gaba if dili mosunod." (Honestly, I don't believe of my parents saying that if you won't kiss the parents' hand in coming in and out of the house it will give you bad luck. Those were just superstitious beliefs and we are now in the age of technology).

Third, Influence of Technology

The teacher mentioned that due to the existing multifarious state of the art gadgets the students were influenced by them. But technology, while it is useful, brings a handful negative effects to teens' lives. Parents who have technophile kids should be aware of the possible risks and dangers.

Parent B pointed out that:

" *Ang akong anak nga ulitawo sos ambot lang mangayo ug kuwarta kay ang paliton project unya tuod diay to nagpunay pasinaw sa lobot sa computeran ug dayon sibat. Dili na masugo. Dugay na mobangon kay kadlawon na nauli naungo na ug maayo sa Dota. Ambot ug unsa ng mananapa. Wala na gyod ko kakita nga nagtuon na kung dili maglaag sa barkada naa tuod sa balay dili sad masugo." (*My son asked money to buy project but he lied. I learned that he is always in the internet café. I could not command him anymore because he is still asleep since he arrived dawn. He kept on playing Dota, I am not familiar with that. I don't even see him studying his lessons. I'm happy he is at home but I cannot command him for being lazy.

Fourth, Lack of Quality Time of Parents

The teacher narrated that parents had less time to take care of their students due to work. They had been busy for day to day living.

Parent C lamented that:

Nakonsensya ko kay wala na gyod koy panahon sa pag-atiman sa akong mga anak labi na sa iyang pagtungha kay lagi unahon man ang tiyan. Sayo ko mo gikan sa trabaho wala pa gani nangmata ang mga bata. Binlan na lang nako sila ug para bawon kay nagluto naman ko daan. Panagsa na lang gyod me magkastorya sa akong mga anak. Kung naa pod ko sa balay walay duty , wala man pod sila tua sa eskuwelahan. (I felt guilty that I cannot attend to my children in school because I should look for money first for our daily needs. I woke up early while my children are still asleep leaving them with allowance and foods. We seldom talk because if I'm home and no work, my children are in school.)

Fifth, Peer Influence

Parent D narrated that:

" *Dako na kaayog kalainan ang mga batan-on karon kung imo sultian dayon ug panluod, molayas dayon, akong gusto pailhon sa ilang sayop kung silay may milayas sila sad ang mobalik kay mo gara kung apas-apason ang resulta sa dihang gi pasagdan gyod nako nagkuyog na sa mga daotang barkada nagsugod nag intra sa mga binuang akong anak. Mao ng kinahanglan na gyod ang pagpahimatngon kanunay sa mga anak, pagpahinumdom sa mga maaayong pagtulun-an kay morag nakalimot na sila tungod sa impluwensiya sa palibot.*(Our teenagers nowadays are different, if reprimanded by their mistakes, immediately stow away and they seek comfort to their barkadas, that is the beginning of their bad influences. That is why it is very necessary to remind always the good teachings we taught at home because they already forgot those moral values).

Fifth, Poor Communication

According to the School Administrator, parents lacked communication with their children. They had forgotten that it is not about money all the time. They only spend longer time and yet short conversation with their children during special days and holidays.

Teacher Z stressed out that one of the factors of students' low academic performance is the lack of support from parents. They are not supportive when it comes to school activities. During Parent- Teacher Conferences, most students who are in dire need of guidance are only represented by guardians.

Parent X lamented that:

"*Dili na kaayo magkaistorya kay busy sa panginabuhi. Kay ug magpuyo ka lang sa balay wala mi pulos makaon. Dili na gani makalugar pa ug pangutana unsay lakaw sa ilang pagtungha. Ug wala poy duty daghan pod buluhaton sa balay*". (We seldom find time for conversation because of the struggle to earn a living. If I have to stay at home nothing will happen. I fail to just even ask my children about their status in school.)

According to the study in the most recent issue of the Journal of Marriage and Family (2015), the more time mothers spend in engaging activities with their adolescent children aged 12 to 18, the less these teens get involved in delinquent

behavior, such as skipping school, staying out at night together with their 'barkadas', and getting in trouble at school or with the law. The findings also showed that the quality time invested by parents, constant communication and the unconditional love they give to their offspring contribute a lasting impact to the moral values development of the millennial.

Parent E, lamented that:

Wala na gyod me panahon sa pag-atiman sa among mga anak nagsalig me kay dagko na may kaugalingon ng panghuna-huna unsaon busy na gyod kaau sa panginabuhi bisan gani adlaw dominggo dili name kahigayon sa pagsimba. Wala na nako ma praktis akong mga anak nga mag-ampo, mosimba matag Dominggo. Ako usa ka anak babaye sa edad 16 nabuntis na abi niyag maluwas siya sa kalisod. Dako gyod ako pagmahay unsaon man nana mana. (We don't have time to our children, we are thankful that they are already mature, we are so busy to look for food even Sunday we cannot anymore go to church. My other daughter got pregnant at the age of 16, my daughter taught that she can evade poverty. I really regret but I can't do nothing damage has been done).

School Administrator D narrated that:

Strong spiritual foundation at home, a prayerful family are the primary factors of a good performing student because of strong faith in God, teenager cannot think of doing bad.

IV. RESULTS AND DISCUSSION

Based from the in-depth interview and extensive literature search and review related to the moral values development on students' academic performance, series of themes were formulated:

Theme # 1: Customs and traditions are building blocks to a well-rounded individual.

In this theme, it is believed that students who were taught by parents with customs and traditions may lead to a well-rounded individual. Aside from being good in academics, he can be a functional citizen of the country. The total whole being of the student is based on the proper teachings received from his parents. Wherever he goes, he is bringing with him the trademark of good moral values development. In general, he can be an asset to the society.

Theme # 2: Students raised in different cultural settings approach education and learn in different ways.

It is believed that students are weak in their academic performance because of the upbringing of the parents; the kind of culture taught by parents at home does not prepare them for the real world. It is essentially important for a teacher to know and determine students background so that they will be able to integrate the different customs, traditions and culture in the Teaching- Instruction. Meaning teachers, will not focus only in the intellectual capacity of the students but to strengthen their moral values as well. Teachers must employ different approaches in their pedagogy by looking into cultural differences and backgrounds for the deepening of good moral values as part of the curriculum.

Theme # 3: Character development as a key reliever in promoting student success.

Student's character at home has a profound effect on the formation of moral values in school. Parents want nothing more for their children but to become a well-mannered individuals. Character Education is an important part in their studies, because success in life does not always rely on academic performance. The reason for teaching good practices is to help prepare the student to face the adversities of life. It is a mere fact, that life is full of challenges, the way for them to fight and conquer all those obstacles is to equip them with good moral values, the customs and traditions they learned at home are the best weapons to fight against all odds of life.

Theme #4: Moral values development and academic performance linked to parents' good teachings.

This shows that, students with good standing in school practice exemplary virtues. That family being the fundamental unit of the society is the source of positive values.

Theme #5: Strong spiritual foundation begins at home.

This theme explains that parents most especially the mother will be the first teacher in Religion so with Values Education subject. It must be taught first at home. Parents must instill strong faith in God above all so they will be protected from whatever danger. That hardships and problems are just trials for them to survive.
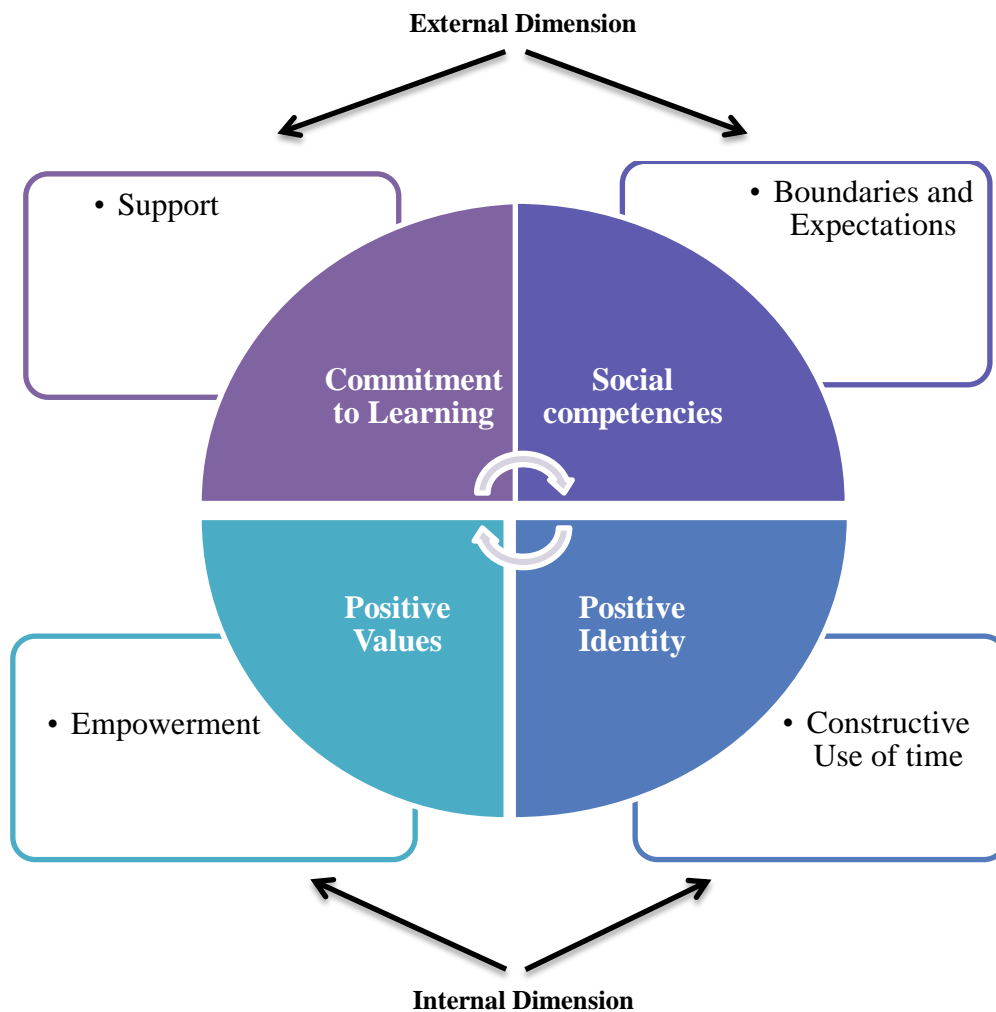
Figure 1: Moral Values Development Model

Based on the theme presented, moral values development model is generated in order to reach the students; full potential. It was strongly believed that the more dimensions the students have, the more likely they can do well in school and make healthy choices. These dimension are divided into two categories: the internal and external dimensions. Internal dimensions are the values and skills that the students develop and take up with themselves. This involves commitment to learning, social competencies, positive values and positive identity. Commitment to learning is, students learn because they want to learned not just for the sake of learning. This kind of commitment will be developed if the student is fully equipped with the character traits as taught by parents at home and further encouraging student to focus and improve one's behavior towards academic performance. Social competencies include planning and decision making, interpersonal competence, cultural competence, resistance to skills and peaceful conflict. According to Greenberg (2009) that teacher with high level of social competence can manage and nurture relationships, manage behavior in their classroom, serve as behavioral role model for children, and regulate their own emotions. Positive values are the good teachings of parents thus include the customs and traditions like: kissing the hands of the elders before going to school and upon going home, respectful for elders, using polite words, helping one another, keeping closely-tied family relationship, fearing God and others. Positive identity is, the students' belief that they can make a difference because they are connected to their family. The strong attachment of the children to their parents increasing self-esteem and sense of purpose (Bennet, 2003).

External dimensions are the following: support of the family, boundaries and expectations, empowerment and constructive use of time. Constant communication, caring environment, school with child-friendly atmosphere, communication and feedback between parents and teachers for the academic performance of the students are the best aspects to build a strong family support.

V. CONCLUSION

This paper describes the process of descriptive phenomenology which was used in this study to explore the customs and traditions as an emergent model to students' moral values development. Themes emerge after employing Colaizzi method during data analysis on the lived experiences of the participants of the study. The researcher were able to come up with a significant statement based on the responses of the participants using their own language which in turn were converted into formulated meanings until cluster of themes were developed. After delivering an exhaustive description of the study as result of the findings, the researcher concludes that the association of customs and traditions on students' moral values development was confronted with different challenges that includes family boundaries, school boundaries and the community also inferring customs and traditions practiced at home (Lynch,2011) contribute to the positive aspects of an individual and encourage them to perform a very good performance with excellence not only in academics but to the benefit of the total being of a person. Thus, parents should support, motivate, and serve as models to their children. They should be more persistent despite the hardships and difficulties in life. They should instill in their hearts and minds the value of perseverance and a strong faith in God. Teachers should support and work collaboratively with parents being second parents. Through them, education is given an utmost priority for they are the molders of the young minds, helping them obtain their goals in life and achieve meaningful relationship. Trustworthiness of the study findings was undertaken using multiple sources of data and by applying the Collaizzi method in order to achieve a thick description of the study on the lived experiences of the different stakeholders who are considered as the key informants of the study.

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