

# Lasallian Leader In Me: Reinforcing Values, School Engagement And Student Leadership

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**ABSTRACT:** The Lasallian Leader in Me (LLiM) is a strategic program that is based on the Lasallian Core Values (LCVs) of Spirit of Faith, Zeal for Service and Communion in Mission and 7 Habits of Highly Effective People. De La Salle Santiago Zobel School (DLSZ) embarked on a whole-school transformational process that teaches 21st-century leadership and life skills using the Leader In Me™ framework. DLSZ's Brother Rafael Donato Night High School (BRafeNHS) ran the pilot implementation in AY 2020-2021. This study examined the LLiM program in BRafeNHS and its impact on reinforcing the Lasallian Core Values and enhancing school engagement, specifically on participation in student leadership-related activities from AY 2022-2023. A mixed-method approach was utilized with quantitative data by students' pre-assessment ( $n_1=538$ ) and post assessment ( $n_2=468$ ); faculty ( $n_3=24$ ); and parents ( $n_4=311$ ) derived from the survey results. Qualitative data derived from document analysis and interviews conducted with stakeholders, comprising students ( $n_5=5$ ), faculty members ( $n_6=9$ ), and parents ( $n_7=5$ ) gained a deeper understanding of their experiences with the LLiM implementation. Results provide evidence that the LLiM program has enhanced the Lasallian Core Values, increased school engagement through student leadership activities among the BRafeNHS students.

**KEYWORDS:** school values, student leadership, school engagement, behavioral indicators, Lasallian values

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## INTRODUCTION

The alignment of a school's values, school engagement, and student leadership is critical for fostering an environment that promotes a student's holistic development. De La Salle schools all over the world are committed to promoting the Lasallian Core Values (LCVs) of Spirit of Faith, Zeal for Service, and Communion in Mission, which are central to the legacy of the Founder, St. John Baptist de La Salle [1]. Although these values are explicitly stated in the Vision and Mission Statement of De La Salle Santiago Zobel School (DLSZ), the impact of these values to enhancing school engagement, through student leadership-related activities, has yet to be seen. This prompted the researcher to look into the integration of the LCVs and how this is implemented. So far, integration (or lack thereof) of these LCVs into the curriculum has been a consistent point of feedback from a renowned external accrediting group in the country. For instance, in the Final Report of the Philippine Accrediting Association for Schools, Colleges and Universities (PAASCU) on Findings and Recommendations for the High School Department, specifically under the section on Curriculum and Instruction, the "further strengthening of classroom instruction" was recommended through the "appropriate and meaningful integration of (Lasallian) values" along with the "consistent and more conscious integration of the Lasallian Core Values in actual delivery of the lessons" [2]. Moreover, parents of both grade school and high school students who were surveyed in the same year identified "moral, spiritual and social values" as their top educational goals for their children in DLSZ. Grade school parents' second top answer is 'developing leadership qualities' while 'building self confidence' was the response for high school parents. In 2018, the Lasallian East Asia District (LEAD) recognized the importance of reinforcing the LCVs specifically "Engaging the Commitment of the Adult Members of the Lasallian Family" where the living out of the Lasallian Values from being the commitment of a few persons to a commitment that is shared by all members of the community. Further challenge posed was to inspire young Lasallians with the question: "How might we help young people find a personal connection with Lasallian values?" [3]. Relatedly, PAASCU also previously highlighted the "formulation and implementation of differentiated supervisory plans for

teachers to refine their skills in values integration” which aligns with such direction. Hence, given the above mentioned findings and directives, top management aimed to focus on the integration of the Lasallian Core Values and the curriculum. The school began to engage the services of Franklin Covey Philippines by adopting the principles of Stephen Covey's ‘The 7 Habits of Highly Effective People.’ This is an agreed platform to “further build on our Lasallian culture of Faith, Service and Communion.” [4]. When the 7 Habits are practiced regularly and lived out committedly, they become meaningful to the students and Lasallian partners. These habits are the concrete ways by which they can apply and translate the LCVs of Faith, Zeal for Service, and Communion in Mission in real-life contexts and situations.

### **The Lasallian Leader in Me Program in BRafeNHS**

During the peak of the COVID-19 pandemic in 2020, DLSZ identified such a crisis as an opportunity to launch the Lasallian Leader in Me (LLiM) program by engaging learners from the DLSZ-Brother Rafael Donato Night High School (DLSZ-BRafeNHS) while enhancing their 21st-century leadership and life skills of independent learning, self-regulation, agility, grit, and resilience. The LLiM is the school's strategic and critical leadership culture-building initiative that empowers students with the leadership and life skills they need to thrive in the 21st century. Through the leadership of Mr. Jesus Sulit Jr., BRafeNHS Coordinator for Student Affairs and Formation, initiated the pilot implementation by utilizing the paradigms of the Leader in Me™ grounded in the 7 Habits. These were employed as a foundational tool to operationalize the LCVs transforming Lasallian youth through the pillars of Faith, Service, and Communion. The implementation of the LLiM program aims to: (1) shift the school's paradigm to achieve both private and public victories; (2) align the 7 Habits of Highly Effective People with the school's vision, mission, and LCVs; and (3) effectively integrate the 7 Habits into academic practices and formation activities. The school's end-in-mind is to make a Leader of every Lasallian – student, teacher, administrator, parent. Over a year after its pilot run, DLSZ-BRafeNHS underwent a preliminary PAASCU survey in October 2021, particularly for the Junior High School Department. The accrediting team, led by Anna Cecilia Alvarez, RGC, commended the LLiM Program as one of the three best features in the area of Student Services. The final report highlighted the “well-prepared LCV-LLiM Modules for Homeroom sessions, focusing on values formation and promoting student well-being” [5]. This study investigates the implementation of the LLiM program of DLSZ-BRafeNHS in AY 2022-2023. Specifically, the researcher aims to address the following questions: What student leadership behavioral outcomes were observed during and after the LLiM Program implementation?

Which Lasallian Values/LCV Indicators were reinforced during the LLiM Program implementation in DLSZ-BRafeNHS?

What Lasallian Values/LCV Indicators still need enhancement / reinforcement ?

### **LITERATURE REVIEW**

This review examines the relationship between school values, school engagement and student leadership and how these elements help support effective educational institutions. School values are that which form the foundation of educational institutions' operations. When school values are clearly defined and consistently nurtured, these significantly influence the behavior of students and staff, thereby creating a positive school culture [6]. For instance, De La Salle schools utilize the Lasallian Core Values of Faith, Service and Communion offering a framework for promoting spiritual growth, social responsibility and community engagement [7]. In relation to school engagement, this refers to the students' level of participation in co-curricular as well as academic activities. Educational institutions that anchor their activities and lessons in their core values are more likely to experience higher levels of student engagement. For example, integrating service learning projects that reflect the value “Zeal for Service” strengthens a sense of purpose and connection within their community, leading to increased engagement [8]. A key component of educational programs that helps prepare students for future roles in society is through student leadership development. Kouzes and Posner state that leadership skills can be cultivated through intentional practices and opportunities for students to take on roles related to leadership [9]. Effective student leadership programs are often grounded in the school's core values, which provide an ethical and

moral framework for students to lead by example. Interconnection of school values, school engagement and student leadership

Several research shows that there is a relationship between school values, school engagement and student leadership. In a study by Finn and Zimmer, they reveal that schools with strong value systems and active student engagement programs are most likely to produce students who tend to take on roles related to leadership [10]. This is attributed to the values imbibed by the students through school culture and co-curricular activities which encourage them to actively participate in their communities which provides them with opportunities to develop leadership skills. Another study by Bryk, Sebring, Allensworth, Luppescu, and Easton states that schools that emphasize collective values and community engagement often experience higher levels of trust and cooperation among students and staff [11]. This supportive environment is suitable for the development of student leaders who are not only academically excellent but also socially and emotionally intelligent.

### 7 Habits and Lasallian Core Values

In the book 'The 7 Habits of Highly Effective People,' Dr Stephen Covey introduces the concept of the Maturity Continuum (see Figure 1) which delineates three successive stages of increasing maturity: dependence, independence, and interdependence. This progression is facilitated by the sequential practice of Covey's habits, ultimately guiding practitioners towards interdependence, which is considered essential in all facets of life. Further, Dr. Covey emphasizes that leadership skills can be aligned with school values to foster a culture of proactive, empathetic, and community-oriented leaders [12].

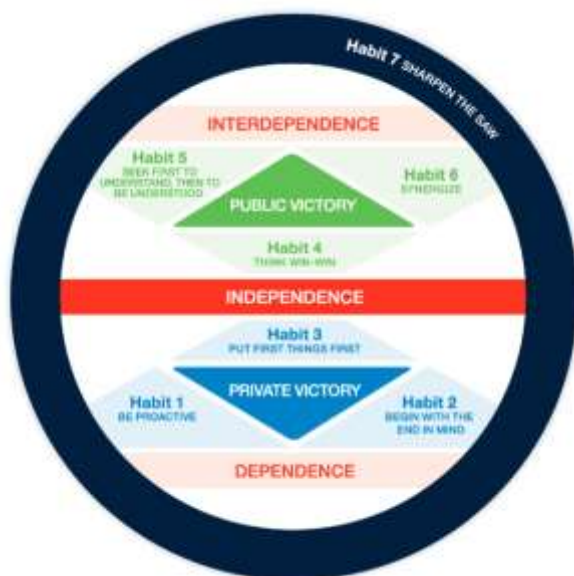


Figure 1. The Maturity Continuum

Given DLSZ's context of raising interdependent, resilient and agile Lasallian leaders, the Lasallian Core Value (LCV) of "Zeal for Service" (see Figure 2) is cultivated through the enhancement of an individual's Private Victory by fostering the Habit of Choice (Habit #1), the Habit of Vision (Habit #2), and the Habit of Integrity (Habit #3). This stage emphasizes internal growth and personal character development, aiming to transition individuals from dependence to independence. [13]

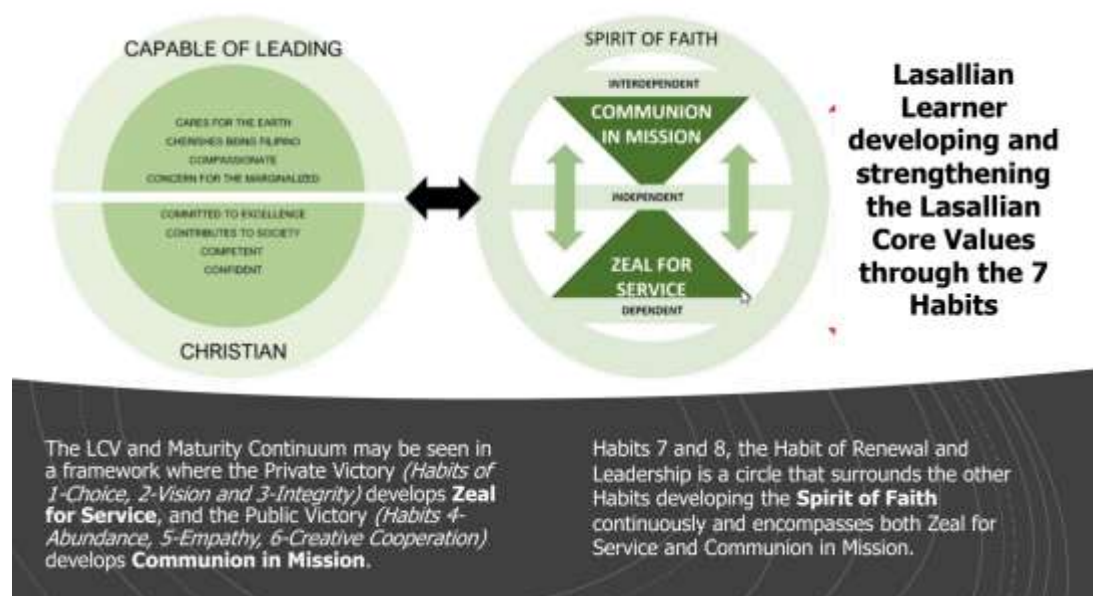


Figure 2. The LLiM Formation Framework

Lasallian Core Values vis-a-vis the Maturity Continuum

As individuals evolve from independence to interdependence, the LCV of "Communion in Mission" is developed through the enhancement of an individual's Public Victory. This is achieved by cultivating the Habit of Abundance (Habit #4), the Habit of Empathy (Habit #5), and the Habit of Creative Cooperation (Habit #6).

The LCV of "Spirit of Faith," which encompasses both Zeal for Service and Communion in Mission, is represented by a surrounding circle in the LCV diagram. This is paralleled by the Habit of Renewal (Habit #7) and the Habit of Leadership (Habit #8) in the 7 Habits framework. These habits encourage continual renewal and deepening of practices to foster ongoing improvement.



Figure 3. LCV-LiM Connect Framework

As the school transitioned to a hybrid setup in AY 2022-23, the theme "Lasallian Leaders as Beacons of Hope" was emphasized by the school's Brother-President, Br. Bernard S. Oca FSC. He highlighted the "need for Lasallian leaders who can guide themselves through challenging times and serve as beacons of hope to others." This aspiration is achievable through the LLiM initiative [14]. To enable grade school and high school students to easily grasp, comprehend, and apply the principles in their own contexts, DLSZ concretized the three (3) LCVs referred to as the ten (10) Cs or LCV Indicators to describe the expected Lasallian learner behaviors. These Cs serve as expanded descriptions of the LCVs. These are: 1) Christian; 2) Capable of Leading which describe FAITH; 3) Confident; 4) Competent; 5) Contributes to Society which further define SERVICE; and 6) Concerned for the Marginalized; 7) Compassionate; 8) Committed to Excellence; 9) Cherishes Being a Filipino and 10) Cares for the Earth that fall under COMMUNION IN MISSION. To facilitate implementation, each of these LCV Indicators is highlighted for one month of the academic year.

Below are the definitions of each Lasallian Core Value and behavioral indicators or the 10Cs [15]: Faith As Christian Lasallians, individuals commit to daily renewal, demonstrating love for God with all their mind, heart, strength, and spirit (Habit #7: Sharpen the Saw). This reflects a consistent commitment to continuous improvement.

Lasallian Leaders learn, live, love, and leave a legacy by building up other leaders (Capable of Leading). They find their voice, inspire others, and empower them to find their own voice (Habit #8: Find Your Voice).

Service

Confident Lasallians recognize that they have the power of choice. They take responsibility and accountability for their words, feelings, and actions (Habit #1: Be Proactive).

Competent Lasallian Leaders exhibit initiative and resourcefulness, preparing themselves to face life's challenges (Habit #1: Be Proactive). In alignment with DLSZ's vision, Lasallian leaders understand that a fulfilling life includes a vision to serve and Contribute to society. They envision outcomes before acting and demonstrate commitment and purpose by creating and living by a mission statement (Habit #2: Begin With The End in Mind).

A Lasallian acts with integrity, prioritizes effectively, and focuses on achieving results with (a Commitment to) excellence (Habit #3: Put First Things First).

#### Communion in Mission

Lasallian Leaders practice courage and consideration, seeking fairness and mutual benefit for all, particularly the marginalized (Concern for the marginalized) (Habit #4: Think Win-Win).

Compassionate Lasallian Leaders display empathy and understanding, striving to be fully humane towards others. They respectfully seek to understand others and to be understood themselves.

Filipino Lasallians celebrate their uniqueness and value differences in others, regardless of creed, class, gender, or race (Cherishes Being a Filipino). They recognize that together is better.

A Lasallian seeks alternatives to live harmoniously with all creation and cares for the Earth.

Figure 3 shows the framework that describes the connection of the three (3) LCVs, the LCV Indicators / 10 Cs, the 7 Habits as well as the Principles and Practices.

The LLiM is directed and executed by The School Lighthouse Team, composed of the Brother-President, Executive Vice President (EVP), Principals/Heads, Directors, Vice Principals (VP), Unit Heads from the Lasallian Formation and Mission Department, and Academic Services Department, with the Coordinator for Student Affairs and Formation (CSAFs) as the lead in execution and faculty as primary implementers in the classroom [16].

#### **Active Integration of the LLiM**

Critical to the success of LLiM implementation hinges on the active participation and leadership of the teachers, not as individuals but through creative cooperation amongst hundreds of faculty, across grade levels, and over hundreds of classes happening on DLSZ's campuses every day [17].

Figure 4 shows the LLiM Integration Framework for Academics. This emphasizes that Lasallian learners develop leadership skills in the context of the 21st-century learning environment. This environment has four attributes: AMT Goals (Competencies), NxGBL (Technology Integration) Skills, Lifelong Skills, and Lasallian Guiding Principles (Character Formation). All these LLiM academic environment attributes lead to the development of a unique learner-centered learning process. Once the desirable learning environment and process come together, the expected change in the identity or character of a Lasallian learner may manifest in four ways: personal effectiveness, interpersonal effectiveness, leading self, and leading others. When all these manifestations are present, learners will be ready to respond to varied community needs and challenges and initiate/provide solutions to real-world problems and issues, thus becoming genuine world-class leaders [18].





Figure 4. The LLM Integration Framework for Academics  
Meanwhile, Figure 5 shows a design sample of Learning Plans and materials.

INTEGRATING THE 7 HABITS WITHIN THE LASALLIAN LEARNING PROCESS					
LASALLIAN LEARNING PROCESS	AMT GOALS	ATTRIBUTES	LCV/ LOP	SEVEN HABITS OF A LIFELONG LEARNER (Highly Effective Learning Practices)	
Students encounter problematic situations or conflicting ideas.	Acquisition	Active	Teachers identify opportunities to integrate LCVs/LGPs in their lessons	Habit 1 Be Proactive	Students identify the problems or issues and manifest proactive expressions in finding possible solutions.
Students answer the Essential Question/s based on their prior knowledge, graphic organizers are used.	Acquisition	Active		Habit 2 Begin with the end in mind	Students consider the EQ as the end in mind and will remember these as their guide to process facts or information.
Students share prior knowledge in class.	Acquisition	Active Collaborative		Habit 1 Be Proactive	Students discuss their prior knowledge that may help solve the problematic situation. Students manifest proactive stances.
Students help frame their learning targets and take note of these throughout the learning process.	Acquisition	Goal-Directed		Habit 2 Begin with the end in mind	Students set their own learning targets, establish their own process of achieving the targets and find ownership of the results.
Students actively inquire on facts or information through a learning playlist in order to provide provisional answers to the EQs.	Acquisition	Active		Habit 3 Put first thing first	Through a learning playlist, students decide which of the available resources help them better achieve the LTs or formulate the answers to EQs.
Students provide assumptions/inferences based on the gathered facts or information, assume possible impacts/results, give revised answers to EQs.	Meaning-making	Constructive	Teachers identify opportunities to integrate LCVs/LGPs in their lessons	Habit 3 Put first thing first	Students gather and identify the most important facts or information that may support their assumptions.
Students test or validate assumptions/inferences by conducting experiments, surveys or interviews	Meaning-making	Constructive Collaborative		Habit 5 Seek to understand than to be understood	Students seek possible reasons behind the responses from interviews/surveys or results of experiments.  Students collaborate with peers and experts to validate assumptions in real-world scenarios.
Students generate conclusions or generalizations, correct misconceptions, give final answer to EQ (new knowledge/essential understanding - EU)	Meaning-making	Constructive Collaborative		Habit 4 Think Win-Win	With the group members, students deliberate to identify and correct their own misconceptions. Students establish their new knowledge.
Students take a course of action that manifests new knowledge or essential understanding (design proposals, action plans etc.)	Meaning-making	Constructive		Habit 4 Think Win-Win	Students present proposals or action plans, listen to comments, feedback or suggestions and make amendments or improvements.
Students create outputs that solve real-world conflicts, problems and issues (GRASPS in narrative form)	Transfer	Authentic Collaborative	Teachers identify opportunities to integrate LCVs/LGPs in their lessons	Habit 3 Put first thing first  Habit 6 Synergize	Students organize the contents, presentations and outputs that will be showcased or shared with the real-world audience.  Students choose their real-world audience, as well as the sharing and presentation platforms.
Students share output/content with the community members	Transfer	Authentic		Habit 6 Synergize	Students share or demonstrate outputs with real-world audiences.
Students reflect on the values learned and integrate these with their day-to-day community activities	AMT	Goal-Directed		Habit 7 Sharpen the Saw	Students practice the skills and values acquired from the various learning tasks and integrate these with the activities in their community and in the world.

Figure 5. Design sample of learning plans and materials

For the hybrid transition year, AY 2022-23, a revised Lasallian Core Values-Leader in Me (LCV-LiM) Calendar (see Figure 6) was created by the Learner Formation Department, through the leadership of its Associate Principal, Ms Julie Agudo. This laid out the months of the academic year, which LCVs need

to be highlighted, the 10Cs / LCV Indicators, and which of the 7 Habits and specific principles are to be discussed in classes.

MONTH	LASALLIAN CORE VALUE	10 Cs	HABIT	PRINCIPLES
AUGUST	COMMUNION IN MISSION	CHERISHES BEING A FILIPINO	Habit 6 – Synergize	Creativity • Cooperation • Diversity • Humility
SEPTEMBER	FAITH	CHRISTIAN	Habit 5 – Seek First to Understand, Then to Be Understood	Respect • Mutual Understanding • Empathy • Courage
OCTOBER	ZEAL FOR SERVICE	COMPETENT/ CONFIDENT	Habit 7 – Sharpen the Saw	Renewal • Continuous Improvement • Balance
NOVEMBER / DECEMBER	ZEAL FOR SERVICE	COMMITTED TO EXCELLENCE	Habit 3 – Put First Things First	Focus • Integrity • Discipline • Prioritization
JANUARY	FAITH	CAPABLE OF LEADING	Habit 2 – Begin with the End in Mind	Vision • Commitment • Purpose
FEBRUARY	COMMUNION IN MISSION	COMPASSIONATE/ CONCERN FOR THE MARGINALIZED	Habit 4 – Think Win-Win	Mutual Benefit • Fairness • Abundance
MARCH	COMMUNION IN MISSION	CARES FOR THE EARTH	Habit 1 – Be Proactive	Responsibility • Choice • Accountability • Initiative • Resourcefulness
APRIL	ZEAL FOR SERVICE	CONTRIBUTES TO SOCIETY	Habit 8 – Find your Voice	Clarify Vision • Inspire Trust • Empower Potential • Execute Goals

Figure 6. DLSZ's LLiM Calendar for AY 2022-23

In execution detail, Homeroom Advisers purposefully discuss the habits that serve as a springboard to the 10Cs / LCV indicators and the LCVs by quizzing students, interplaying them in games and genuinely correcting misbehavior or inspiring positive action by using the 7 habits. In addition, various active integration at the level of subject teachers is demonstrated in Math, Science, Language, Reading, Christian Living, Music, Social Studies, HELE, PE, Robotics, Computer and Filipino.

Through Lasallian learners' Class Participation and Performance Task outputs, teachers were able to see and report the progress on how the 7 Habits and the LCVs are articulated, embraced, and manifested.

## METHODOLOGY

### Research Design

A mixed-methods approach was utilized in this descriptive action research. A survey was conducted for the pre- and post-assessment among the DLSZ-BRAFENHS students; including teachers and parents. In addition, a qualitative study, through a Focus Group Discussion was conducted to delve deeper into their insights. The discussion was designed to gather information from the parents, faculty and students in regard to the following objectives:

Determine student leadership behavioral outcomes observed during and after the LLiM Program implementation

The Lasallian Values/LCV Indicators that were reinforced during the LLiM Program implementation in DLSZ-BRAFENHS

The Lasallian Values/LCV Indicators that still need enhancement

### Research Participants

Research participants for the quantitative data include the following:

Students from Grades 7-12 levels of the DLSZ-BRAFENHS for AY 2022-23 who responded to the pre-and post self assessment survey

### Teaching Faculty

Parent representatives from the BRAFENHS Parents' Association

For the qualitative research, among the participants were:

Senior High School BRAFENHS students (G11-12)

Student-participants in the 2023 Leader in Me International Student Speech Competition

Teaching Faculty who have been Advisers since the LLiM pilot implementation in AY 2020-21

Active members of the DLSZ-BRAFENHS Parents' Association



The Focus Group Discussions were separately conducted amongst the BRafeNHS parents (n=5), students(n=5) and faculty (n=6).

#### Research Instruments

The primary instruments used in gathering data and information from the respondents are from DLSZ's Instructional Performance and Assessment Office. These are the pre- and post-assessment survey questionnaires

For the qualitative approach, Focus Group Discussions were conducted amongst five (5) Senior High School BRafeNHS students in G11 and G12. In addition, transcripts were culled from the speeches of the student-participants who participated in the 2023 Leader in Me Student Speech Competition.

Further, five (5) active members of the DLSZ-BRafeNHS Parents' Association were invited to the FGD.

In addition, three (3) BRafeNHS Teaching Faculty who have been Homeroom Advisers since the LLiM pilot Implementation in AY 2020-21, were sent interview questions electronically.

#### Data Gathering Procedure

A mixed-method approach was utilized with quantitative data through the students' pre-assessment (n<sub>1</sub>=538) and post assessment (n<sub>2</sub>=468). Students' data were collected during the LCV class for AY 2022-23. Meanwhile, the faculty (n<sub>3</sub>=24) and parents'(n<sub>4</sub>=311) were derived from the survey results following these steps:

1. Schedule the Pre & Post Tests.
2. Coordinate the schedules with the CSAF-in-charge for approval & calendaring.
3. Announce the schedules of the Pre & Post Tests to the faculty, parents and students.
4. Implement the Pre & Post Tests based on the schedules.
5. Coordinate with the Instructional and Performance Assessment Office to do the summary and interpretation of results.
6. Report the results to students, faculty, and parents.

Moreover, qualitative data derived from document analysis and interviews conducted with stakeholders, comprising students (n<sub>5</sub>=10), faculty members (n<sub>6</sub>=9), and parents (n<sub>7</sub>=5) gained a deeper understanding of their experiences with the LLiM implementation.

#### Data Analysis

Quantitative data from students, parents and faculty were collected by the DLSZ Instructional Performance and Assessment Office. The students' pre-assessment survey was run at the beginning of the academic year while the post-assessment survey during the last few weeks of the academic year.

A paired sample T test was performed in the quantitative data to compare the results and these were statistically significant.

The researcher transcribed the recording from the FGD. Thematic analysis was utilized for the speeches of the student-participants to the 2023 Leader in Me International Student Speech Competition. A transcript was also culled from the parent representative video presentation to students on Habit #2 and also from the BRafeNHS parents' FGD.

## RESULTS

### QUANTITATIVE RESULTS

Perceptions of BRafeNHS Students about their behavioral outcomes

A total of 538 students responded to the LLiM pre-assessment survey conducted at the start of the academic year. Most are from Grade Eight level (24.54%, 132) while the least are from Grade Twelve (9.67%, 52).

The overall results of the pre-assessment survey (see Table 1) suggest that most of the students are Leading in manifesting the Lasallian Core Values (Mean=3.54). Most of them are Compassionate (Mean=3.7) and the lowest is the attribute Confident (Mean=3.38).

LCV Indicators	Mean	Level
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Compassionate (C)	3.7	Leading
Concerned for the Marginalized (C)	3.69	Leading
Pagpapahalaga sa aking pagiging Filipino (C)	3.67	Leading
Christian (F)	3.61	Leading
Competent (S)	3.51	Leading
Cares for the Earth (C)	3.48	Leading
Committed to Excellence (S)	3.47	Leading
Capable of Leading (F)	3.45	Leading
Confident (S)	3.38	Leading
Contributes to Society (S)	3.48	Leading
Total	3.54	Leading

F-Faith; S-Service; C-Communion in Mission

Level of Practice:

Emergent: 1-1.75

Proficient: 1.76-2.51

Accomplished: 2.52-3.27

Leading: 3.28-4.00

Table 1. Overall Results of the DLSZ-BRafeNHS Students' LLiM Pre-Assessment Survey [19]

A post-assessment survey was conducted at the end of the academic year 2022-23. A total of 468 students responded to this survey. Most are from the Grade Eight level (27.35%, 128) while the least are from the Grade Twelve level (12.39%, 58).

The overall results of the post-assessment survey suggest that most of the students are Leading in manifesting the Lasallian Core Values with Overall Mean score of 3.63 from the pre-assessment of 3.54. The highest core value they manifest is Compassionate (Mean=3.78) which is consistent with the pre-assessment survey. To expound on this behavior, it is defined as : 1) I consider the feelings and needs of others 2) I am understanding and kind 3) I treat others well and fairly. I do not discriminate against others 4) I help others in need of my assistance 5) I am trustworthy. This means that DLSZ-BRafeNHS students are empathetic, trustworthy and sensitive to the needs of others.

LCV Indicators	Mean	Level
Compassionate (C)	3.78	Leading
Concerned for the Marginalized (C)	3.76	Leading
Cares for the Earth (C)	3.74	Leading
Pagpapahalaga sa aking pagiging Filipino (C)	3.73	Leading
Christian (F)	3.67	Leading
Competent (S)	3.56	Leading
Contributes to Society (S)	3.56	Leading
Capable of Leading (F)	3.54	Leading
Committed to Excellence (S)	3.48	Leading
Confident (S)	3.48	Leading
Overall Mean	3.63	Leading

F-Faith; S-Service; C-Communion in Mission

Level of Practice:

Emergent: 1-1.75

Proficient: 1.76-2.51

Accomplished: 2.52-3.27

Leading: 3.28-4.00

Table 2. Overall Results of the DLSZ-BRafeNHS Students' LLiM Post-Assessment Survey [20]

Changes in BRafeNHS students' perceptions

The mean difference of the pre and post assessments' results were compared using the Paired T Test. The pre and post assessments, and mean difference per domain are seen on Table 3.

Results of the Paired T Test show that there was a significant difference between the pre and post assessments' mean scores of the students. The difference is significant considering that the computed alpha level on two-tailed ( $p=0.00$ ) is less than the critical value 0.05. Findings suggest that interventions used in inculcating the LLiM values were effective particularly on Confident and Cares for the Earth where mean difference between the pre and post assessments are equal to or greater 1.00.

LCV Indicators	Pre-Assessment	Post-Assessment	Mean Difference
Compassionate (C)	3.7	3.78	0.08
Concerned for the Marginalized (C)	3.69	3.76	0.07
Pagpapahalaga sa aking pagiging Filipino(C)	3.67	3.73	0.06
Christian (F)	3.61	3.67	0.06
Competent (S)	3.51	3.56	0.05
Cares for the Earth (C)	3.48	3.74	0.26
Committed to Excellence (S)	3.47	3.48	0.01
Capable of Leading (F)	3.45	3.54	0.09
Confident (S)	3.38	3.48	0.10
Contributes to Society (S)	3.48	3.56	0.08
Overall Mean	3.54	3.63	0.086

F-Faith; S-Service; C-Communion in Mission

Level of Practice:

Emergent: 1-1.75

Proficient: 1.76-2.51

Accomplished: 2.52-3.27

Leading: 3.28-4.00

Table 3. DLSZ-BRAFENHS Students' LLiM Pre and Post Assessments' Comparison from Overall Results [21]

Perceptions of DLSZ-BRafeNHS Faculty about LLiM

A total of 24 teachers responded to the survey. The overall mean of the survey (see Table 4) shows that the majority of the Faculty members Totally Agree with most of the statements in the survey (Mean=4.54). Most of them Totally Agree that the Lasallian Core Values and the 10 Cs/LCV Indicators are important to their daily teaching and life (Mean=4.79). Most also Totally Agree that the 10 Cs/LCV Indicators can help the students become a good Lasallian (Mean=4.79).

Meanwhile, the respondents claim that the "Lasallian Core Values help me to become a better teacher/person based on my experiences" and "are important to make my students successful and better Lasallians."

The faculty members have their own share of reflections on the implementation of LCV and LLiM Habit program. Most find the programs very useful in teaching values to the students. They added that the program "helped the students become better Lasallians and better individuals who are responsible enough in dealing with daily life circumstances particularly in times of uncertainties."

Items	Totally Agree	Agree	Neutral	Disagree	Totally Disagree	MEAN	STDEV	Remarks
3. I believe in the importance of the three Lasallian Core Values and Ten Cs in my daily teaching and life.	19	5	0	0	0	4.79	0.41	Totally Agree
8. All of the Ten Indicators or Ten Cs can help the students to become a good Lasallian and a good person.	19	5	0	0	0	4.79	0.41	Totally Agree
9. I believe that the discussion of the Lasallian Core Values and the Indicators (Ten Cs) can help the students realize the DLSZ Vision - Mission "To produce Lasallian Achievers for God and country for the transformation of the society."	18	6	0	0	0	4.75	0.44	Totally Agree
5. The three Lasallian Core Values help me to become a better teacher / person based on my experiences.	17	7	0	0	0	4.71	0.46	Totally Agree
1. As a Lasallian partner, I know the three Lasallian Core Values and the Ten Cs by heart.	17	6	1	0	0	4.67	0.56	Totally Agree
15. The Lasallian Core Values, Ten Cs, and the Eight LLiM Habits are important to make my students successful and better Lasallians.	17	6	1	0	0	4.67	0.56	Totally Agree
4. I see to it that the Lasallian Core Values and Ten Cs are integrated in my class activities and programs.	12	12	0	0	0	4.50	0.51	Totally Agree

Items	Totally Agree	Agree	Neutral	Disagree	Totally Disagree	MEAN	STDEV	Remarks
6. I always read about / encounter the Ten LCV Indicators: Christian, Compassionate, Confident, Competent, Committed to Excellence, Cares for the Earth, Concern for the Marginalized, Cherishes being a Filipino, Capable of Leading, Contributes to Society, in the emails, announcements, or programs of DLSZ-BRAFENHS.	15	7	1	0	0	4.50	0.78	Totally Agree
11. I believe that the Eight LLiM Habits can really help our students to overcome the challenges of the Online Distance Learning.	14	8	2	0	0	4.50	0.66	Totally Agree
7. I observe that my students can apply the Ten Indicators or Ten Cs in their daily life as a student and/or as a person.	12	11	1	0	0	4.46	0.59	Totally Agree
13. There is a clear connection between the Lasallian Core Values, Ten Cs, and the Eight LLiM Habits.	14	7	3	0	0	4.46	0.72	Totally Agree
2. I always incorporate the three Lasallian Core Values of Faith, Zeal for Service, and Communion in Mission and the Ten Cs in all my lessons and modules.	11	12	1	0	0	4.42	0.58	Totally Agree
10. I always integrate the Eight LLiM Habits in	13	7	3	1	0	4.33	0.87	Totally Agree



Items	Totally Agree	Agree	Neutral	Disagree	Totally Disagree	MEAN	STDEV	Remarks
my lessons and discussions.								
14. If I will be asked to give a RATING to the Integration of LCV and Ten Cs from 1 (Lowest) to 5 (Highest), I will give it a...	9	14	1	0	0	4.33	0.56	Totally Agree
12. I can see some positive changes happening in my students' behaviors because of the LCV Indicators and Eight LLiM Habits.	9	5	0	0	0	4.17	0.76	Agree
Overall Mean and Standard Deviation						4.54	0.59	

Table 4. DLSZ-BRAFENHS Faculty LLiM Survey [22]

#### Perceptions of DLSZ-BRafENHS Parents about LLiM

A total of 311 parents of Grades 7-12 responded to the LLiM survey for AY 2022-23. Most are from the Grade Seven level (41.80%, 130). The overall mean of the survey suggests that most of the students are able to manifest the values of LLiM (Mean=4.45). Most of them totally agreed with all the items (see Table 5). Most of the parents Totally Agree on the importance of the LCV, 10 Cs, and the Eight LLiM Habits for their child or children to become successful and a better Lasallian (Mean=4.62). Parents directly attribute that they “can see some positive changes happening” in their child/ward “because of the LCV indicators and eight LLiM Habits.” (Mean=4.45)

Items	Totally Agree	Agree	Neutral	Disagree	Totally Disagree	MEAN	REMARKS
1. I know the three Lasallian Core Values very well.	138	103	59	8	3	4.17	Totally Agree
2. I learned the three Lasallian Core Values of Faith, Zeal for Service, and Communion in Mission through	168	83	49	10	3	4.31	Totally Agree

Items	Totally Agree	Agree	Neutral	Disagree	Totally Disagree	MEAN	REMARKS
the various activities of the school.							
3. I can apply the three Lasallian Core Values in my daily life as a parent at home.	171	92	44	3	1	4.38	Totally Agree
4. We often hear about the Lasallian Core Values in the school activities and programs that we attended.	189	77	34	10	4	4.42	Totally Agree
5. The three Lasallian Core Values help me to become a better person/parent based on my experiences.	177	91	41	2	0	4.42	Totally Agree
6. I have heard/read about the Ten LCV Indicators: Christian, Compassionate, Confident, Competent, Committed to Excellence, Cares for the Earth, Concern for the Marginalized, Cherishes being a Filipino, Capable of Leading, Contributes to Society, through the emails, announcements, or programs that we attended in DLSZ.	175	90	40	5	1	4.39	Totally Agree

Items	Totally Agree	Agree	Neutral	Disagree	Totally Disagree	MEAN	REMARKS
7. My child/ward can apply the Ten Indicators or Ten Cs in his/her daily life as a student and/or as a person.	180	92	37	2	0	4.45	Totally Agree
8. All of the Ten Indicators or Ten Cs can help my child/ward to become a good Lasallian and a good person.	206	72	31	2	0	4.55	Totally Agree
9. I believe that the discussion of the Lasallian Core Values and the Indicators (Ten Cs) can help my child/ward realize the DLSZ Vision - Mission "To produce Lasallian Achievers for God and country for the transformation of the society."	205	80	24	2	0	4.57	Totally Agree
10. I heard about the Eight LLiM Habits being discussed in school and from my child/ward.	190	80	37	4	0	4.47	Totally Agree
11. I believe that the Eight LLiM Habits can help my child/ward to overcome the challenges of the Online Distance Learning.	195	86	27	2	2	4.52	Totally Agree
12. I can see some positive changes	181	91	21	2	0	4.45	Totally Agree

Items	Totally Agree	Agree	Neutral	Disagree	Totally Disagree	MEAN	REMARKS
happening in my child/ward because of the LCV Indicators and Eight LLiM Habits.							
13. There is a clear connection between the Lasallian Core Values, Ten Cs, and the Eight LLiM Habits.	196	86	27	2	0	4.53	Totally Agree
14. If I will be asked to give a RATING to the Integration of LCV and Ten Cs from 1 (Lowest) to 5 (Highest), I will give it a...	199	85	25	2	0	4.55	Totally Agree
15. The Lasallian Core Values, Ten Cs, and the Eight LLiM Habits are important to make my child/ward become successful and a better Lasallian.	218	69	22	2	0	4.62	Totally Agree
Overall Mean						4.45	

Table 5. DLSZ-BRAFENHS Parents' LLiM Survey [23]

Most of the parents realized the relevance of the LLiM program in the character formation of the students. They have seen how the programs helped the students or their children gain a deeper understanding of themselves and become a better version of themselves as well. Thus, the LLiM program, according to parents, had taught their children to become more proactive, productive, and responsible individuals. In addition, they said that the program had been instrumental for their children to become responsible to household chores and to their academic tasks. In addition, the program helps in establishing better connections between parents and children. Parents said that it had taught their children the culture of selflessness and becoming a true Lasallian leader.

Furthermore, some parents stated that the programs helped them overcome the challenges brought by the pandemic. And it has been beneficial in inspiring the students to reach their dreams in life.

## II. QUALITATIVE RESULTS

Lasallian Values reinforced during the LLiM Program implementation

To further investigate the reinforcement of these Lasallian Core Values and its impact on school engagement, specifically on behavioral dimensions such as participation in student leadership-related activities, the researcher embarked into a qualitative data gathering through Focus Group Discussion and employed Braun and Clark (2006) protocol for thematic analysis.

In October 2024, a Focus Group Discussion was conducted among BRafeNHS students who are Senior High school students in Academic Year 2024-25 and a combination of male and female.

A separate FGD was run amongst BRafeNHS Parents and Faculty as well. Main Question: Kindly give examples of observed leadership qualities during LLiM Program implementation. DLSZ-BRafeNHS students conveyed examples highlighting how the LLiM program fosters the growth of leadership qualities through teamwork, resilience, effective management of roles, and the integration of Lasallian Core Values into personal and group endeavors, even amidst challenging circumstances like the pandemic. (S1) Transition from Individualism to Teamwork: Initially, leadership and academics were seen as individual pursuits. However, by engaging with LLiM habits as an SRCC officer, student learned to work collaboratively, communicate effectively, and align goals with a team to achieve shared success [24]. (S4) Managing Roles and Responsibilities: During full face-to-face classes, leadership qualities were demonstrated through effective time management, balancing the demands of being a student and a club president. The challenges of compact schedules, such as preparing for performances, emphasized the importance of proactive planning and maximizing potential [25]. (S2) Adaptation and Resilience During Pandemic: The pandemic initially felt burdensome, but student continued practice of LLiM habits made leadership traits second nature. As a council member, these habits were consistently applied to implement projects, such as directing a play, which required proactive thinking, planning with an end goal, and inspiring a team [26]. Meanwhile, for BRafeNHS parents, the LLiM habits and the school's supportive environment have significantly impacted the families, fostering leadership, confidence, and responsibility in the children as described in the following details:

### (P1)

Background and Challenges: Initially, both children were introverted and struggled to socialize. The family faced hardships, including the loss of the grandmother to cancer and the mother's own health challenges related to cancer.

Growth and Changes: Exposure to LLiM habits transformed the children's personalities. The eldest child, Jamaya, became a confident leader in class, while the younger child, Juami, also developed leadership skills and became more engaged. Both children adopted greater responsibility and independence at home, assisting with chores and decision-making.

Impact of Faith and Community: Participation in church activities and ministries strengthened their sense of purpose and faith. This complemented their growth in self-confidence and assertiveness nurtured at school.

Parent's Perspective: The LLiM habits not only positively influenced the children but also the parent, fostering a close-knit and supportive family dynamic. Gratitude toward La Salle was expressed for its role during challenging times. [27]

### (P2)

Background: Student was diagnosed with ADHD and often misunderstood in elementary school. Despite being intelligent, student struggled with self-confidence and recognition.

Transformative Experiences: At La Salle, child/student was given opportunities to lead, becoming a treasurer and eventually a class president. These responsibilities nurtured his self-worth and leadership skills.

Resilience During Adversity: During the pandemic, student helped care for elderly relatives while managing studies. The habit "Put First Things First" guided the family to prioritize caregiving over academics temporarily.

Empathy Development: Student learned to support a classmate experiencing depression, applying lessons like "Seek First to Understand."



Overall Impact: Student's confidence and character significantly improved through the school's nurturing environment and the application of LLiM habits. [28]

(P3):

Parent expressed initial uncertainty about their child's acceptance at La Salle but was later grateful for the opportunity.[29]

Moreover, DLSZ-BRafeNHS Faculty identified the Living out of Lasallian Core Values that students exhibited during the LLiM Program implementation:

(FE-1)Since the introduction of the LCVs and the LCVIs to the Grade 7 advisory class, this teacher has observed significant changes as the year progressed. Students live out their faith and Christian values specifically by always attending masses and praying. Attendance is almost always perfect. The students always uphold the values of honesty and integrity in whatever they do. They are committed to excellence; striving to do their best in all that they do, setting high standards for themselves. They are compassionate, kind and supportive to their peers, offering help to those who are struggling, and standing up against bullying. They always try to build competence by learning new skills and enhancing their existing ones [30].

(FE-2)By integrating these 10 Cs into students' daily lives, students develop a well-rounded character and enhance their personal and academic growth [31].

(FE-3)s a Grade 8 class adviser, this teacher has closely observed the application of Lasallian Core Values (LCVs) among her students. Students exhibit FAITH through their participation in religious activities such as daily prayers, attending mass, and engaging in spiritual discussions. They show respect for the diverse religious beliefs of their peers, fostering an inclusive and supportive environment. ZEAL FOR SERVICE is evident in the way students assist each other with schoolwork, participate in community service projects, and show kindness and empathy towards their classmates. They often volunteer for school events and take initiative in helping maintain a clean and orderly classroom. COMMUNION IN MISSION is observed through collaborative group work, active participation in class discussions, and the way students support one another in their academic and personal activities. They demonstrate respect and appreciation for each other's ideas and contributions [32].

(F4)Teacher found personal applications of LLIM habits, such as Sharpen the Saw (continuous self-improvement) [33].

(F3)Teachers observed that higher-grade students (e.g., Grade 9) tend to be more compassionate and collaborative, while younger students (e.g., Grade 7) need more guidance in shifting from self-centered behavior to a community-oriented mindset [34].These qualities highlight the development of the Lasallian Core Values making them responsible, empathetic, and effective leaders.ain Question: How did the LLiM Program develop your leadership skills and encourage you to lead other BRafeNHS students?

DLSZ-BRafeNHS students identified particular situations where they believe the program has helped develop their leadership skills.S1 helped a group of baseball athletes who initially struggled academically [24]Action: Leveraged LLiM Habits (e.g., Synergize, Think Win-Win) and values like service and being proactive. He started by tutoring one student, and eventually guided a group of seven.Outcome: One student scored highly (47/50), and the group as a whole improved. His motivation was rooted in collective success and Christian values of leading others selflessly.eflection: He emphasized the importance of teamwork and a shared goal, influenced by his values and LLiM training.S3 led a group of baseball athletes in a challenging Filipino subject project (50% research, 50% documentary). The group felt hopeless initially [35]Action: Took charge as the leader and divided tasks based on members' strengths—some focused on the documentary, while others worked on the research.Outcome: Their project was highly successful, earning the "Best Research" award at a conference in Baguio.Reflection: The experience highlighted the value of recognizing individual strengths, fostering collaboration, and maintaining a positive outlook. The student credited the group's collective effort for their success.

Both examples showcase leadership through collaboration, inspiring peers, and focusing on shared goals to achieve success. They emphasize empathy, delegation, and transforming challenges into opportunities.

Main Question: "What was your perception of the Lasallian core values before and after participating in the LLiM program, particularly during the pandemic?"

(S4) Before LLiM: Faith, as a Lasallian core value, was understood but not emphasized as much as collaboration and service. After LLiM: A deeper appreciation developed for faith as integral to being a Lasallian, alongside service and teamwork.

(S1): Before LLiM: Viewed Lasallian values (faith, service, and communion) as a set of habits and tendencies that were encouraged because of being part of the La Salle community. However, the reasoning behind these values was unclear.

After LLiM: Gained a more profound understanding of the why behind the values, particularly faith. Reading the Bible helped connect faith with love for others, framing Lasallian values as a means to serve, help others discover their potential, and foster a sense of purpose.

(F5): [36] Before LLiM: Familiar with the Lasallian Core Values due to his background in Christian Living education. While he understood the values, his initial challenge was in being a true witness to them particularly how he modeled them for students and colleagues. In addition, he had strong reservations about the LLiM Program, thinking how the 7H could align with Lasallian and Catholic teachings.

After LLiM: He saw firsthand how the 7H complemented the LCVs particularly in fostering student responsibility and engagement. He observed a transformation in students - they became more discipline, proactive in school activities. This shift allowed him to take on more of a facilitator role, as students took greater ownership of their growth and leadership, leading to increased productivity, empowerment, and resilience.

Overall Reflection: Participation in the LLiM program deepened the understanding of Lasallian values, moving beyond basic practices to a more purpose-driven approach.

The pandemic highlighted the importance of integrating faith with service and collaboration, reinforcing the holistic nature of these core values in both personal growth and community-building.

In summary, Faculty members of the the DLSZ-BRafeNHS collectively highlight how BRafeNHS students embody the LCV indicators and the 10 Cs in their daily lives as students and individuals:

Faith and Christian Values: Regular participation in religious activities, such as daily prayers, attending Mass, and engaging in spiritual discussions. Students demonstrate respect for diverse beliefs, creating an inclusive environment.

Commitment to Excellence: They strive to do their best academically and personally, setting high standards for themselves and continuously improving their skills.

Compassion and Empathy: Students are kind and supportive to peers, offering help to those who struggle and standing against bullying. They display kindness and empathy in interactions and assist classmates with schoolwork.

Zeal for Service: Active involvement in community service projects and volunteering for school events.

They take initiative in maintaining cleanliness and order in shared spaces.

Honesty and Integrity: Students consistently uphold values of honesty and integrity in their work and behavior.

Collaboration and Respect (Communion in Mission):

Active participation in group work, class discussions, and mutual support in academic and personal pursuits.

They show respect for others' ideas, contributions, and diverse perspectives.

Holistic Character Development: By integrating these principles, students grow into well-rounded individuals, enhancing both their personal character and academic success.

These observations underscore the positive impact of the LCV indicators in shaping responsible, compassionate, and capable students.

## THEMATIC ANALYSIS

In addition to these FGD responses the researcher delved into the speeches of five (5) students of the DLSZ-BRafeNHS who participated in the 2023 Leader in Me International Student Speech Competition. One of them, Omar Pesebre (from DLSZ-BRafeNHS Batch 2023), won as the first Regional Finalist who

also represented the Philippines. These speeches are reference documents for this paper's thematic analysis.

"Our Community" [37] Mr. Omar Pesebre's story exemplifies how the Lasallian Core Values, student leadership, and school engagement is profoundly integrated. Omar's journey reflects the impact of these elements in shaping him as a responsible, empathetic, and motivated young leader. "Harmony Amongst People" [38] Ms. Daniella Paneda's testimony creates a holistic educational experience on the Lasallian Core Values, student leadership, and school engagement. Principles of faith, compassion, and social responsibility in the community align with Daniella's leadership, marked by harmony, empathy, adaptability, and motivation. This illustrates how young leaders can inspire and support their peers, especially in challenging times. "Sparkling the Leadership Within - Synergize for Change" [39] Zaira Jane Nankil's story embodies her commitment to community service, proactive leadership, and fostering communication and faith during the pandemic that align with the principles of Lasallian education. By taking initiative, promoting synergy, and demonstrating empathy, Zaira exemplifies the qualities of a young leader inspired by DLSZ-BRafeNHS's teachings.

"Better Together, Stronger Forever" [40]

Ms. Julianne De Lim's narrative emphasized community, collaboration, and empathy. Her story aligns with the Lasallian principles of fostering supportive and inclusive communities. Her transformation from self-doubt to confident leadership showcased the empowerment and proactive responsibility that define effective student leaders.

"Sparked Unity: Together for the Community" [41]

Ms. Estelle Flores's narrative intricately weaves together Lasallian Core Values, student leadership, and school engagement. Emphasizing synergy, community, and compassion. Estelle's speech highlights the importance of collective effort and service, central to Lasallian principles. Her journey from hesitation to action showcases the transformative power of courage in leadership, encouraging others to overcome fears and take initiative. Active participation in the student council and a broader reflection on societal impact illustrate a deep commitment to school and community engagement. These narratives demonstrate how DLSZ-BRafeNHS students internalize and live out these values in their daily lives. Their stories provide a rich exploration of Lasallian Core Values, student leadership, and school engagement. Their actions not only address immediate needs but also inspire others to join in creating a positive and lasting impact on their community, reflecting the transformative power of Lasallian education in developing compassionate, resilient, and proactive leaders who strive to make a positive difference in their communities. In addition to these, a transcript was also culled from the parent representative's video presentation to students on Habit #2. Respondent was also a participant to the BRafeNHS Parents' FGD. Parent shared the alignment of the Lasallian Core Values and Habit #2 [27]. Beginning with the end in mind, emphasizes purpose and vision, service and accountability, personal leadership, and active school engagement. The support and guidance provided by the parent is crucial for fostering school engagement. Her active involvement in her children's planning and goal-setting processes highlights the importance of parental engagement in education. By helping them establish a personal mission statement empowers them to shape their lives positively, reflecting the Lasallian commitment to developing individuals who are purposeful and goal-oriented.

## DISCUSSION

This study investigates the LLiM program implementation in DLSZ-BRafeNHS in AY 2022-2023. In particular, the researcher aims to address the following: What student leadership behavioral outcomes were observed during and after the LLiM Program implementation? Which Lasallian Values/LCV Indicators were reinforced during the LLiM Program implementation in DLSZ-BRafeNHS? What Lasallian Values/LCV Indicators still need enhancement / reinforcement?

Lasallian Core Values and Indicators that have been reinforced The researcher delved into DLSZ-BRafeNHS students' LLiM pre-and post assessments' comparison particularly focusing on the two LCV Indicators that were noted - Confidence and Cares for the Earth. First, Confidence is highly manifested as they courageously act to overcome challenges with integrity, when they improve on their weaknesses,

believing in oneself and in what they are capable of doing. Further, when they know and use their special skills and talents to help inspire others. They describe their roles in guiding and mentoring others as reflecting the Lasallian value of leadership that is service-oriented and supportive as seen in Table 6.

LCV Indicator: CONFIDENT Definition	Pre- assessment Mean	Post- assessment Mean
I am confident. [I act courageously to overcome challenges with integrity.]	3.48	3.54 ↑
I am confident. [I try to improve on my weaknesses.]	3.41	3.51 ↑
I am confident. [I believe in myself and in what I am capable of doing.]	3.38	3.46 ↑
I am confident. [I use my special skills and talents to help and inspire others.]	3.37	3.53 ↑
I am confident. [I know my special talents, abilities, and skills. ]	3.26	3.38 ↑

Table 6. DLSZ-BRAFENHS Students' LLiM Pre and Post Assessments' Comparison on LCV Indicator: CONFIDENT As regards Caring for the Earth (see Table 7), aside from disposing trash properly and practicing CLAYGO, DLSZ-BRAFENHS students perceive that taking responsibility for their actions and knowing their accountability; choosing to have a positive attitude and helping others or being proactive is part of caring for others in this world.

LCV Indicator: CARES for the EARTH Definition	Pre- assessment Mean	Post- assessment Mean
I care for the Earth. [I dispose of my trash properly.]	3.76	3.84 ↑
I care for the Earth. [I practice CLAYGO (Clean As You Go) at all times.]	3.75	3.86 ↑
I care for the Earth. [I take responsibility for my actions. I know my accountability.]	3.70	3.79 ↑
I care for the Earth. [I take initiative in caring for the Earth.]	3.67	3.74 ↑
I care for the Earth. [I choose to have a positive attitude and helpful actions. I am proactive.]	3.67	3.76 ↑
I care for the Earth. [I am a responsible person.]	3.54	3.65 ↑
I care for the Earth. [I reuse and recycle materials.]	3.40	3.54 ↑

Table 7. DLSZ-BRAFENHS Students' LLiM Pre and Post Assessments' Comparison on LCV Indicator: CARES for the EARTH

## COMMON THEMES

Below is a summary of the common themes culled from the FGD as well thematic analysis that reflect the Lasallian Core Values and the LCV Indicators (10Cs) with reference to the LCM-LiM Connect Framework (Table 3). These include the information relayed by the students, parents and teachers who shared their experiences with the LLiM Program Implementation.

LASALLIAN CORE VALUE	LCV INDICATORS	STUDENT LEADERSHIP BEHAVIOR OUTCOMES
FAITH	Capable of Leading	Established online meetings and prayer crusades Engaging in spiritual discussions Reading the Bible helped connect faith with love for others, framing Lasallian values as a means to serve, help others discover their potential, and foster a sense of purpose. Showing respect for others' ideas, contributions, and diverse perspectives. Seeking first to understand others by listening Witnessing my children being accountable individuals and owning their actions. Taking on leadership roles, making responsible decisions, and developing a sense of accountability. These qualities are essential for their growth as successful Lasallians and citizens. Leading other people into also finding their own voice.
	Christian	Regular participation in religious activities, such as daily prayers, attending Mass, and engaging in spiritual discussions. Participation in church activities and ministries strengthened their sense of purpose and faith. This complemented their growth in self-confidence and assertiveness nurtured at school. Respecting diverse beliefs of their peers
SERVICE	Confident	Increased participation in class discussions, improved clarity in written assignments, enhanced ability to express thoughts and emotions verbally. Students showed growth in verbal and written communication skills, actively participating in class discussions, presenting ideas clearly, and engaging in meaningful peer conversations.
	Competent	Building competence by learning new skills and enhancing their existing ones. Recognizing individual strengths, fostering collaboration, and maintaining a positive outlook. (The student credited the group's collective effort for their success.)
	Contributes to Society	Assisting each other with schoolwork, participating in community service projects, and showing kindness and empathy towards their classmates. Volunteering for school events and taking initiative in helping maintain a clean and orderly classroom. Learning to work collaboratively, communicate effectively, and aligning goals with a team to achieve shared success.



		By learning to lead with integrity, students become capable of guiding others and making positive changes in their communities. Nurturing them to become better Lasallians who are committed to serving their communities and contributing positively to society.
	Committed to Excellence	Strong sense of responsibility in students, motivating them to be proactive in their studies and extracurricular activities. It teaches them the importance of being responsible not only for their own actions but also for the well-being of their class, school, and community. Students consistently uphold values of honesty and integrity in their work and behavior. Active participation in group work, class discussions, and mutual support in academic and personal pursuits.
COMMUNION IN MISSION	Compassionate	A strong sense of empathy and concern for peers' well-being was evident as students actively supported classmates struggling academically or personally. Examples include peer mentoring, offering help during challenges, standing up against bullying and fostering a caring environment. Enhanced empathy and compassion towards others, increased support for peers, and greater involvement in helping behaviors. Offering to help classmates with difficulties, showing concern for the well-being of others, and participating in peer mentoring programs. Collaborative group work, active participation in class discussions, and the way students support one another in their academic and personal activities. Demonstrating respect and appreciation for each other's ideas and contributions.
	Concern for the Marginalized	Providing them (needy children) with food, books, gifts, and other things...giving what we have and what we can as community service to those who are deeply in need due to the pandemic.
	Cares for the Earth	Taking responsibility for their actions and knowing their accountability Choosing to have a positive attitude and helping others or being proactive is part of caring for others in this world.

Table 8. Common themes that reflect the Lasallian Core Values and the LCV Indicators (10Cs) with reference to the LLiM Formation Framework. This data highlights the significant impact of the LLiM Program in DLSZ-BRafeNHS, particularly on student engagement. The findings demonstrate that the program reinforces the Lasallian Core Values of Faith, Service and Communion in Mission through the students' display of the LCV Indicators.

## CONCLUSION

This study presents evidence that students at De La Salle Santiago Zobel School - Brother Rafael Donato Night High School (DLSZ-BRAFENHS) exhibited notable leadership behaviors following the implementation of the Lasallian Leader in Me (LLiM) Program, which began in Academic Year 2020-21.

The data indicates that student engagement was significantly strengthened as the Lasallian Core Values (LCVs) of the Spirit of Faith, Zeal for Service, and Communion in Mission were reinforced through the LLiM Program. The data gathered indicated that the LLiM program effectively reinforced the Lasallian Core Values and their associated behavioral indicators which facilitated the internalization of these values among DLSZ-BRafeNHS students. These were evident in their consistent demonstration of LCVs in their day-to-day activities which significantly enhanced school engagement. This was manifested through the student's proactive approach to learning and involvement in school activities. The reinforcement of the LCVs ensured that the program was effective in promoting holistic development. Further data showed that among all the Lasallian Core Values Behavioral Indicators or 10Cs, DLSZ-BRafeNHS students demonstrated increased Confidence - which falls under Service - by courageously overcoming challenges with integrity, improving on their weaknesses, believing in themselves, and utilizing their special skills and talents to inspire others. Moreover, most of the parents have seen how the programs helped the students or their children gain a deeper understanding of themselves and become a better version of themselves as well. These behaviors reflect the Lasallian value of leadership as service-oriented and supportive. Moreover, students demonstrated proactive involvement in their communities and school, taking responsibility for their actions and serving others, particularly those in need. Meanwhile, parents taught their children to become more proactive, productive, and responsible individuals. In addition, they said that the program had been instrumental for their children to become responsible individuals. With respect to Communion in Mission, students underscored the importance of teamwork and collective efforts to achieve common goals. Whether through school projects, community service, or mutual support during challenging times, the theme of collaborative success was prevalent. This also led to inspiring and motivating their peers to take initiative and work together. In addition, the program helps in establishing better connections between parents and children. Parents said that it had taught their children the culture of selflessness and becoming true Lasallian leaders. As regards Caring for the Earth (see Table 7), aside from disposing trash properly and practicing CLAYGO, DLSZ-BRAFENHS students perceive that taking responsibility for their actions and knowing their accountability; choosing to have a positive attitude and helping others or being proactive is part of caring for others in this world. They also perceived that taking responsibility for their actions, maintaining a positive attitude, and helping others are integral aspects of environmental stewardship. As Dr. Stephen Covey states, leadership skills can be aligned with school values to foster a culture of proactive, empathetic, and community-oriented leaders. The implementation of the LLiM Program at DLSZ-BRafeNHS has indeed cultivated students who are more proactive, empathetic, compassionate, and others-oriented who were able to practice and develop their leadership skills through the various opportunities offered them. According to Mr Sulit Jr [42], with the implementation of the LLiM, the Lasallian Core Values—Spirit of Faith, Zeal for Service, and Communion in Mission—became a guiding force in supporting students beyond just memorizing values, but truly internalizing and living them out. He emphasizes that leadership is not just about knowledge but about application in real life. He finds fulfillment in seeing students take ownership of their growth, facilitating homeroom classes, and becoming leaders in their own way. Moreover, BRafeNHS teachers agree that the LLiM program focuses on developing leadership skills, which are essential for success in any field or their growth as successful Lasallians and citizens of this country. The program helps students develop the skills, values, and attitudes necessary to succeed academically and personally.

Further research can be done to identify the impact of the Lasallian Leader in Me program in the DLSZ day school.

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