

Lived Experiences of Grade 10 Students in Embodying Cooperation and Responsibility through School-Based Activities

Linie Taganahan Murillo

San Isidro National High School, San Isidro, Surigao del Norte, Philippines

Email: linie.murillo001@deped.gov.ph

ORCID: 0009-0003-8018-7468

Rucien Willa Antonio Galinato

DepEd Schools Division of Dinagat Islands White Beach, Dinagat Islands, Philippines

Email: rucienwilla.galinato@deped.gov.ph

ORCID: 0009-0008-9650-1796

Abstract

Cooperation and responsibility are fundamental values that contribute to students' holistic development and effective participation in school-based activities. This study explored the lived experiences of Grade 10 students in embodying cooperation and responsibility through school-based activities. Using a descriptive phenomenological approach guided by Amedeo Giorgi's method, the study involved fifteen Grade 10 students from Dapa National High School who were selected through purposive sampling. Data were gathered through in-depth interviews with strict observance of ethical considerations. The analysis followed Giorgi's systematic procedures, resulting in the identification of eight structural constituents: cooperative and responsible engagement in collective group performance and outcomes; leadership and role engagement; development of understanding; personal and social development; learning transfer and application; interaction, communication, and conflict management; emotional experiences in group work; and task performance and organizational dynamics. Findings revealed that students experienced cooperation and responsibility as lived realities embedded in school-based activities through role fulfillment, shared accountability, interpersonal interaction, and the management of task-related and social challenges. These experiences fostered personal and social growth, strengthened collaborative skills, and enabled students to apply learned values beyond the classroom. The invariant structure showed that cooperation and responsibility are embodied through sustained engagement in collaborative school-based activities. The findings imply that school-based activities provide meaningful contexts for values formation and holistic student development.

Keywords: Cooperation, Grade 10 Students, Holistic Development, Lived Experiences, Phenomenology, Responsibility, School-Based Activities, Values Formation

1. Introduction

Education is not limited to the transmission of academic knowledge; it also involves the formation of learners' moral, social, emotional, and civic dispositions. In contemporary schooling, values education remains central to the development of learners who are not only academically capable but also responsible, cooperative, respectful, and socially responsive. This broader function of education is consistent with current international discussions on holistic learning, which emphasize that schools must support cognitive development together with social and emotional growth. UNESCO (2024) explains that social and emotional learning enables learners to recognize and manage emotions, show concern for others, establish positive relationships, make responsible decisions, and

respond constructively to challenging situations. Similarly, the OECD (2024) underscores that social and emotional skills are shaped not only inside classrooms but also through structured activities, guided reflection, extracurricular engagement, school climate, teacher feedback, and broader home-school-community support. These perspectives suggest that values education should be understood not merely as a subject requirement but as a formative process embedded in students' daily school experiences.

In the Philippine basic education context, values formation has been given explicit policy emphasis. Republic Act No. 11476, known as the Good Manners and Right Conduct and Values Education Act, institutionalizes Good Manners and Right Conduct and Values Education in the K to 12 curriculum and defines values education as a process that enables learners to internalize values, understand the principles underlying them, and develop the disposition to act upon those principles (Republic Act No. 11476, 2020). The law further requires the use of concrete character-building activities, including classroom role playing, community immersion, school-initiated values formation activities, and other forms of experiential learning. This is reinforced by the continuing implementation of the MATATAG Curriculum, in which Good Manners and Right Conduct and Values Education are included in the phased curriculum implementation beginning School Year 2024–2025 (Department of Education, 2024). Within this policy environment, cooperation and responsibility are especially important because they reflect learners' ability to work with others, fulfill obligations, contribute to collective goals, and participate ethically in school and community life.

Cooperation and responsibility are most meaningfully developed when students experience them in authentic school contexts. School-based activities such as classroom group tasks, academic competitions, student leadership roles, school programs, community outreach, and environmental activities provide learners with concrete opportunities to negotiate roles, communicate with peers, manage conflict, assume accountability, and contribute to shared outcomes. Recent research on cooperative learning shows that structured group-based learning can support students' social, emotional, cognitive, and behavioral development, particularly when activities promote positive interdependence, individual accountability, interaction, and reflection (Zhou & Colomer, 2024). However, cooperation does not automatically emerge from placing students in groups, and responsibility is not necessarily internalized simply because tasks are assigned. These values become educationally meaningful when students actively experience the demands, tensions, emotions, and relational obligations involved in working with others.

This concern is particularly relevant to Grade 10 learners. At this stage, students are expected to demonstrate increasing independence, peer interaction, accountability, and readiness for higher levels of academic and social participation. Their involvement in school-based activities may therefore provide rich experiential contexts for understanding how values are lived and internalized. In the present study, Grade 10 students of Dapa National High School serve as appropriate informants because they have sustained exposure to school-based activities, including group work, school programs, competitions, leadership roles, and collaborative engagements. Their experiences offer a meaningful basis for examining how cooperation and responsibility are not only taught as values but also embodied in actual school participation.

Despite the recognized importance of values education, existing studies and policy discussions often emphasize curriculum implementation, teacher facilitation, program outcomes, or measurable behavioral indicators. While these perspectives are important, they may not sufficiently explain how learners themselves experience cooperation and responsibility as lived realities. Much of the available literature on social and emotional learning and cooperative learning documents the benefits, structures, and outcomes of school-based interventions, but fewer studies examine the subjective meanings students attach to their participation in these activities. This creates a gap in understanding the inner, first-person experience of values formation: how students feel responsible for group success, how they understand cooperation during conflict or pressure, how they make sense of role fulfillment, and how they perceive the transfer of these values beyond school activities.

A further gap concerns the limited use of descriptive phenomenology in studies of values education among junior high school learners. Phenomenological inquiry is appropriate when the purpose is to describe the essence of an



experience from the perspective of those who have directly lived it. Alhazmi and Kaufmann (2022) note that phenomenological qualitative methods are valuable in educational research because they allow researchers to examine how participants describe and make meaning of lived experiences in specific educational and social contexts. In this study, Giorgi's descriptive phenomenological method provides a systematic approach for examining students' narratives while maintaining fidelity to their descriptions. Rather than measuring cooperation and responsibility as external outcomes, the study seeks to describe how these values are experienced, constituted, and embodied through school-based activities.

Given these considerations, this study addresses the need for a learner-centered and experience-based understanding of values formation. It explores the lived experiences of Grade 10 students in embodying cooperation and responsibility through school-based activities, with attention to the meanings, structures, and educational implications that emerge from their narratives. By centering students' voices, the study contributes to values education research by showing how cooperation and responsibility are developed not only through formal instruction but also through sustained engagement in collaborative, relational, and reflective school experiences.

Theoretical Framework

This study is anchored on Amedeo Giorgi's Descriptive Phenomenological Method, which provides the primary theoretical and methodological lens for exploring the lived experiences of Grade 10 students in embodying cooperation and responsibility through school-based activities. Descriptive phenomenology is appropriate for the study because it seeks to describe the essential structure of a phenomenon as it is experienced by individuals, without imposing external explanations or preconceived interpretations. Through phenomenological reduction or bracketing, the researcher sets aside prior assumptions and focuses on participants' direct descriptions of their experiences. In this study, Giorgi's approach allows cooperation and responsibility to be examined not merely as expected values or observable behaviors, but as lived realities experienced by students through group work, school programs, leadership roles, competitions, and other collaborative school engagements.

The study is also supported by collaborative learning, which views learning as a social process developed through interaction, shared responsibility, communication, role fulfillment, and collective effort toward common goals. In school-based activities, students experience cooperation by working with peers, sharing ideas, negotiating roles, resolving conflicts, and contributing to group outcomes. Responsibility is likewise developed when students become accountable for assigned tasks, group expectations, and the consequences of their participation. Collaborative learning therefore helps explain the social and relational dimension of the students' experiences, particularly how cooperation and responsibility are formed through peer interaction and collective engagement.

Experiential learning further supports the framework by emphasizing that meaningful learning occurs through direct participation, reflection, and application. School-based activities provide concrete situations where students do not simply learn values in abstract terms but practice them in authentic contexts. Through participation in classroom projects, school programs, leadership tasks, competitions, and community-based activities, students encounter real responsibilities, interpersonal challenges, emotional responses, and opportunities for growth. These experiences enable them to construct personal meanings of cooperation and responsibility and apply these values beyond the immediate school activity.

Taken together, Giorgi's Descriptive Phenomenological Method, collaborative learning, and experiential learning provide a coherent framework for the study. Giorgi's method guides the description of the essence of students' lived experiences, while collaborative learning and experiential learning explain why school-based activities serve as meaningful contexts for values formation. Within this framework, cooperation and responsibility are understood as values embodied through sustained participation, shared accountability, social interaction, reflection, and personal meaning-making in authentic school settings.



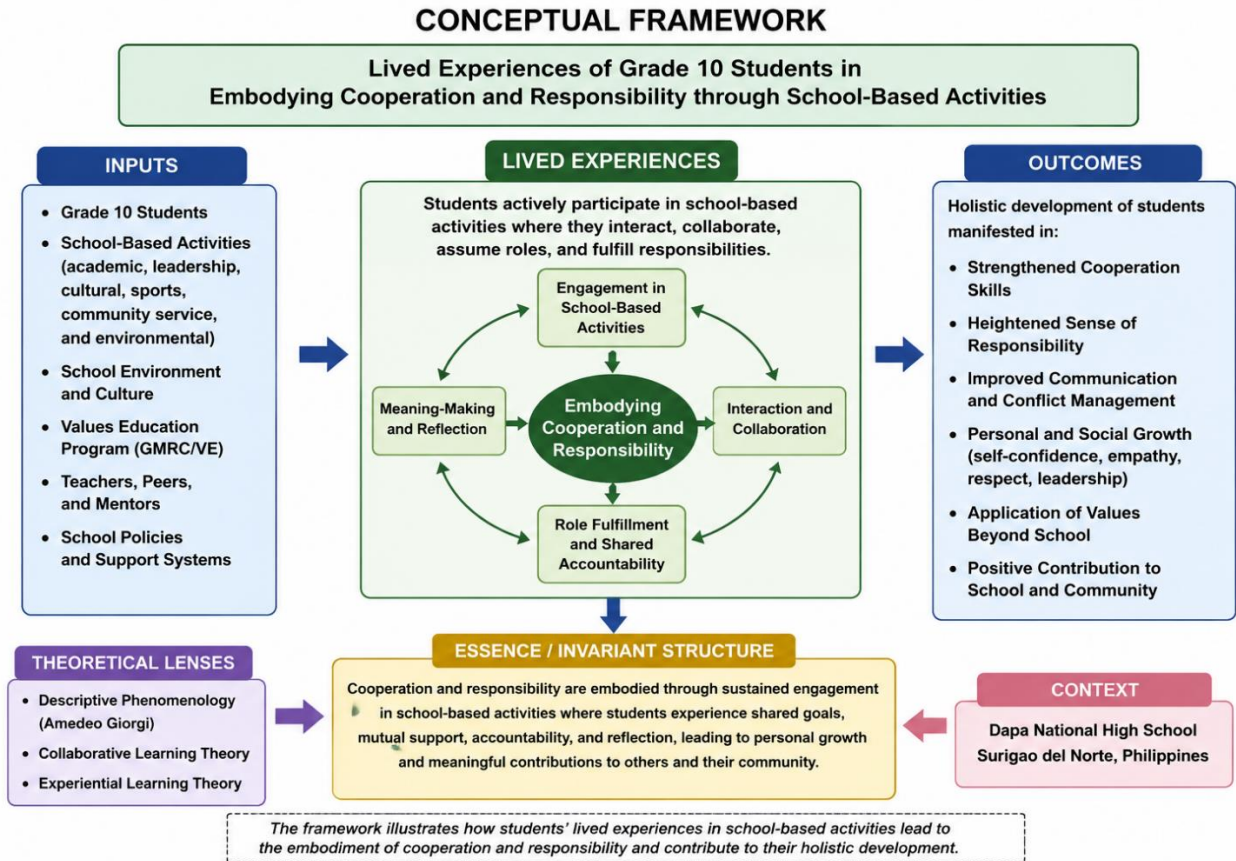


Figure 1. Diagram of Conceptual Framework

Figure 1 presents the conceptual framework of the study on the lived experiences of Grade 10 students in embodying cooperation and responsibility through school-based activities. The framework shows that students' experiences are shaped by several inputs, including the Grade 10 learners themselves, school-based activities, the school environment and culture, the values education program, teachers, peers, mentors, school policies, and support systems. These inputs provide the context in which students participate in academic, leadership, cultural, sports, community service, and environmental activities.

At the center of the framework are the students' lived experiences. Through active engagement in school-based activities, students interact with others, collaborate, assume roles, fulfill responsibilities, and reflect on their participation. These processes lead to the embodiment of cooperation and responsibility, which is expressed through role fulfillment, shared accountability, interaction, collaboration, and meaning-making.

The framework also shows that the study is guided by descriptive phenomenology, particularly Giorgi's approach, and supported by collaborative learning and experiential learning. These lenses explain how students construct meaning from direct participation in school-based activities. The expected outcomes include strengthened cooperation skills, heightened responsibility, improved communication and conflict management, personal and social growth, application of values beyond school, and positive contribution to the school and community.

Overall, the figure illustrates that cooperation and responsibility are not merely taught as abstract values but are developed and embodied through sustained participation, shared goals, mutual support, accountability, and reflection within the school context.

2. Review of Related Literature and Studies

Values Education and Holistic Learner Development

Values education remains an essential dimension of basic education because schools are expected to develop learners not only intellectually but also socially, emotionally, morally, and civically. Contemporary educational discourse increasingly frames student development as holistic, emphasizing that academic learning should be accompanied by the formation of social and emotional competencies. UNESCO (2024) defines social and emotional learning as the process through which learners acquire competencies to recognize and manage emotions, develop concern for others, build positive relationships, make responsible decisions, and handle challenging situations effectively. This view positions values education as a formative process that supports learners' capacity to relate with others, act responsibly, and participate constructively in school and community life.

The OECD (2024) similarly emphasizes that social and emotional skills such as responsibility, collaboration, empathy, persistence, curiosity, and assertiveness are associated with students' well-being, academic development, and long-term success. Its Survey on Social and Emotional Skills 2023 further highlights that these skills are shaped through school climate, teacher practices, extracurricular participation, family support, and community contexts. In particular, engagement in extracurricular activities was found to be positively associated with social and emotional skills among students aged 10 and 15 (OECD, 2024). This is directly relevant to the present study because school-based activities provide authentic contexts where students can experience cooperation and responsibility not as abstract values but as social and emotional practices embedded in group participation.

In the Philippine context, values education has been institutionally reinforced through Republic Act No. 11476, or the Good Manners and Right Conduct and Values Education Act. The law mandates the institutionalization of Good Manners and Right Conduct and Values Education in the K to 12 curriculum and emphasizes the development of character, moral discipline, civic responsibility, and ethical conduct among learners (Republic Act No. 11476, 2020). The Department of Education (2020) likewise explains that the law supports the formation of learners' physical, moral, spiritual, intellectual, and social well-being. More recently, the MATATAG Curriculum has strengthened the place of GMRC and Values Education in the Philippine basic education system, particularly through the phased implementation of the revised K to 10 curriculum beginning School Year 2024–2025 (Department of Education, 2024).

These policy and international perspectives establish the broader educational importance of the present study. However, while policies and frameworks define the intended values to be developed, they do not fully explain how students experience these values in actual school life. The present study responds to this limitation by examining the lived experiences of Grade 10 students as they embody cooperation and responsibility through school-based activities. Rather than treating values formation as a curriculum requirement alone, this study examines how students personally experience, interpret, and internalize values through concrete participation in school contexts.

Cooperation as a Social and Educational Value

Cooperation is a core social value and a pedagogical process through which learners work with others toward common goals. In educational settings, cooperation involves shared effort, communication, mutual support, role negotiation, and collective accountability. Zhou and Colomer's (2024) systematic review of cooperative learning shows that cooperative learning can promote teamwork, individual accountability, cultural responsiveness, and



positive interdependence when learning activities are intentionally structured. Their review also indicates that cooperation is most effective when learners are not merely placed in groups but are given clear roles, shared goals, and opportunities to become accountable for both individual and collective performance.

This is significant to the present study because Grade 10 students' school-based activities often require them to coordinate with peers, contribute to group outputs, negotiate responsibilities, and support one another in completing tasks. Cooperation in this sense is not limited to behavioral compliance; it is experienced as a relational process. Students must manage differences, communicate expectations, contribute to shared work, and recognize that individual performance affects the group. The present phenomenological study extends existing cooperative learning literature by focusing not only on whether cooperation improves outcomes but also on how cooperation is lived and understood by students themselves.

Recent discussions on social and emotional learning further support the relevance of cooperation in school life. UNESCO (2024) identifies positive relationships, care for others, and responsible decision-making as key components of social and emotional learning. These competencies are closely aligned with cooperative behavior because students must consider the needs, abilities, and contributions of others during collaborative activity. Likewise, the OECD (2024) identifies collaboration and empathy as essential social and emotional skills and links them to school experiences and extracurricular participation. These sources suggest that cooperation develops most meaningfully when students encounter authentic opportunities to interact, depend on others, and reflect on shared responsibilities.

For the present study, this literature supports the idea that school-based activities can serve as lived contexts for cooperation. However, the literature also implies a research gap. Many studies describe the benefits and structures of cooperative learning, but fewer studies examine students' first-person meanings of cooperation, particularly in values formation contexts. The present study addresses this gap by describing how Grade 10 students experience cooperation in school-based activities, including how they understand teamwork, peer support, shared accountability, communication, and conflict management.

Responsibility as Accountability and Moral Practice

Responsibility is closely linked to accountability, dependability, ethical conduct, and awareness of how one's actions affect others. In school settings, responsibility is commonly expressed through fulfilling assigned tasks, observing rules, participating actively, meeting group expectations, and contributing to the welfare of the class or school community. The OECD (2024) includes responsibility among the social and emotional skills relevant to students' success and well-being, indicating that responsibility is not only a behavioral expectation but also a developmental competency shaped by school and social environments.

UNESCO's (2024) discussion of social and emotional learning also connects responsibility with decision-making and social awareness. Responsible behavior requires learners to evaluate situations, regulate their actions, consider others, and respond appropriately to challenging circumstances. In school-based activities, students encounter these responsibilities when they accept roles in group projects, lead peers, participate in school programs, comply with agreed tasks, or contribute to community activities. Thus, responsibility becomes visible when students move from passive participation to active accountability.

In the Philippine setting, Republic Act No. 11476 (2020) reinforces the importance of responsibility as part of values education by mandating the teaching and internalization of moral and civic values in basic education. The law highlights the role of schools in cultivating character and responsible citizenship. This is relevant to the present study because cooperation and responsibility are not isolated personal traits; they are values expected to be developed through structured educational experiences. The school becomes a formative space where students learn to connect personal conduct with collective welfare.



However, assigning tasks or requiring participation does not automatically ensure that responsibility is internalized. Existing literature on school-based social and emotional learning suggests that students develop such competencies more effectively when schools provide supportive environments, reflective practices, and opportunities for meaningful participation (OECD, 2024; UNESCO, 2024). This means that responsibility must be examined not only as compliance with rules but as a lived experience involving decision-making, role fulfillment, pressure, accountability, and reflection.

The present study therefore contributes to the literature by examining responsibility from the perspective of students who have directly participated in school-based activities. It seeks to understand how Grade 10 students experience responsibility when they are expected to complete tasks, coordinate with others, overcome challenges, and contribute to shared outcomes. This focus extends prior literature by moving beyond institutional definitions of responsibility toward students' lived meanings of being responsible in actual school situations.

School-Based Activities as Contexts for Values Formation

School-based activities are important contexts for values formation because they allow learners to practice values in concrete and socially situated ways. These activities include classroom group work, school programs, academic competitions, sports activities, leadership roles, club participation, community outreach, and environmental initiatives. According to the OECD (2024), extracurricular activities are positively related to students' social and emotional skills, including collaboration, responsibility, persistence, and empathy. Earlier OECD work also emphasizes that schools can function as hubs for social and emotional learning, where students develop competencies not only through formal lessons but also through extracurricular activities, peer interaction, school climate, and teacher support (OECD, 2023).

This body of literature is directly connected to the present study because the manuscript focuses on Grade 10 students' lived experiences in school-based activities, including group work, school programs, competitions, and leadership roles. These activities create situations where values are practiced under real conditions. Students may experience cooperation when they help peers, share ideas, and coordinate group efforts. They may experience responsibility when they accept roles, meet deadlines, lead others, or remain accountable for group outcomes. These concrete experiences allow values education to move beyond verbal instruction into embodied practice.

School-based activities are also consistent with the intent of Republic Act No. 11476 (2020), which emphasizes values education as a process that should cultivate learners' moral and civic development. The law supports the idea that values are not formed only through direct instruction but also through character-building activities and experiential contexts. This aligns with the present study's assumption that cooperation and responsibility are developed through sustained engagement in meaningful school activities.

Nevertheless, recent literature also cautions against assuming that participation alone results in genuine value internalization. Cooperative learning is more effective when structured around individual accountability, positive interdependence, and purposeful interaction (Zhou & Colomer, 2024). Similarly, social and emotional competencies are better supported when schools provide coherent practices, inclusive climates, teacher guidance, and opportunities for reflection (OECD, 2024). Therefore, school-based activities must be examined from the standpoint of how students actually experience them, including the challenges, emotions, conflicts, and meanings that emerge during participation.

The present study addresses this need by examining school-based activities as lived contexts rather than merely as institutional programs. It seeks to describe how students experience these activities as opportunities for cooperation and responsibility, how they respond to group expectations, and how they construct meanings from their participation. This phenomenological focus allows the study to contribute a deeper understanding of how values formation occurs in everyday school life.



Student Voice and Lived Experience in Values Formation

A key gap in the literature concerns the limited attention given to students' lived experiences of values formation. Much of the literature on values education, social and emotional learning, and cooperative learning focuses on curriculum design, program implementation, measurable outcomes, or teacher-led interventions. These approaches are valuable because they identify effective structures and policy directions. However, they may not fully capture how learners themselves experience values such as cooperation and responsibility in real school contexts.

Phenomenological inquiry is particularly useful for addressing this limitation. Alhazmi and Kaufmann (2022) explain that phenomenological qualitative methods allow researchers to examine complex human experiences in educational and social contexts by focusing on participants' descriptions and meaning-making. This methodological orientation is relevant to the present study because cooperation and responsibility are not treated merely as variables or outcomes. Instead, they are examined as lived experiences that unfold through students' interactions, roles, emotions, decisions, and reflections.

In the context of Grade 10 students, lived experience is especially important because adolescents are developing stronger social awareness, peer identity, moral judgment, and responsibility for collective tasks. Their narratives can reveal how values are formed in practice: how they interpret group work, how they experience pressure and accountability, how they respond to conflict, and how they understand the value of helping others. These dimensions may not be visible in surveys or program evaluations alone.

The present study therefore addresses a specific research gap by centering the voices of Grade 10 students of Dapa National High School. It contributes to values education literature by describing the meanings students attach to cooperation and responsibility and by identifying the essential structure of these experiences. Through Giorgi's descriptive phenomenological approach, the study provides insight into how values are embodied in everyday school-based activities and how such experiences may inform more meaningful values education practices.

Synthesis of the Literature

The reviewed literature shows that values education is central to holistic learner development and that cooperation and responsibility are important social and emotional competencies. UNESCO (2024) and the OECD (2024) emphasize that students' social and emotional skills develop through relationships, responsible decision-making, school climate, extracurricular engagement, and supportive educational practices. In the Philippine context, Republic Act No. 11476 (2020) and DepEd's continuing curriculum reforms affirm the institutional importance of GMRC and Values Education in developing moral, civic, and socially responsible learners.

The literature also indicates that cooperation and responsibility are best developed through authentic participation. Cooperative learning research shows that students benefit from structured interaction, shared goals, positive interdependence, and individual accountability (Zhou & Colomer, 2024). Studies and policy reports on social and emotional learning likewise suggest that extracurricular and school-based activities provide meaningful spaces for students to practice collaboration, empathy, responsibility, and self-regulation (OECD, 2023, 2024; UNESCO, 2024). These findings support the present study's focus on school-based activities as contexts where students can embody cooperation and responsibility.

However, a clear gap remains. Existing literature often explains what values education should develop, what cooperative learning can achieve, or how social and emotional competencies can be supported. Less attention is given to how students themselves live through, interpret, and internalize cooperation and responsibility in specific school-based activities. This gap is particularly important in the Philippine junior high school context, where values education is mandated but students' first-person experiences of value embodiment remain underexplored.



The present study addresses this gap through a descriptive phenomenological inquiry into the lived experiences of Grade 10 students. By examining students' narratives, the study provides a learner-centered account of how cooperation and responsibility are experienced through role fulfillment, shared accountability, peer interaction, leadership, conflict management, reflection, and personal growth. Thus, the study extends the literature by moving from policy and outcome-based understandings of values education toward a deeper description of the lived meaning and essence of cooperation and responsibility in school-based activities.

3. Methodology

Research Design

This study employed a qualitative descriptive phenomenological research design to explore the lived experiences of Grade 10 students in embodying cooperation and responsibility through school-based activities. Descriptive phenomenology was considered appropriate because the study sought to describe the essence of the phenomenon as directly experienced and expressed by the participants. Specifically, the study was guided by Amedeo Giorgi's descriptive phenomenological method, which emphasizes careful description, phenomenological reduction, identification of meaning units, transformation of meanings, and synthesis of the essential structure of experience. Through this design, cooperation and responsibility were examined not as externally measured behaviors but as lived realities embedded in students' participation in school-based activities.

Research Locale

The study was conducted at Dapa National High School, a public secondary school in the Schools Division of Siargao Island, Surigao del Norte, Philippines. The school was selected because it provides an active context for school-based activities, including classroom group projects, school programs, academic competitions, leadership tasks, sports activities, community outreach, Brigada Eskwela, and clean-up drives. These activities offered meaningful opportunities for Grade 10 students to experience cooperation, responsibility, shared accountability, and collective participation in authentic school settings.

Informants and Sampling Procedure

The informants of the study were 15 Grade 10 students of Dapa National High School. They were selected through purposive and criterion sampling to ensure that the participants had direct and meaningful experiences related to the phenomenon under investigation. The inclusion criteria required that the informants be officially enrolled Grade 10 students during the conduct of the study, had participated in school-based activities for at least one year, had direct experience in collaborative tasks requiring cooperation and responsibility, were willing to participate in recorded one-on-one interviews, and were able to express and reflect on their experiences clearly. The number of informants was considered appropriate for phenomenological inquiry because it allowed depth, richness, and variation of experiences while maintaining manageability for detailed qualitative analysis.

Research Instrument

The primary research instrument was a researcher-made semi-structured interview guide. The guide contained open-ended, experience-based questions designed to elicit rich descriptions of the students' lived experiences in school-based activities requiring cooperation and responsibility. The questions encouraged the informants to describe specific activities, roles performed, challenges encountered, interactions with peers, feelings experienced, and meanings attached to their participation. To ensure content validity, the interview guide was reviewed and validated by three experts in education and values formation. Their feedback was used to refine the questions for clarity, relevance, age-appropriateness, and alignment with the purpose of the study.



Role of the Researcher

The researcher served as the primary instrument in data collection and analysis. As a practicing educator, the researcher acknowledged that prior assumptions about values formation, cooperation, and responsibility could influence the interpretation of data. To address this, the researcher practiced reflexivity and bracketing throughout the research process. Although the researcher was not affiliated with Dapa National High School, rapport was established with the informants to create a safe and non-threatening interview environment. The researcher maintained a descriptive stance by focusing on participants' actual narratives rather than imposing personal interpretations or external theoretical explanations.

Data Gathering Procedure

Prior to data collection, permission was secured from the appropriate school authorities. Since the informants were minors, parental consent and student assent were obtained before the interviews. The purpose of the study, voluntary nature of participation, confidentiality measures, right to withdraw, and use of audio recording were clearly explained to the participants and their parents or guardians.

Data were gathered through in-person, one-on-one semi-structured phenomenological interviews conducted at the Guidance Office of Dapa National High School. The interviews were held on March 22 and March 28, 2026. Each interview lasted approximately 45 minutes to one hour. The researcher used broad, open-ended questions followed by probing questions to encourage participants to describe concrete lived experiences related to cooperation and responsibility. The participants were allowed to express themselves in the language most comfortable to them to ensure clarity and authenticity of responses.

All interviews were audio-recorded with permission and supplemented with field notes documenting relevant observations, non-verbal cues, tone, pauses, and emotional responses. The recordings were transcribed verbatim and reviewed repeatedly for accuracy. To protect confidentiality, participants were assigned codes such as P1, P2, P3, and so forth. No identifying information was included in the presentation of findings.

Data Analysis

The interview data were analyzed using Giorgi's descriptive phenomenological method. First, the researcher assumed the phenomenological attitude by practicing bracketing to set aside prior assumptions about cooperation and responsibility. Second, all transcripts were read several times to gain a sense of the whole and to understand the general flow of the participants' experiences. Third, meaning units were delineated by identifying shifts in meaning within the participants' descriptions. These meaning units were selected based on their relevance to the students' experiences of cooperation and responsibility in school-based activities.

Fourth, the meaning units were transformed into psychologically sensitive descriptions while preserving the original meanings of the participants' statements. This step allowed the researcher to express the students' everyday descriptions in clearer and more formal language without altering their essential meaning. Fifth, the transformed meaning units were clustered into variations of meaning and then organized into structural constituents. Finally, these structural constituents were synthesized to reveal the invariant structure or essence of the lived experiences of Grade 10 students in embodying cooperation and responsibility through school-based activities.

Rigor and Trustworthiness

The study observed the criteria of credibility, confirmability, transferability, and dependability to ensure rigor and trustworthiness. Credibility was established through careful transcription, repeated reading of transcripts, and faithful analysis of participants' accounts. Confirmability was supported through reflexive journaling, bracketing,



transparent documentation, and an audit trail of the data collection and analysis process. Transferability was addressed by providing detailed descriptions of the research context, informants, and procedures so that readers may determine the relevance of the findings to similar settings. Dependability was ensured through the systematic use of a validated interview guide, consistent interview procedures, verbatim transcription, and clear documentation of the analytic steps based on Giorgi's method.

Ethical Considerations

Ethical safeguards were strictly observed throughout the study. Since the participants were Grade 10 students and considered minors, parental consent and student assent were secured before participation. The informants were informed that their participation was voluntary and that they could withdraw from the study at any time without penalty. Confidentiality was maintained by using participant codes and removing identifying information from the transcripts and report. The interviews posed minimal risk, as they focused only on students' experiences in school-based activities. Data were securely stored and accessed only by the researcher. The study observed the ethical principles of respect for persons, beneficence, justice, transparency, privacy, and confidentiality.

4. Findings and Discussion

This section presents the findings and discussion according to the four statements of the problem. The analysis was based on the lived narratives of 15 Grade 10 students of Dapa National High School who participated in school-based activities requiring cooperation and responsibility. Following Giorgi's descriptive phenomenological method, the participants' accounts were read for a sense of the whole, delineated into meaning units, transformed into psychologically sensitive expressions, clustered into structural constituents, and synthesized into the invariant structure of the phenomenon.

SOP 1. Lived Experiences of Grade 10 Students in School-Based Activities Requiring Cooperation and Responsibility

The findings revealed that the students experienced cooperation and responsibility as lived realities embedded in collective school participation. These experiences were not limited to task completion; rather, they involved working with others, fulfilling assigned roles, communicating with peers, managing conflict, overcoming fatigue, and contributing to shared outcomes. Students encountered cooperation and responsibility in contests, classroom group work, school programs, student council activities, community outreach, sports activities, choir practices, and environmental initiatives.

Table 1 summarizes the major structural constituents that emerged from the participants' lived experiences.

Structural Constituent	Description of Finding
Cooperative and responsible engagement in collective group performance	Students experienced school-based activities as shared tasks where individual actions affected the whole group. Cooperation was lived through helping, sharing ideas, and supporting peers, while responsibility was lived through role fulfillment and accountability.
Leadership and role engagement	Students experienced responsibility through leadership roles, assigned duties, organizing tasks, coordinating with peers and teachers, and ensuring that group activities were completed properly.
Emergence of understanding	Students' initial understanding of cooperation and responsibility was simple, but participation in school activities deepened their awareness of teamwork, communication, initiative, and accountability.
Personal and social growth	Participation helped students develop patience, discipline, respect, confidence, communication skills, and stronger relationships with classmates and teachers.
Learning transfer and	Students recognized that cooperation and responsibility were not limited to school

Structural Constituent	Description of Finding
application	activities but could be applied in daily life, peer relationships, and future responsibilities.
Interaction, communication, and conflict management	Students experienced disagreements, miscommunication, personality differences, and unequal participation, but they learned to listen, compromise, assign tasks, and communicate better.
Emotional experiences in group work	Students experienced stress, tiredness, pressure, shyness, and feeling overwhelmed, but they also experienced encouragement, motivation, fulfillment, and confidence.
Task performance and organizational dynamics	Students realized that successful group performance depended on preparation, attendance, role clarity, coordination, and sustained practice.

The narratives in Table 1 showed that students experienced cooperation and responsibility as interdependent. Cooperation required students to work with others, while responsibility required them to complete their part so the group could succeed. This was reflected in one participant's statement: "We help each other, share ideas, and take our roles seriously." Another participant explained that during contests, "all my experiences... require cooperation and responsibility." These statements indicate that students did not experience cooperation and responsibility separately; rather, they encountered them as connected demands within group participation.

The participants also described school-based activities as spaces where they learned to negotiate interpersonal challenges. For example, one student described a debate competition in which the group practiced after class, disagreed on ideas, and had to compromise and listen to one another. This experience revealed that cooperation was not merely agreement but the ability to manage difference for the sake of a common goal. Similarly, a participant involved in community outreach stated that the activity was tiring and stressful, but the group worked together to ensure that materials were properly distributed. These experiences show that school-based activities became authentic contexts where students learned the practical meaning of cooperation and responsibility.

SOP 2. Meanings Attached by Students to Their Experiences

The participants attached several meanings to their experiences. First, they understood cooperation as working together, supporting others, listening, communicating, sharing ideas, and helping members who were struggling. Second, they understood responsibility as being accountable, completing tasks properly, being prepared, attending practices, and contributing to the success of the group. Third, they viewed both cooperation and responsibility as values that require initiative, patience, and awareness of how one's actions affect others.

Table 2 presents selected participant quotations and their corresponding meanings.

Participant	Selected Direct Quote	Meaning Attached to the Experience
P1	<i>"We help each other, share ideas, and take our roles seriously."</i>	Cooperation is understood as mutual support, idea-sharing, and serious role fulfillment.
P1	<i>"If someone is not responsible or cooperative, it affects the whole group."</i>	Responsibility is understood as accountability because individual action influences group performance.
P13	<i>"Each of us had the responsibility to learn our part and be present during rehearsals."</i>	Responsibility is understood as preparedness, attendance, and commitment to assigned roles.
P13	<i>"If one person was not cooperative, it really affected the whole group because the harmony would be lost."</i>	Cooperation is understood as necessary for maintaining group unity and performance quality.

Participant	Selected Direct Quote	Meaning Attached to the Experience
P14	<i>“Cooperation means working together, listening, and supporting each other, while responsibility means making sure your work is accurate and reliable for the group.”</i>	Cooperation and responsibility are understood as relational and performance-based values.
P14	<i>“You need to take initiative, communicate, and contribute to the success of the group, not just focus on yourself.”</i>	Students’ meaning of cooperation shifted from individual participation to collective orientation.
P15	<i>“Cooperation is not just about working together, but also about communicating, sharing ideas, and helping when a member is struggling.”</i>	Cooperation is understood as active communication, idea exchange, and peer support.
P15	<i>“Responsibility is not only about doing your assigned task, but also making sure you complete it properly and contribute to the group.”</i>	Responsibility is understood as quality task completion and contribution to collective success.

As shown in Table 2, the students’ meanings evolved from basic definitions to deeper experiential understandings. Before participating in school-based activities, some students understood cooperation simply as being friendly or helping when asked, and responsibility as following instructions or finishing one’s own task. After sustained participation, however, they began to see cooperation and responsibility as more complex values requiring communication, initiative, reliability, and concern for the group.

This finding is significant because it shows that values formation occurs through experience, not only through instruction. Students developed more meaningful understandings of cooperation and responsibility because they encountered situations where these values were necessary. For instance, P14 initially thought cooperation meant “being friendly and avoiding conflict,” but later realized that cooperation required initiative, communication, and contribution to the group. This indicates that school-based activities helped students move from surface-level understanding to embodied understanding.

The findings also show that students attached moral and social meanings to these experiences. They did not view cooperation and responsibility only as requirements for completing school tasks. Instead, they associated them with helping others, being accountable, respecting peers, building confidence, and contributing to the school community. Thus, the meaning of cooperation and responsibility became both practical and ethical.

SOP 3. Essential Structure or Essence Emerging from the Lived Experiences

The invariant structure that emerged from the participants’ accounts may be stated as follows:

The lived experience of embodying cooperation and responsibility through school-based activities is an enduring process of shared participation in which students learn to fulfill roles, communicate with others, manage challenges, support group members, and become accountable for collective outcomes. Through sustained engagement, students develop deeper understanding, personal growth, social awareness, and the capacity to apply these values beyond specific school activities.

This essence shows that cooperation and responsibility are not isolated behaviors. They are dynamic and interconnected experiences sustained through school participation. Students experienced cooperation through interaction, mutual support, communication, and group effort. They experienced responsibility through role fulfillment, preparedness, attendance, task completion, and accountability. These values became meaningful because they were practiced in real situations where students experienced pressure, disagreement, fatigue, dependence on others, and the need to contribute to a common goal.

The essence of the phenomenon is also developmental. Students' accounts showed movement from limited understanding to deeper awareness. Initially, cooperation and responsibility were often understood as simple compliance: helping, following instructions, or finishing tasks. Over time, students began to understand these values as involving initiative, communication, patience, reliability, and concern for others. This developmental movement is central to the phenomenon because it shows how school-based activities become formative experiences.

The findings also suggest that emotional and interpersonal challenges are not separate from values formation; they are part of it. Students learned cooperation and responsibility because they encountered conflict, stress, fatigue, shyness, unequal participation, and overlapping tasks. These challenges required them to adjust, communicate, compromise, and support one another. Therefore, the essential structure of the experience includes both positive growth and the difficulties through which growth occurred.

SOP 4. Educational Implications Derived from the Lived Experiences

The findings imply that school-based activities are meaningful platforms for values formation when they are intentionally designed, guided, and reflected upon. Cooperation and responsibility become more deeply internalized when students are given concrete roles, opportunities for shared decision-making, and spaces to reflect on their experiences. The participants' narratives show that activities such as contests, outreach programs, leadership tasks, choir practices, and school events helped students understand values through actual participation.

First, teachers and school administrators should design school-based activities with clear role assignments and accountability structures. Students learned responsibility more effectively when they understood their specific duties and how these duties contributed to the group. Clear role distribution can also reduce confusion, task overlap, and unequal participation.

Second, reflection should be integrated before, during, and after school-based activities. Since students' understanding deepened through experience, guided reflection can help them connect their actions with values such as accountability, teamwork, patience, and respect. Reflection activities may include group processing, journals, peer feedback, adviser-led discussions, or values integration sessions.

Third, cooperation should be taught as a skill that includes communication, listening, compromise, and conflict management. The participants' experiences showed that challenges often emerged from miscommunication, differences in personality, fatigue, and disagreement. Schools should therefore provide students with structured opportunities to practice respectful communication and collaborative problem-solving.

Fourth, leadership opportunities should be distributed equitably. Several students experienced growth through leadership and role engagement; however, values formation should not be limited to already confident or active students. Rotational leadership, peer mentoring, and differentiated roles can allow quieter students to participate meaningfully and develop confidence.

Fifth, community-based and co-curricular activities should continue to be used as contexts for values education. Participants' experiences in outreach, tree planting, school events, and competitions revealed that cooperation and responsibility are strengthened when students see the real consequences of their actions for others. These activities allow students to connect personal responsibility with community contribution.

Finally, the findings imply that values education should not be limited to classroom instruction. Cooperation and responsibility are more fully embodied when students experience them in authentic, relational, and task-based situations. The school therefore plays a crucial role in creating environments where learners can practice, reflect on, and internalize values through sustained participation.



5. Integrated Discussion

The findings demonstrate that Grade 10 students embody cooperation and responsibility through repeated participation in school-based activities. These activities serve as lived contexts where students encounter shared goals, assigned roles, peer dependence, interpersonal challenges, and collective accountability. The students' experiences show that values formation is not a passive process. It requires participation, interaction, struggle, reflection, and application.

The study also reveals that cooperation and responsibility are mutually reinforcing. A student cannot fully cooperate without being responsible for one's role, and responsibility becomes more meaningful when it is directed toward shared group success. This was evident in participants' repeated statements that one member's lack of cooperation or responsibility affects the whole group. Thus, the values are lived relationally: each student's action has consequences for peers and for the outcome of the activity.

Moreover, the participants' narratives show that values formation is both personal and social. Personally, students developed discipline, patience, confidence, preparedness, and self-awareness. Socially, they improved communication, respect, teamwork, empathy, and relationships with classmates and teachers. This dual development suggests that school-based activities are effective contexts for holistic learner formation because they address both individual accountability and collective participation.

The findings also highlight the importance of difficulty in the formation of values. Students did not learn cooperation and responsibility only from successful or smooth experiences. They learned them through challenges such as disagreement, fatigue, stress, shyness, delayed tasks, and unequal participation. These challenges created opportunities for students to practice compromise, encouragement, persistence, and shared problem-solving. Therefore, difficulties in school-based activities should not automatically be viewed as barriers; when properly guided, they can become formative experiences.

These findings answer the four statements of the problem by showing that students' lived experiences involved collaborative participation, role fulfillment, communication, emotional challenge, and personal growth; that students attached meanings of teamwork, accountability, initiative, and group orientation to these experiences; that the essential structure of the phenomenon is sustained shared engagement in cooperative and responsible school participation; and that schools should strengthen values education through intentionally designed, reflective, inclusive, and experiential school-based activities.

6. Conclusion

This study concludes that Grade 10 students embody cooperation and responsibility through sustained participation in school-based activities that require shared effort, role fulfillment, communication, accountability, and collective engagement. Their lived experiences show that cooperation and responsibility are not merely abstract values taught in the classroom but are actively practiced and internalized through concrete school experiences such as group tasks, competitions, leadership roles, school programs, and community-oriented activities. The students experienced cooperation as helping others, sharing ideas, listening, adjusting to peers, and working toward common goals. They experienced responsibility as fulfilling assigned duties, being prepared, attending practices, completing tasks properly, and recognizing how their actions affect the group. The essential structure that emerged from the study indicates that cooperation and responsibility are embodied through relational accountability, shared participation, interpersonal negotiation, and reflective learning. These experiences contributed to students' personal and social growth by strengthening confidence, patience, discipline, communication skills, conflict management, and awareness of the importance of contributing to others. Therefore, school-based activities serve as meaningful contexts for values formation and holistic development when students are given opportunities to participate actively, reflect on their experiences, and connect their actions with broader moral and social responsibilities.



7. Recommendations

Based on the findings of the study, it is recommended that schools continue to strengthen school-based activities as intentional platforms for values formation, particularly in developing cooperation and responsibility among learners. Teachers and activity facilitators should design group tasks, school programs, leadership assignments, and community-based activities with clear roles, shared goals, accountability mechanisms, and opportunities for every student to contribute meaningfully. Reflection should be integrated before, during, and after activities so that students can process their experiences, identify the values they practiced, and understand how cooperation and responsibility apply beyond the specific activity. School administrators may institutionalize structured values-processing sessions, peer feedback, rotational leadership, and collaborative performance evaluation to ensure that participation does not become merely compliance-based but genuinely formative. Since students also experienced challenges such as conflict, pressure, unequal participation, and communication difficulties, schools should provide guidance on teamwork, respectful communication, conflict resolution, and responsible task management. Parents and community stakeholders may also be encouraged to support school-based values formation by reinforcing cooperation and responsibility at home and in community activities. Future researchers may conduct similar phenomenological studies in other grade levels, schools, or educational settings to compare how learners experience and embody values across contexts. Further studies may also explore teachers' perspectives, parents' observations, or mixed-method approaches to provide a broader understanding of how school-based activities contribute to values education and holistic learner development.

Declarations

Ethical Approval

This study was conducted with strict observance of ethical research principles, particularly respect for persons, beneficence, justice, privacy, confidentiality, and transparency. Prior to data collection, permission was secured from the appropriate school authorities. Since the informants were Grade 10 students and were considered minors, parental consent and student assent were obtained before the conduct of the interviews. Participation was voluntary, and the informants were informed of their right to refuse participation or withdraw from the study at any time without penalty. The identities of the participants were protected through the use of codes, and no personally identifying information was disclosed in the research report.

Informed Consent

Informed consent was obtained from the parents or guardians of the student-informants, and assent was secured from the student-informants themselves. The purpose of the study, nature of participation, interview procedures, use of audio recording, confidentiality measures, potential risks and benefits, and right to withdraw were clearly explained before the interviews were conducted.

Data Privacy and Confidentiality

All data gathered in this study were treated with strict confidentiality. Audio recordings, transcripts, field notes, and related research documents were securely stored and accessed only by the researcher. Participant codes were used in place of real names during transcription, analysis, and presentation of findings. No identifying information was included in the manuscript to protect the privacy and welfare of the informants.

Conflict of Interest

The author declares no conflict of interest in the conduct, analysis, interpretation, and reporting of this study.

Funding

This research received no specific grant from any public, private, commercial, or not-for-profit funding agency.

Author Contribution

Linie Taganahan Murillo served as the primary researcher and was responsible for the conceptualization of the study, preparation of the research manuscript, development and validation of the interview guide, coordination of data gathering, conduct of interviews, transcription review, data analysis, interpretation of findings, and preparation of the final manuscript.

Use of Artificial Intelligence Tools

Artificial intelligence tools were used only for language refinement, grammar checking, readability improvement, paraphrasing support, and preliminary organization of textual materials. These tools were not used to generate findings, conduct phenomenological analysis, replace researcher judgment, or determine the structural constituents and invariant structure of the study. All processes involving data analysis, including identification of meaning units, transformation of meaning units, clustering of meanings, formulation of structural constituents, and synthesis of the invariant structure, were independently conducted and critically reviewed by the researcher.

Data Availability

The qualitative data supporting the findings of this study are not publicly available due to privacy and confidentiality restrictions involving minor student-informants. Relevant anonymized excerpts are presented in the manuscript to support the findings.

Acknowledgment

The researcher expresses sincere gratitude to the school officials, teachers, parents, and Grade 10 student-informants who supported and participated in the study. Appreciation is also extended to the research adviser, validators, and all individuals who provided guidance and assistance throughout the completion of this research.

Publication Statement

This manuscript is prepared for possible journal submission and publication. The author affirms that the work is original, has not been published elsewhere, and is not under consideration by another journal at the time of submission, unless otherwise declared to the target journal.

References

Alhazmi, A. A., & Kaufmann, A. (2022). Phenomenological qualitative methods applied to the analysis of cross-cultural experience in novel educational social contexts. *Frontiers in Psychology, 13*, Article 785134. <https://doi.org/10.3389/fpsyg.2022.785134>

Department of Education. (2020, June 26). *Official statement on the Good Manners and Right Conduct and Values Education Act*. Department of Education, Republic of the Philippines. <https://www.deped.gov.ph/2020/06/26/official-statement-on-the-good-manners-and-right-conduct-and-values-education-act/>

Department of Education. (2024). *MATATAG curriculum*. Department of Education, Republic of the Philippines. <https://www.deped.gov.ph/matatag-curriculum/>

Giorgi, A. (2009). *The descriptive phenomenological method in psychology: A modified Husserlian approach*. Duquesne University Press.

Organisation for Economic Co-operation and Development. (2023). *Schools as hubs for social and emotional learning: Are schools and teachers ready?* OECD Education Spotlights, No. 4. OECD Publishing. <https://doi.org/10.1787/f6d12db7-en>



Organisation for Economic Co-operation and Development. (2024). *Nurturing social and emotional learning across the globe: Findings from the OECD Survey on Social and Emotional Skills 2023*. OECD Publishing. <https://doi.org/10.1787/32b647d0-en>

Republic Act No. 11476. (2020). *An act institutionalizing Good Manners and Right Conduct and Values Education in the K to 12 curriculum, appropriating funds therefor, and for other purposes*. Official Gazette/Republic of the Philippines. https://lawphil.net/statutes/repacts/ra2020/ra_11476_2020.html

Page | 373

United Nations Educational, Scientific and Cultural Organization. (2024, December 23). *What you need to know about social and emotional learning*. UNESCO. <https://www.unesco.org/en/articles/what-you-need-know-about-social-and-emotional-learning>

Zhou, T., & Colomer, J. (2024). Cooperative learning promoting cultural diversity and individual accountability: A systematic review. *Education Sciences*, 14(6), Article 567. <https://doi.org/10.3390/educsci14060567>

