

# Strategies And Approaches In Teaching Values Education Pedro A. Arches National High School In East District, Bansalan, Davao Del Sur

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*Abstract* — The research aimed to look into the strategies and approaches in teaching values education among public secondary schools in the Division of Bansalan East, Davao del Sur. The researcher used the quantitative descriptive-survey research design with questionnaire as the main instrument in gathering data from the population of three hundred (300) values educational teacher. The study revealed that the majority of Values Education teachers are female and always used Inculcation Approach as strategy in teaching Values Education. The respondents strongly agreed that the strategies in teaching Values Education was the most difficult dimension in teaching Values Education. There is significant differences on age and religious affiliation towards inculcation approach and significant on age towards Awareness Approach. No significant differences on moral reasoning approach, value clarification approach and evocation approach. Moreover, it was found that there is significant difference on age towards difficulty on contents while no significant differences on strategies and assessment respectively. There is negligible relationship between the academic performance and the strategies and approaches used in teaching values education. There is negligible relationship between the academic performance and the difficulties in teaching Values Education. The training design is hereby proposed. Based on the salient findings, the researcher recommended that teachers in Values Education should make innovations on how Inculcation Approach in teaching the subject be more useful and effective.

*Keywords* — *Values Education, Teaching Approaches, Elementary School, Challenges, Intervention*

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## I. Introduction

Values education can take place in any situation or institutions. Dealing with values is recognized as an integral part of teacher's roles. Education has an enormous role to play in the social, intellectual and political transformation. Thus, it is important to equip students with certain values starting from basic education. The students can use these and reflect them in their own behavior. Hence, this research will be conducted to find out if the students have learned core values especially during this pandemic time when students will be learning thru online teaching and distance modular teaching. Their honesty, responsibility, respect, hard work will be seen from their actions and activity.

This research will find out the approaches in teaching values education in the Division of Bansalan East, Davao del Sur. The researcher teaches at Pedro A. Arches National High School in Managa, Bansalan, Davao del Sur. Through quantitative survey methods, questionnaires are conducted to gather the data and ascertain the effect of the approaches used by these teachers in teaching values education.

From Kupchenko, I. and Parsons, J. (2019), approaches in the teaching of values education are deemed the following:

#### *Inculcation Approach*

The rationale of the values Inculcation approach is to instill certain desirable and prechosen values to students. Regardless of the particular values being instilled, proponents of inculcation perceive that humans react to their environment. Society, a rule-making superstructure, is seen as more important than each individual. As Superka (2019) noted, "extreme advocates of inculcation tend to perceive society as a system whose needs and goals transcend and even define the needs and goals of individuals".

According to Krathwohl (2020), the central purpose of inculcation is to socialize students so that certain social, political, moral, or cultural values are interiorized. Students are not encouraged to make free choices, but to act according to pre-specified values.

A secondary purpose of the Inculcation approach may involve meeting the individual's needs of insecurity and competence, or the need to dominate. For example, inculcated values may set bounds of behavior for students. By acting within these set bounds, the student's feelings of insecurity and inadequacy may be decreased. By inculcating students with their values, teachers could meet their need to dominate and might relieve feelings of inadequacy or insecurity.

Valuing and Values. From the point of view taken by the values Inculcation approach, valuing is considered to be a process of identification and socialization. An individual, sometimes unconsciously, is inculcated with the standards or norms of another person, group, or society. Hopefully, these values are incorporated into the individual's own value system.

Values, from this perspective, are usually conceived to be standards or rules of behavior which stem from the society or culture. A wide range of values can and have been transmitted through the socialization/identification process. In the political arena, autocratic values, ranging from absolute state control to individualism have been socialized. In the social sphere, a fundamental commitment to whatever values best maintain and develop the health and stability of society and foster the adjustment of individuals to that society might be central. In the moral realm, standards of behavior such as honesty or charity can be internalized through the socialization process.

Teaching Methods. Joyce and Weil (2019) and Superka (2019) have identified a variety of teaching methods that can be used to inculcate values. Examples include explanation, manipulation, positive and negative reinforcement, and modeling. These methods can be used separately or in combination with one another to inculcate specific values or to modify a behavior. Perhaps the most common method used for inculcation is explanation. Teachers often simply tell students what they should believe and how they should behave. Explanations or threats are given to promote and justify why certain values or behaviors are appropriate. The teacher may also manipulate the environment or the experiences to which the students are exposed. Often techniques such as role playing or games and simulations are used.

One of the most widely used and, according to Superka, the most effective method for inculcation is positive and negative reinforcement. Positive reinforcement includes such actions as a teacher praising a student for behaving in accordance with a particular value. Negative reinforcement includes actions such as the teacher punishing a student for behaving contrary to a certain desirable value. Such reinforcement assumes that when students are punished for infractions of rules and praised for obedience they will take on the values associated with the desired behavior. It is very difficult, if not impossible, for a teacher to avoid some form of reinforcement. Often merely a gesture, smile, or frown will reinforce certain values. Reinforcement, however, can be applied in a conscious and systematic fashion, as it is in behavior modification.

Behavioral modification requires that the teacher analyze a given situation to determine the goals and purposes of activities and the appropriate methods needed to produce a desired behavioral change. Various techniques are used to achieve desired value outcomes. The \*next widely used technique involves the use of "tokens." Students are provided with "tokens," such as play money, time off from class, or grade points for doing desirable tasks such as helping other students, remaining quiet in class, or completing an assignment.

Modeling is another effective method of inculcating values in students. Students are given examples of exemplary behavior and desirable values and encouraged to duplicate the models. Instances of modeling behavior may be drawn from history, literature, legends, or more directly from examples set by teachers and students. The teacher is a model, in many cases, simply by personifying values like punctuality, enthusiasm for learning, or caring for others. Students often assume modeling roles, setting both positive and negative examples. When a teacher asks a student to read his or her essay to the class, the student is assuming a positive modeling role. The student's work is being singled out as an example to be followed by other students. The praise and recognition the student receives can instill the desire to produce similar essays and may inculcate the values of learning and hard work in other students.

Students can be negative models as well, such as when a teacher asks a poorer student to read his or her essay to the class. The student's work is being singled out as an example not to be followed by other students. The criticism and embarrassment the student receives instill in other

students the desire to or fear to produce better essays and may inculcate the values of learning and hard work.

### *Moral Reasoning Approach*

**Rationale and Purpose.** The rationale of the Moral Reasoning approach is primarily to stimulate students to advance their powers of moral reasoning through a series of increasingly advanced and complex stages. Kohlberg, perhaps the leading proponent of this approach, sees the purpose of moral development not as the increasing of students' knowledge of cultural values nor as the instilling of an external value in students, but rather as the encouraging of value patterns towards which the students are already tending (Kohlberg, 2020).

Proponents of the Moral Reasoning approach see humans as active initiators. An individual cannot fully change the environment, but neither can the environment fully mold the individual. "Genetic structures already inside the person are primarily responsible for the way in which a person internalizes that content, and organizes and transforms it into personally meaningful data" (Superka, 2019).

The foundation for the moral development approach was laid by Nage and refined and extended by Kohlberg. Within the Moral Reasoning approach, Kohlberg sees moral reasoning as a developmental process over a period of time. He identifies three levels and six stages of development. The concept of stages of moral development refers to the structure of one's reasoning.

A main assumption of the Moral Reasoning approach is that students are attracted to high level of reasoning. When a student is presented with arguments both for and against a course of action, the level of the argument determines its effect. Although students at higher levels can influence the reasoning of those at lower stages, the reverse is not true. Research findings (Turiel, 2020; Blatt, 2019) indicate that students will reject judgements below their own level as inadequate ways of thinking, but will understand and prefer judgements made from the point of view of one level of development higher than their own. The specific purpose of the Moral Reasoning approach is to create situations in which students are confronted with and interact with instructional materials and other students at a higher stage. The hope is that they will be lifted into that higher stage of "moral reasoning".

**Valuing and Values.** The Moral Reasoning approach, in contrast to the other approaches, does not conceptualize a specific process of valuing. It is more concerned with how value judgements are made, rather than why they are made or which judgements should be made. How persons develop values would depend, according to this approach, upon their level or stage of moral development. The common valuing activity centers around the process of developing more complex moral reasoning patterns through the series of successive stages.

In examining the Moral Reasoning approach, Superka (2019) was unable to find a specific definition for the term "values". He concludes that proponents of the approach seem less concerned with values per se than with the level moral reasoning involved in attaining those values. Stages or levels of values are crucial. When one examines a value or moral concept, the value seems to become quantitatively different from stage to stage. For example, in Kohlberg's six-stage interpretation of the 'value of human life', persons may hold this value for different moral reasons at each of the six stages. In stage 1, human life is valued because of the physical or social attributes of its possessor. In stage 3, empathy and affection of family members are the bases for holding the value of human life. In stage 6, human life is valued because it is part of the universal value of respect for the individual. One might, therefore, consider the different moral reasons given for holding the value of human life as the "real" values. The values for stage 1 could be social status; for stage 3 empathy and affection for family; and, for stage 6 respect for the idea of the individual.

Kohlberg has often affirmed that justice, fairness, equality, and a sense of human rights are at the core of moral development. The highest stages of reasoning involve the ability and disposition to make value judgements on the basis of universal principles of justice. Justice is defined as those "universal modes of choosing which we wish all men to apply to all situations which represent morally, self-justifying reasons for action" (Kohlberg & Turiel, 2019).

Teaching Methods. The most characteristic method used to stimulate moral development has been the use of moral dilemmas. Moral dilemmas are situations in which values conflict, where claims can be made for several choices, and where each choice is made at the price of another. Students are asked to think about how dilemmas should be resolved, to identify the moral issues involved, and to offer reasons justifying their positions.

Although moral dilemmas might be presented through role-playing, skits, or simulations, the technique most often used to present these moral dilemmas has been the classroom discussion. During discussion, the teacher encourages students to comment on and challenge each other's reasoning. The main focus is on the students' reasoning rather than on particular choice that may be made. Kohlberg has identified several conditions which appear to be important in conducting discussions on moral dilemmas in the classroom. They are:

1. Knowledge of the stage of functioning. (Understanding the meaning of the moral judgements made by the child.)
2. Exposing students to reasoning one stage above their own thoughts.
3. Exposing students to problematic situations which pose genuine moral conflicts and disagreement. (Posing problems and contradictions for the student's current moral structure will lead the student to be dissatisfied with his/her current level.)
4. Creating an atmosphere of interchange and dialogue in which conflicting moral views are compared in an open manner. (The teacher's task here is to help the student see inconsistencies and inadequacies in his/her way of thinking and find ways to resolve such inconsistencies and inadequacies.) (Kohlberg & Turiel, 2011)

Some additional methods have been suggested by Simon (2019) and Craig (2021). Simon states that the elementary teacher who instructs children at Kohlberg's pre-conventional level should employ motivational activities which appeal and develop the child's desire for social approval and acceptance. He suggests that children be rewarded (non-materially) for behavior which indicates assuming responsibility, working well with others, and respecting the right of others. Punishment is discouraged since it appeals to the lowest stages of development.

Craig urges that students be given as much freedom as possible in making decisions. To enable students to develop a sense of justice and reciprocity, he advocates that students help make decisions about classroom procedures and regulations. Craig emphasizes that students must recognize the distinction between procedural rules and moral rules. Finally, he claims that there, must be a general consistency in the administration of school and classroom regulations.

### *Awareness Approach*

**Rationale and Purpose.** The rationale of the Awareness approach to values education rests on helping students develop logical thinking and using scientific inquiry procedures in solving value issues. In addition, value Awareness attempts to help students develop their own values in response to value conflicts within society.

According to Superka (2019), the Awareness approach views humans as rational beings who can attain the highest good by subordinating feelings and passions to logic and scientific method. Only by suppressing personal feelings can people resolve value issues according to logic and science. "The philosophical basis for the analysis approach seems to be a fusion of the rationalist and empiricist view of human nature.

The rationale of the Awareness approach involves, therefore, the development of logical thinking and the use of the scientific method so that students can participate and resolute open conflicts between various groups in society. Such resolutions are seen as essential to the continued existence of a free and democratic society.

More specific purposes of the Awareness approach have been outlined by Coombs (2021):  
1. Teaching students to rate a value object in a particular way. 2. Helping students make the most rational judgement they can about the value object in question 3. Teaching students to make rational value judgements. 4. Teaching students how to operate as members of a group attempting to come to a common value judgement about some value object.

**Valuing and Values.** The Awareness approach conceives of valuing primarily as cognitive, intellectual inquiry into the goodness or worth of phenomena. Bond (2020) notes that proponents stress that valuing is "guided not by the dictates of heart and conscience, but by rules and procedures of logic." The valuing process involves the rigorous application of logical thought and scientific procedure to any issue.



Since values are based on facts, they are verifiable. Valuing and value judgements are subject to tests of logic and truth as much as any other aspect of the real world. Coombs (2021) specified the following as standards which a value judgement must meet to qualify as being rational and defensible:

1. The purported facts supporting the judgement must be true or well confirmed.
2. The facts must be genuinely relevant, i.e., they must actually have relevance for the person making the judgement.
3. Other things being equal, the greater the range of relevant facts taken into account in making the judgement, the more adequate the judgement is likely to be.
4. The value principle implied by the judgement must be acceptable to the person making the judgement.

Most authors who support the Awareness approach point to survival as the ultimate value, and to constant, rigorous use of reason in the world as the best means to achieve it. Other proponents such as Oliver and Shaver (2019) hold that human dignity is the fundamental value of our society against which all other social values must be measured. Although human dignity is considered to be the most fundamental, Oliver and Shaver prescribe other basic values, called "creed values", that should be respected and applied as standards when making value judgements. These values include the quest for self-respect, a sense of sympathy and love, a concern for fairness and justice, majority rule, and due process.

**Roles of Student and Teacher.** The Awareness approach requires that students take an active learning role that centers on solving problems of public controversy. This role necessitates that students identify types of issues, ask and gather evidence and information, identify inconsistencies in data and in arguments, and use and recognize analogies.

Classroom discussions (student-teacher and student-student dialogues) are essential components of this approach. As a result, students are encouraged to listen and respond to different points of view, identify relevant questions, and summarize different value positions.

They must make decisions and express their opinions. The teacher's role in this approach is the creation of the proper conditions for the solving of public issues within the classroom. The teacher's major responsibility is to choose appropriate public issues, to provide enough relevant data to begin the discussion process, and to construct model analogies from which students may begin to develop their own.

Creating analogies and guiding discussion are complex tasks for the teacher. For vigorous analysis of public issues to take place, the teacher must create a classroom environment which is open and sometimes abrasive. The teacher's actions must, however, be tempered with kindness, tolerance, and Fairness. Individual student's views and opinions are to be equally respected and subjected to scrutiny.

### *Value Clarification Approach*

**Rationale and Purpose.** The rationale of the Clarification approach is to help students clarify and actualize personal values. Additionally, this approach attempts to help students develop both rational thinking and emotional awareness in order to explain their own personal behavior patterns. The major goal is to achieve consistency between one's personal behavior and the values that one holds.

Raths, Harmin and Simon (2020) believe that any approach which attempts to impose values is both unethical and unsound. They recommend that students be allowed to create their own value system. The emphasis should be on individual freedom, healthy spontaneous growth, and respect for the values of other people, societies, and cultures.

According to Superka (201), the Clarification approach views humans as initiators of interaction within society and their environment. Internal rather than external factors are seen as the prime determinants of human behavior. The individual is free to change the environment to meet his or her needs. In order to achieve this, however, a person must use all of his or her resources - including rational and emotional processes, conscious and unconscious feelings and mind and body functions.

The more specific purposes of the Clarification approach have been outlined by Simon (2019): 1. Values clarification helps students "become more purposeful". Students who know what they want will not fritter away time on pursuits that don't seem beneficial. 2. Values clarification helps students "become more productive". When students know what they want, they channel all energy to achieve those goals. 3. Values clarification helps students "sharpen their critical thinking". Students who have clarified their values can be seen through other peoples' foolishness. They seem to get the larger picture of what 's good, beautiful, and right, and to know what is wrong. 4. Values clarification helps students "have better relations with each other". When students know what they want, believe strongly, and follow up on commitments, they can be counted on by other students. When conflicts do arise, they know how to work them through.

**Valuing and Values.** The Clarification approach sees valuing as complex, changing, integrated, and centered on the individual. The most explicit statement of the valuing process from this point of view is that of Raths, Harmin and Simon (2020). They have formulated the following seven-fold outline of the process of valuing:

1. Choosing from alternatives.
2. Choosing after careful consideration of the consequences of each alternative
3. Choosing freely.
4. Prizing, being glad of one's choice.
5. Prizing, being willing to affirm publicly one's choice.
6. Acting upon one's choice, incorporating choices into behavior.
7. Acting upon one's choice repeatedly, over time. (Raths, et.al. 2016)

Values, as defined by Raths and his associates, have resulted from the seven sub-processes of valuing. Thus, values have been reflected upon, freely chosen, internally prized, publicly



affirmed, and incorporated into behavior repeatedly over time. According to Rath, values are not needs but are closely associated with basic human needs. They are not merely predispositions to behave but behavior itself.

The most fundamental goal of the Clarification approach is self-actualization. That which enhances self-actualization is good; that which hinders self-actualization is evil. For an examination of Rath's conception of valuing, certain specific process level values stand out. These include thoughtful reflection, free choice, and consistent behavior and might represent the ultimate, intrinsic values of the Clarification approach of valuing. Inevitably they lead one to self-actualization, Rath believes.

Teaching methods. The Clarification approach, more than any other value education approach, utilizes a wide range of teaching methods. Some of these, like role playing, hypothetical, contrived and real value-laden situations, group discussions are used in other approaches. Methods specific to clarification include self-analysis, listening techniques, games, journals, songs, and interviews. As a result of Simon's work, the Clarification approach has concentrated on developing these teaching methods into specific valuing strategies which are designed to actualize one or more aspects of the valuing process.

The self-reaction worksheet is a teaching strategy which exemplifies the characteristics common to most of the teaching methods used in values clarification. The worksheet usually consists of short readings, questions, drawings, or activities designed to stimulate students to reflect on their own thoughts, feelings, actions, and values.

### *Evocation Approach*

Rationale and Purpose. The Evocation approach to values education attempts to help students understand and adopt a lifestyle based on care and consideration for others as well as self. McPhail, perhaps the leading proponent of this approach, sees its aim neither as the increasing of the students' capacity to argue morally nor their ability to say "good thing TM, but rather as their capacity to know what love in action" is, to act with love and affection -- act warmly and caringly. This approach is strongly based on Wilson's idea that moral decisions are arrived at by a variety of both affective (emotional) and cognitive (rational) processes. The rationale for this approach is based on the assumption that one can extrapolate the "ought" from the "is'.

The Evocation approach, like the action learning approach, perceives humans as interactive. Humans do not totally fashion their environment nor are they totally fashioned by it. For McPhail, Un-goed, and Chapman (2021), students create (from their needs) the values and beliefs they wish to live by. He says, however, that "we all know that we cannot separate ourselves at any time from the world we live in."

The Evocation approach differs from Action Learning in that it stresses feelings or the emotional side rather than the rational side of human nature. The approach does not reject

rationalism, nor does it advocate unbridled expression of one's emotion. Rather, humans are viewed more as a feeling beings rather than reasoning machines. People co-create with their environment, but in an emotional-rational rather than in just a rational manner.

With respect to students, the more specific purposes of the Evocation approach are: 1. to improve their ability to recognize their own and others' needs, interests and feelings 2. to improve their ability to interpret accurately the messages, both verbal and non-verbal, which other persons are sending 3. to improve their ability to predict the possible and probable consequences of actions 4. to improve their ability to see things from another's point of view 5. to develop a strong sense of identity and see themselves as people who have contribution to make in their community 6. to identify the various legal and social rules of our society 7. to identify the various expectations and pressures put on them by society 8. to learn to choose, to decide in a particular situation, what they will do so long as it is consistent with the needs, interests, and feelings of others as well as their own (McPhail, 2018)

**Valuing and Values.** Proponents of the Evocation approach view valuing in much the same manner as do those who favor the Clarification and Action Learning approaches. Valuing is a process of self-actualization in which students consider alternatives, make choices, and prize, affirm, and act upon those choices. The Evocation approach differs, however, in that the valuing process has both an emotional and a rational aspect. The emotional aspect means that valuing is seen as a process of experiencing and expressing one's own intense personal feelings of good and evil. The rational aspect means that valuing is seen as the process of choosing and acting on one's values only if these values are consistent with the needs, interests, and feelings of others.

Values, according to this approach, are personal emotions or feelings that indicate moral approval or disapproval. Values are caused by putting into action one's needs, emotions, and feelings. From this perspective values are means of measuring one's emotional state. McPhail states that the basic aim of this approach is for students to know, feel, and experience love in action. "Love in action" is the term used to describe students' behaviors when they exhibit care, affection, toleration, understanding, responsibility, sensitivity, compassion, concern, or respect towards other people as well as themselves. These behaviors would fulfill, according to McPhail, "the fundamental human need to get on with others, to love and be loved."

**Teaching Methods.** McPhail (2018) has listed a variety of methods that can help students know and experience "love in action". Each method should involve small groups, ideally not larger than ten or smaller than four. These methods include: 1. expressive and communication techniques such as speaking, writing prose, poetry and plays, painting modelling with clay, and photography 2. discussion techniques, such as small group and entire class discussions. This method should be limited in its use, however, since few members of the class are good at it. 3. drama techniques with students writing and acting in their own plays 4. role playing based on situations common to students' experiences 5. simulations involving family, school, or community problems 6. real life involvement such as helping individuals within the community.

### *Difficulties in Teaching Values Education*

This section presents difficulties and related challenges for teaching values and attitudes associated with three different levels of action and implementation. First, an analysis of challenges encountered, and strategies undertaken related to *curriculum redesign*; secondly, challenges and strategies related to the *school and its environment*; and thirdly, challenges and strategies related to *alignment with other policies*.

*Misalignment of values in curriculum with those in pedagogies, textbooks and learning materials.* Design and implementation of curriculum are affected by many contextual factors at different levels: at the micro- (teacher), meso- (school), exo-system (mass media and community programs), macro- (governmental/societal), and chrono-system (time and change over time) (Bronfenbrenner & Morris, 2019; McLaughlin, 2020; Spillane, Reiser and Reimer, 2022; Tichnor-Wagner et al., 2018). Students and teachers are part of a complex ecosystem which includes the school, family and community, as well as cultural beliefs that shape expectations around skills, competencies and values, for example, that should be included in a curriculum. The considerations then of curriculum redesign can be influenced at all of these levels and are not independent of them. Curriculum redesign and implementation are complex processes that involve the intersection of multiple policy dimensions (i.e. goals, tools, documents, programs and resources associated with the redesigned curriculum), people (i.e. students, parents, teachers, community members, school leaders, administrators and all those who play a role in designing and implementing curriculum), and diversity of place (i.e. the varied locations in which the curriculum is taught) (Honig, 2019).

Countries/jurisdictions can draw on the steering power of the curriculum to embed values and align the curriculum with other policies and instruments that support the holistic development of values in children. A policy framework in which values education may be addressed includes pedagogy, assessment and teacher education.

Practices that are considered effective for the teaching of values include role-modelling by teachers, role-playing by students, dramatic representations and mentoring (Berkowitz, 2019; Gulati & Pant, 2020; Notman, 2022; Thornberg & Oğuz, 2019). Other examples which have been noted in Sweden and Turkey are that teachers embed values in social interactions (Thornberg & Oğuz, 2019). Instead of making them stand-alone practices or activities, they are promoted in activities and actions between students and teachers. Values education can be an everyday practice rather than a stand-alone activity.

Other pedagogies to support values teaching relate to ‘critical pedagogy’. Following Paulo Freire’s theory in the 1960’s (1993), this pedagogy is based on the belief that teaching should be an opportunity for learners to critically examine power structures and patterns of inequality. Values underpinning Freire’s pedagogical construct are equality, care and solidarity. Activities based on critical pedagogy principles include, for example, students inquiring into cultural and/or historical

events leading to the language spoken and taught in a language class. The critical pedagogy approach may trigger students' critical thinking about and questioning of established moral principles, or students reflecting on and suggesting ways to use science to increase personal, societal and/or global well-being (Mehisto, 2022).

Countries/jurisdictions have methods and strategies to train teachers for pedagogical change. When redesigning curriculum to embed attitudes and values, curriculum designers can anticipate that not all teachers will feel equally prepared for this content. Explicitly acknowledging the importance of aligning teacher education to these components of the curriculum sends an unambiguous message about the whole-child approach to the values and attitudes that underpin the curriculum. Values education can be incorporated into innovative training practices. Teachers are not only knowledge-acquisition facilitators, they also have to consider the moral impact on their students, as they play a crucial role in developing learners' capacity to become responsible citizens (Muthigani, 2019). For them to become enablers of values and attitudes, they need to be exposed to training in which teacher educators "display behaviors reflective of moral virtues such as fairness, honesty and adhere to professional codes of conduct" (Lumpkin, 2019).

The study anchors on a proposition of Adelaide Declaration (2020) which tells us that schooling is to provide young students with a foundation for "... intellectual, physical, social, moral, spiritual and aesthetic development," while the Values Education Study tells us that "... schools are not value-free or value neutral zones of social and educational engagement,' that they are "... as much about building character as ... equipping students with specific skills,' and that "... values education is ... an explicit goal ... aimed at promoting care, respect and cooperation." (DEST, 2023) In a very explicit connection between the goals of values education and the centrality of a quality teaching perspective, the National Framework for Values Education tells us that: "Values education reflects good practice pedagogy." The report makes explicit reference to the language of quality teaching in extending the general notion of good practice pedagogy to incorporate the specific notion of 'good practice values education.' (DEST, 2021)

With the criteria of Quality Teaching in place, the focus of that good teaching that is titled Values Education will fit well and be at one with the underpinnings of teacher practice. Intellectual depth will ensure that Values Education never settles for its own surface learning. Impelled by intellectual depth, values education will be building on any factual knowledge (about values) to develop in students the kind of communicative capacities, interpretive skills and powers of negotiation that are at the heart of a social conscience, and, moreover, the reflective and self-reflective growth that is the foundation of a personal morality. Similarly, the criterion of relevance will serve to ensure that values education is always connected with the real contexts and concerns of the students. Furthermore, the criterion of supportiveness will underpin the credibility of the values educator as being someone who practices what they preach, and is a credible and authentic model of the care, respect and love they are proposing as the basis of personal morality and social citizenry.

The study intended to look into the approaches in teaching values education in the division of Bansalan East, Davao del Sur. Specifically, the study sought to answers the following questions:

1. How effective are the approaches in teaching Values Education in terms of:
  - 1.1. Inculcation Approach;
  - 1.2. Moral Reasoning Approach;
  - 1.3. Awareness Approach;
  - 1.4. Value Clarification Approach;
  - 1.5 Evocation Approach
2. What are the difficulties in teaching values education in terms of:
  - 2.1. Content/teaching domains;
  - 2.2. Strategy; and
  - 2.3. Assessment
3. Is there a significant difference on the use of approaches in teaching values education when teachers are grouped according to profile variables?
4. Is there a significant difference on the difficulties in teaching values education when teachers are grouped according to profile variables?
5. What proposed program can be formulated to enhance the teaching of values education?

## **II. Methodology**

The study employed descriptive research method with the survey questionnaire and interview guides as the research instruments.

The respondents to this study are the secondary teachers of Pedro A. Arches National High School in Managa, Bansalan, Davao del Sur and two other public high schools in the district. All teachers who have been teaching values education from level 7 to 12 are involved in the study. Other inclusion requirements include: teachers are of either sex, with permanent or regular status, either old or new in the teaching of values education, years of teaching, and status.

The study used the survey questionnaire as the research instrument. Both instrument were researcher made and were constructed from the literature of the study. In order to validate the researcher made instrument and seek the assistance of her adviser who is knowledgeable in formulating research questionnaires and was administered to her co-teachers. Two researcher-

made questionnaires were constructed to gather the data. The first questionnaire was about the effects of the approaches used by the teachers. Six indicators were used with five statements for each indicator. The indicators and statements were taken from the literature of this study. The second questionnaire was on the difficulties in teaching values education which consisted of three indicators: content, strategy and assessment. Four statements were given for each indicators and these indicators and statements were also taken from the literature of the study.

After the retrieval of the questionnaires, the researcher tabulated and processed the data. Data gathered from the survey questionnaire was collected, tallied, tabulated, analyzed and interpreted accordingly. To interpret the data, the researcher employed the following statistical treatment: Weighted Arithmetic Mean – this was computed in order to determine the overall perceptions of the respondents; Analysis of Variance (ANOVA) – it is to test the significance difference through the mean in the variables, Analysis of Variance (ANOVA) or F-Test uses. It was computed using the software SPSS Version 16. In this study ANOVA was used to test the hypothesis regarding the differences of the teacher’s respondents’ perception and responses when group according to profile variables.

### **III. Results and Discussion**

The study revealed that the majority of Values Education teachers are female. The teachers always used Inculcation Approach as strategy in teaching Values Education. The respondents strongly agreed that the strategies in teaching Values Education was the most difficult dimension in teaching Values Education.

There is significant differences on age and religious affiliation towards inculcation approach and significant on age towards Awareness Approach. No significant differences on moral reasoning approach, value clarification approach and evocation approach. Moreover, it was found that there is significant difference on age towards difficulty on contents while no significant differences on strategies and assessment respectively. There is negligible relationship between the academic performance and the strategies and approaches used in teaching values education. There is negligible relationship between the academic performance and the difficulties in teaching Values Education. The training design is hereby proposed. Based on the salient findings, the researcher recommended that head teachers and teachers in Values Education should make innovations on how Inculcation Approach in teaching the subject be more useful and effective; head teachers, principals, education specialist on Values Education may focus their In-service Trainings ways how teachers enhance the utilization and effectiveness of approaches; the teachers should look and utilize suitable techniques for Inculcation, Moral Reasoning, Awareness, Value Clarification and Evocation approaches; and head teachers and teachers are encouraged to attend national and international trainings and seminars for better understanding and improved skill in selecting



appropriate strategies, on the development of learning content and assessment procedures in Values Education.

### *Analysis*

Based on the summary of the investigations conducted, the researcher arrived to the conclusions that majority of Values Education teachers are female, in their early adulthood, married, Roman Catholic, in the teaching profession for almost a decade and attended various seminars and trainings on Values Education. The teachers always used Inculcation Approach as strategy in teaching Values Education. Inculcation Approach was very much effective among the approaches in teaching Values Education. The respondents strongly agreed that the strategies in teaching Values Education was the most difficult dimension in teaching Values Education. There is significant differences on age and religious affiliation towards inculcation approach and significant on age towards Awareness Approach. No significant differences on moral reasoning approach, value clarification approach and evocation approach. There is significant difference on age towards difficulty on contents while no significant differences on strategies and assessment respectively. There is negligible relationship between the academic performance and the strategies and approaches used in teaching values education. There is negligible relationship between the academic performance and the difficulties in teaching Values Education. The training design is hereby proposed entitled: Training Design in Values Education on Teaching Strategies and Approaches Amidst COVID 19-Pandemic.

## **IV. Conclusion**

Based on the salient findings, the researcher recommended that head teachers and teachers in Values Education should make innovations on how Inculcation Approach in teaching the subject be more useful and effective. Head Teachers, Principals, Education Specialist on Values Education of Division of Bansalan East, Davao del Sur may focus their In-service Trainings ways how teachers enhance the utilization and effectiveness of approaches such as Moral Reasoning, Awareness, Value Clarification and Evocation. The teachers should look and utilize suitable techniques for Inculcation, Moral Reasoning, Awareness, Value Clarification and Evocation approaches such as role playing, group dynamics and simulations and learning activities that would develop personal values, group values and societal values.

Teachers are encouraged to attend national and international trainings and seminars for better understanding and improved skill in selecting appropriate strategies, on the development of learning content and assessment procedures in Values Education. Conduct an experimental study to determine the in-depth degree of effectiveness of each teaching strategies and approaches. A parallel study with in-depth and wider in scope in order to validate and confirm the findings obtained in the study is strongly encouraged.

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