Research Article

Strategies and Approaches in Teaching Values Education among Public Secondary School in the Division of Zambales

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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 Zambales, SY 2020-2021. 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 **m**ajority 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 entitled: Training Design in Values Education on Teaching Strategies and Approaches Amidst COVID 19-Pandemic.

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 Zambales 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.

Keywords:

Introduction

The concept of Values Education in education is no longer new to our age. Written records will tell that from the time of Aristotle and the bible to at present time, state that great teachers are instrumental in conveying values teachings to the students. Values Education functions become as agent in socialization and the need to help students grow to possess more highly developed moral standards. "As a twig is bent, so the tree will grow" as William Wordsworth said.

There is abundant rationale for the environment of public education in the values education training of students. Many researchers and learning theorist like John Dewey, Jean Piaget and Lawrence Kohlberg believed that the responsibility for the values development of the child falls upon the schools. All formal education should include values education, the school should be a place where the activity of each individual can also be social in character, where the students can develop as an individual and at the same time use his powers to further the larger activities of the group. It is the moral responsibility of the teacher to supply every possible aid to this process. The goal of values education in the school is to help young students become ethically mature adults, capable of moral thought and action (Ryan, 2016).

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 strategies and approaches in teaching values education in Public Secondary Schools in the Division of Zambales SY 2020-2021.

Significance of the Study

The result of the study will be beneficial to the following:

School Administrator. The result of this study would be more mindful to the needs to faster students' development in an effort to include forms of values education in their daily routine and the teaching performance of their teachers in teaching values education so as their students will become good matured individual.

Parents. This study would benefit them for the fact of considering the importance of parental influence in guiding, mentoring in early childhood. This would help parents understand the development of their children in references to morality so as to obtain higher sense of values development.

Teachers. Findings of this study would improve the teaching learning process, approaches, challenges that they will encountered in teaching values education. Thus, it will raise the students of the future with high morality and character equipped with skills to be a good citizen.

Students. Findings of this study would help them developed proper attitude, values and decision making and their contribution to school and community productivity.

Statement of the Problem

The study intended to look into the strategies and approaches in teaching values education among public secondary school in the Division of Zambales, SY 2020-2021.

Specifically, the study sought to answers the following questions:

1. What is the profile of the teacher-respondents in terms of:
    1.1. Age;
    1.2. Sex;
    1.3. Years in teaching Values Education;
    1.4. Number of training or seminars attended in values education.
    1.5. Religious Affiliation; and
    1.6. Civil Status
2. How do the teachers use the strategies in teaching values education as to:
    2.1. Inculcation Approach;
    2.2. Awareness Approach;
    2.3. Moral Reasoning Approach;
    2.4. Value Clarification Approach; and
    2.5. Evocation Approach.
3. How effective are the strategies and approaches in teaching Values Education as to:
    3.1. Inculcation Approach;
    3.2. Awareness Approach;
    3.3. Moral Reasoning Approach;
    3.4. Value Clarification Approach; and
    3.5. Evocation Approach.
4. How are the difficulties in teaching values education described by teachers as to:
    4.1. Content/teaching domains;
    4.2. Strategy; and
    4.3. Assessment
5. How is the academic performance of the Junior High School Students in Values Education described?
6. Is there significant differences on the use of strategies and approaches in teaching values education when grouped according to profile variables?
7. Is there significant differences on the difficulties in teaching values education as described by the teachers when grouped according to profile variables?
8. Is there a significant relationship on the use and effectiveness of strategies and approaches in teaching values education to the academic performance of the students?
9. Is there a significant relationship on the difficulties in teaching values education as described by the teachers and the academic performance of the students?
10. What proposed program or model can be formulated to enhance the teaching of values education?

Methodology
Research Design
The study employed descriptive research method with the survey questionnaire and interview guides as the research instruments. This type of research method includes proper analyses, interpretation, comparisons, identification, trends and relationship.

The study assessed the perception of teachers on the on the determinants and effectiveness of strategies and approaches in teaching values education in the Division of Zambales, SY 2020-2021.

Conceptual Paradigm
The paradigm of the study involves the independent and dependent variables which is divided into two frames.

Frame 1 refers to the independent variables which covers the profile of the respondents in terms of age, sex, years in teaching, number of training or seminars attended in moral education or values education, religions affiliation and civil status. Part 2 dealt with the teachers' strategies and approaches used in teaching values education as to inculcation approach, awareness approach, moral reasoning approach, value clarification approach and evocation approach. The third part dealt with the effectiveness of teachers' strategies and approaches in teaching values education as to inculcation approach, awareness approach, moral reasoning approach, value clarification approach and evocation approach. The fourth part dealt with the difficulties in teaching values education as to Content/teaching domains, Strategy and Assessment.

Frames 2 contain the dependent variable which is the Academic Performance in Values Education among students.
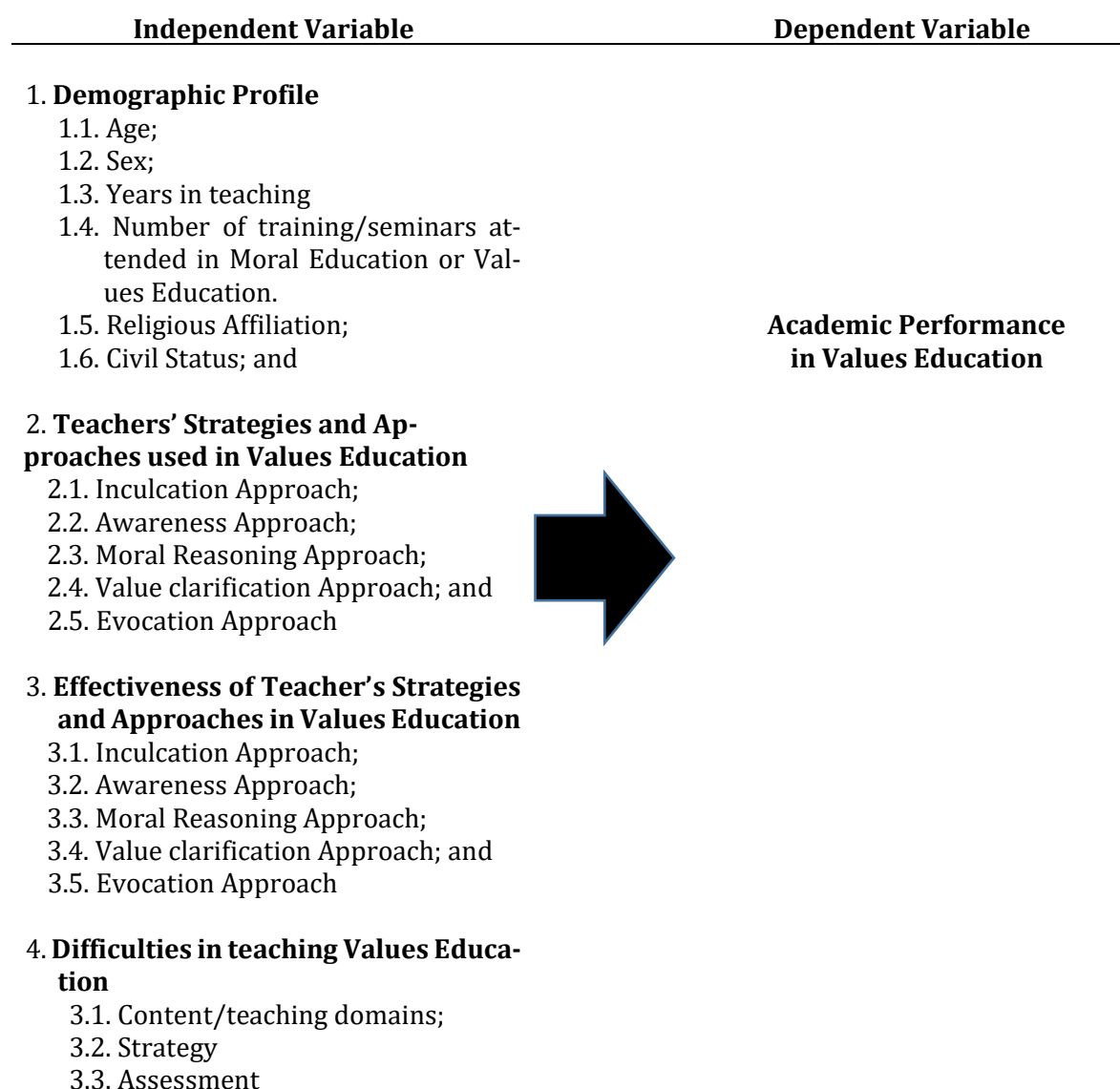
Independent Variable	**Dependent Variable**

1. **Demographic Profile**
    1.1. Age;
    1.2. Sex;
    1.3. Years in teaching
    1.4. Number of training/seminars attended in Moral Education or Values Education.
    1.5. Religious Affiliation;
    1.6. Civil Status; and

2. **Teachers' Strategies and Approaches used in Values Education**
    2.1. Inculcation Approach;
    2.2. Awareness Approach;
    2.3. Moral Reasoning Approach;
    2.4. Value clarification Approach; and
    2.5. Evocation Approach

3. **Effectiveness of Teacher's Strategies and Approaches in Values Education**
    3.1. Inculcation Approach;
    3.2. Awareness Approach;
    3.3. Moral Reasoning Approach;
    3.4. Value clarification Approach; and
    3.5. Evocation Approach

4. **Difficulties in teaching Values Education**
    3.1. Content/teaching domains;
    3.2. Strategy
    3.3. Assessment

Academic Performance in Values Education

Figure 1. Paradigm of the Study

Instrument

The study used the survey questionnaire as the research instrument. 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.

Data Collection

After making the draft of the survey questionnaires, the researcher sought the permission to the Director of the Graduate School, the School Division Superintendent and the School Principal to administered the instrument to the teacher-respondents.

After securing the endorsement the researcher personally distributed it to the teachers. The questionnaires was immediately retrieved by the researcher for tabulation, analysis and interpretation.

Data Analysis

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 succeeding statistical treatment.

1. *Percentage* **–** it is ration of any number as the whole. It was used to determine the proportion of the respondents that fall under the personal profile variables.
2. *Weighted Arithmetic Mean* – this was computed in order to determine the overall perceptions of the respondents.
3. *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.

    Decision 1. If the computed significant value is greater than (>) 0.05 Alpha Level of significance, accept the null hypothesis and reject the alternative.

    *Decision 2***.** If the computed significant values is less than (<) 0.05 Alpha level of significance, reject the null hypothesis. There is significant difference.

    *Decision 3***.** If the computed significant value is less than (<) 0.01 Alpha level of significance, reject the null hypothesis. There is highly significant difference.

4**.** *Pearson Product Moment Coefficient of Correlation.* Pearson r is an inferential statistics used to determine significant relationships between two variables. It is used as the comparative measures of association. The coefficient of correlation values could be (+) positive or negative (-). The positive value is when the compared variables are directly proportional which denotes that as the **x** variables increases so with **y** variable increases. The positive coefficient of correlation value is when compared variables are inversely proportional which denotes that as the x variables increases, y variable decreases, or as the x variables decreases, the y variable increases.

Results and Discussion

This chapter presents the gathered data in a tabular form, provide interpretation and analysis in order to give better understanding on the problems state in Chapter 1.

Profile of the Teacher-Respondents

Table 1 shows the frequency and percentage distribution of the teacher-respondents' profile variables of sex, age, years in teaching values education, Number of trainings in Moral Education/Values Education, religious affiliation, and civil status respectively.

a. *Sex.* Out of three hundred teacher-respondents, majority are female with 207 or equivalent to 69.00% while 93 or 31.00% are males. The data clearly manifest on the superiority of the female teacher-respondents compared to male and this could be ascribed of the innate-patience characteristics of females.

b. *Age***.** Most of the teacher-respondents are from age group of 31-35 years old with 73 or 24.30%. The computed mean age of the teacher-respondents was 36.53 years old.

c. *Years in Teaching Values Education.* Majority of the teacher-respondents had been teaching values education for 1-5 years with 158 or 52.70%. The computed mean years in teaching values education was 6.95 years.

d. *Number of trainings in Moral Education/Values Education***.** Majority of the teacher-respondents had attended 1-14 trainings with 225 or 75.00%. The computed mean number of trainings attended in moral education was 4.89 or 5 trainings.

e. *Religious Affiliation***.** Majority of the teacher-respondents are affiliated in the Roman Catholic with 192 or equivalent to 64.00%. The data clearly illustrates on the dominance of the respondents as member of the Roman Catholic religion and this could be ascribed on the existence of the religion in the Philippines for almost five hundred (500) years.

f. *Civil Status.* Majority of the teacher-respondents are married with 160 or equivalent to 53.30%. The data simply implies on the readiness of the values education teacher-respondents in handling marital responsibility.

Table 1. Frequency and Percentage Distribution of the Teacher-Respondents' Profile

Profile of the Respondents			Frequency (f)	Percentage (%)
Sex	Male		93	31.00
	Female		207	69.00
		Total	300	100.00
Age Mean=36.53 years old	51 above		25	8.30
	46-50 years old		25	8.30
	41-45 years old		40	13.30
	36-40 years old		65	21.70
	31-35 years old		73	24.30
	21-30 years old		72	24.00
		Total	300	100.00
Years in Teaching Values Education Mean=6.95 years	1-5 years		158	52.70
	11-15 years		21	7.00
	6-10 years		92	30.70
	16-20 years		13	4.30
	21 and above		16	5.30
		Total	300	100.00
No. of trainings in Moral Education/Values Education Mean=4.89 or 5	15 trainings and above		16	5.30
	10-14 trainings		15	5.00
	5-9 trainings		44	14.70
	1-4 trainings		225	75.00
		Total	300	100.00
Religious Affiliation	Roman Catholic		192	64.00
	Iglesia ni Cristo		42	14.00
	Baptist		11	3.70
	Protestant		9	3.00
	Born Again		43	14.30
	Islam		3	1.00
Civil Status	Single		103	34.30
	Widow		13	4.30
	Divorced		15	5.00
	Married		160	53.30
	Separated		9	3.00
		Total	300	100.00

Assessment on the Teachers' Use of Strategies and Approaches in Teaching Values Education

Table 2 shows the Summary of Responses towards Teachers' Use of Strategies and Approaches in Teaching Values Education.

The values education teacher-respondents assessed "Always" on Inculcation with overall weighted mean of (3.56) and ranked 1st while Evocation Approach (3.48), ranked 5th respectively. Overall, the computed grand mean on responses towards teachers' use of strategies and approaches in teaching values education was 3.52 with qualitative interpretation of "Always". For the strategies and approaches in teaching Values Education lessons in the secondary level, the present study always utilizes Inculcation Approach.

Table 2. Summary of Responses towards Teachers' Use of Strategies and Approaches in Teaching Values Education

	Teachers' Strategies and Approaches in Teaching Values Education	OWM	Qualitative Interpretation	Rank
1	Inculcation Approach	3.56	Always	1
2	Awareness Approach	3.51	Always	3.5
3	Moral Reasoning Approach	3.54	Always	2
4	Value Clarification Approach	3.51	Always	3.5
5	Evocation Approach	3.48	Always	5
	Grand Mean	3.52	Always	

Assessment on the Effectiveness of Teachers' Strategies and Approaches used in Teaching Values Education

Table 3 shows the Summary of Reponses on Effectiveness of Teachers' Strategies and Approaches in Teaching Values Education.

Table 3. Summary of Reponses on Effectiveness of Teachers' Strategies and Approaches in Teaching Values Education

	Effectiveness of Teachers' Strategies and Approaches in Teaching Values Education	OWM	Qualitative Interpretation	Rank
1	Inculcation Approach	3.50	Very Much Effective	1
2	Awareness Approach	3.44	Very Much Effective	3
3	Moral Reasoning Approach	3.47	Very Much Effective	2
4	Value Clarification Approach	3.43	Very Much Effective	4.5
5	Evocation Approach	3.43	Very Much Effective	4.5
	Grand Mean	3.45	Very Much Effective	

The values education teacher-respondents assessed "Very Much Effective" on Inculcation Approach with overall weighted mean of (3.50) and ranked 1st; while Value Clarification Approach and Evocation Approach with equal mean of (3.43) and ranked 4.5th respectively. Overall, the computed grand mean on the responses towards effectiveness of teachers' strategies and approaches in teaching values education was 3.45 with qualitative interpretation of "Very Much Effective". In terms of effec-tive approach or strategy to teach Values Education lesson in the secondary level, Inculcation Approach was appraised "very Much Effective".

Assessment of the Teacher-respondents on the difficulties in teaching values education

Table 4 shows the Summary Table on the responses towards Dimension on difficulties in teaching values education.

Table 4. Summary Table on the responses towards Dimension on difficulties in teaching values education

	Dimension on difficulties in teaching values education	OWM	Qualitative Interpretation	Rank
1	Context/Teaching Domains	3.38	Strongly Agree	2.5
2	Strategies	3.41	Strongly Agree	1
3	Assessment	3.38	Strongly Agree	2.5
	Grand Mean	3.40	Strongly Agree	

The teacher-respondents assessed "Strongly Agree" on strategies with overall weighted mean of (3.38) and ranked 1st followed by Context/Teaching Domain and Assessment with equal mean of (3.38) and ranked 2.5th respectively. The computed grand mean on the responses towards dimensions on difficulties in teaching values education was 3.40 with qualitative interpretation of "Strongly Agree". They strongly agreed that teacher in Values Education experience difficulties in teaching primarily on the aspect of Strategies. Varied approaches and strategies are to be utilized in teaching Values education in the secondary level. Teacher-respondents need to explore more efficient and effective and appropriate teaching approaches and strategies to be able the learners achieve the learning competencies as specified in the Values Education Curriculum Guide or Most essential Learning Competencies (MELCs).

Academic Performance of the Junior High School Students in Values Education

Table 5 shows the Academic Performance of the Junior High School Students in Values Education. There were 2 (0.70%) students who gained a grade ranging from 80-84 with interpretation of Satisfactory; 14 (4.70%) students whose grade was 85-89 with interpretation of Very Satisfactory; overwhelming figure of 284 (94.70%) students gained a rating of 90-100 with qualitative description of Outstanding. The mean of academic performance =94.54 with descriptive remarks of Outstanding. The performance of the students in Values Education was exemplary supported with their mean grade of 94.54.

Table 5. Distribution on the Academic Performance of the Junior High School Students in Values Education

Academic Performance	Frequency (f)	Percentage (%)
Satisfactory (80-84)	2	0.70
Very Satisfactory (85-89)	14	4.70
Outstanding (90-100)	284	94.70
Total	300	100.00
Mean of Academic Performance =94.54 (Outstanding)		

Test of differences on the use of strategies and approaches in teaching values education when grouped according to profile variables
Inculcation Approach

Table 6 shows the Analysis of Variance to test differences on the use of strategies and approaches in teaching values education as to Inculcation Approach when grouped according to profile variables of sex, age, years in teaching values education, number of trainings in moral education/values education, religious affiliation and civil status respectively.

There is no significant difference on the use of strategies and approaches in teaching values education when grouped according to profile variables of sex, years in teaching values education, number of trainings in moral education and civil status respectively based on the computed P or Sig. Values of 0.570, 0.076, 0.425, and 0.322 which were higher than (>) 0.05 Alpha Level of Significance, hence the null hypothesis is accepted. The Values Education teacher-respondents manifest likeness of perception on the use of Inculcation Approach in teaching the subject when grouped according to respondents' sex, years in teaching, number of trainings in moral education/values education and civil status.

Table 6. Analysis of Variance to test differences on the use of strategies and approaches in teaching values education as to Inculcation Approach when grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	0.060	1	0.060	0.324	0.570	Accept Ho Not Significant
	Within Groups	55.514	298	0.186			
	Total	55.574	299				
Age	Between Groups	2.408	5	0.482	2.664	0.023	Reject Ho Significant
	Within Groups	53.166	294	0.181			
	Total	55.574	299				
Years in Teaching Values Education	Between Groups	1.564	4	0.391	2.136	0.076	Accept Ho Not Significant
	Within Groups	54.010	295	0.183			
	Total	55.574	299				
No. of trainings in Moral Education/ Values Education	Between Groups	0.520	3	0.173	0.932	0.425	Accept Ho Not Significant
	Within Groups	55.054	296	0.186			
	Total	55.574	299				
Religious Affilia-tion	Between Groups	3.031	5	0.606	3.392	0.005	Reject Ho Significant
	Within Groups	52.543	294	0.179			
	Total	55.574	299				
Civil Status	Between Groups	0.871	4	0.218	1.174	0.322	Accept Ho Not Significant
	Within Groups	54.703	295	0.185			
	Total	55.574	299				

On the other hand, the computed Sig. Values of 0.023 and 0.005 which were lower than (<) 0.05 Alpha Level of Significance, null hypothesis is rejected, hence there is significant difference on the use of strategies and approaches in teaching values education when grouped according to age and religious affiliation respectively. The teacher – respondents who vary in terms of age and religious affiliation show likeness of knowledge and skill in the utilization of Inculcation Approach in teaching Values Education. The data manifest on the divergence of opinion towards Inculcation Approach when grouped according to age and religious affiliation.

Awareness Approach
Table 7. Analysis of Variance to test differences on the use of strategies and approaches in teaching values education as to Awareness Approachwhen grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	0.220	1	0.220	1.258	0.263	Accept Ho Not Significant
	Within Groups	52.081	298	0.175			
	Total	52.301	299				
Age	Between Groups	2.628	5	0.526	3.110	0.009	Reject Ho Significant
	Within Groups	49.673	294	0.169			
	Total	52.301	299				
Years in Teaching Values Education	Between Groups	0.907	4	0.227	1.302	0.269	Accept Ho Not Significant
	Within Groups	51.394	295	0.174			
	Total	52.301	299				
No. of trainings in Moral Education/ Values Education	Between Groups	0.381	3	0.127	0.724	0.538	Accept Ho Not Significant
	Within Groups	51.920	296	0.175			
	Total	52.301	299				

Sources of Variations		SS	df	MS	F	Sig.	Decision
Religious Affilia-tion	Between Groups	0.845	5	0.169	0.966	0.439	Accept Ho Not Significant
	Within Groups	51.456	294	0.175			
	Total	52.301	299				
Civil Status	Between Groups	0.452	4	0.113	0.642	0.633	Accept Ho Not Significant
	Within Groups	51.849	295	0.176			
	Total	52.301	299				

Table 7 shows the Analysis of Variance to test differences on the use of strategies and approaches in teaching values education as to Awareness Approach when grouped according to profile variables of sex, age, years in teaching values education, number of trainings in moral education/values education, religious affiliation and civil status respectively.

There is no significant difference on the use of strategies and approaches in teaching values education as to Awareness Approach when grouped according to profile variables of sex, years in teaching values education, number of trainings in moral education and civil status respectively based on the computed P or Sig. Values of 0.263, 0.269, 0.538, 0.439 and 0.633 which were higher than (>) 0.05 Alpha Level of Significance, hence the null hypothesis is accepted.

The Values Education teacher-respondents manifest likeness of perception on the use of Awareness Approach in teaching the subject when grouped according to respondents' sex, years in teaching values education, number of trainings in moral education and civil status.

On the other hand, the computed Sig. Value of 0.009 which is lower than (<) 0.05 Alpha Level of Significance, null hypothesis is rejected, hence there is significant difference on the use of strategies and approaches in teaching values education when grouped according to age. The teacher – respondents who vary in terms of age show likeness of knowledge and skill in the utilization of Awareness Approach in teaching Values Education.

Moral Reasoning Approach

Table 8 shows the Analysis of Variance to test differences on the use of strategies and approaches in teaching values education as to Moral Reasoning Approach when grouped according to profile variables of sex, age, years in teaching values education, number of trainings in moral education/values education, religious affiliation and civil status respectively.

Table 8. Analysis of Variance to test differences on the use of strategies and approaches in teaching values education as to Moral Reasoning Approachwhen grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	0.001	1	0.001	0.008	0.927	Accept Ho Not Significant
	Within Groups	50.554	298	0.170			
	Total	50.555	299				
Age	Between Groups	1.290	5	0.258	1.539	0.177	Accept Ho Not Signi ficant
	Within Groups	49.266	294	0.168			
	Total	50.555	299				
Years in Teaching Values Education	Between Groups	0.827	4	0.207	1.226	0.300	Accept Ho Not Significant
	Within Groups	49.728	295	0.169			
	Total	50.555	299				
No. of trainings in Moral Education/ Values Education	Between Groups	0.401	3	0.134	0.789	0.501	Accept Ho Not Significant
	Within Groups	50.154	296	0.169			
	Total	50.555	299				

Sources of Variations		SS	df	MS	F	Sig.	Decision
Religious Affiliation	Between Groups	1.224	5	0.245	1.458	0.203	Accept Ho Not Significant
	Within Groups	49.332	294	0.168			
	Total	50.555	299				
Civil Status	Between Groups	0.625	4	0.156	0.923	0.451	Accept Ho Not Significant
	Within Groups	49.931	295	0.169			
	Total	50.555	299				

There is no significant difference on the use of strategies and approaches in teaching values education as to Moral Reasoning approach when grouped according to profile variables of sex, age, years in teaching values education, number of trainings in moral education and civil status respectively based on the computed P or Sig. Values of 0.927, 0.177, 0.300, 0.501, 0.203 and 0.451 respectively which were all higher than (>) 0.05 Alpha Level of Significance, hence the null hypothesis is accepted. The Values Education teacher-respondents manifest likeness of perception on the use of Moral Reasoning Approach in teaching the subject when grouped according to profile variables. Even the teacher – respondents vary in terms of sex, age, years in teaching values education, number of trainings in moral education

and civil status respectively, they show similarity of knowledge and skill in the utilization of Moral Reasoning Approach in teaching Values Education.

The data clearly indicates on the parallelism and similarity of perspective towards moral reasoning approach in teaching values education.

Value Clarification Approach

Table 9 shows the Analysis of Variance to test differences on the use of strategies and approaches in teaching values education as to Value Clarification Approach when grouped according to profile variables of sex, age, years in teaching values education, number of trainings in moral education/values education, religious affiliation and civil status respectively.

Table 9. Analysis of Variance to test differences on the use of strategies and approaches in teaching values education as to Value Clarification Approach when grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	0.000	1	0.000	0.000	0.993	Accept Ho Not Significant
	Within Groups	51.730	298	0.174			
	Total	51.730	299				
Age	Between Groups	0.799	5	0.160	0.922	0.467	Accept Ho Not Significant
	Within Groups	50.931	294	0.173			
	Total	51.730	299				
Years in Teaching Values Education	Between Groups	0.961	4	0.240	1.396	0.235	Accept Ho Not Significant
	Within Groups	50.769	295	0.172			
	Total	51.730	299				
No. of trainings in Moral Education/ Values Education	Between Groups	0.675	3	0.225	1.304	0.273	Accept Ho Not Significant
	Within Groups	51.055	296	0.172			
	Total	51.730	299				
Religious Affiliation	Between Groups	0.242	5	0.048	0.276	0.926	Accept Ho Not Significant
	Within Groups	51.488	294	0.175			
	Total	51.730	299				
Civil Status	Between Groups	0.207	4	0.052	0.296	0.880	Accept Ho Not Significant
	Within Groups	51.523	295	0.175			
	Total	51.730	299				

There is no significant difference on the use of strategies and approaches in teaching values education as to Value clarification approach when grouped according to profile variables of sex, age, years in teaching values education, number of trainings in moral education and civil status respectively based on the computed P or Sig. Values of 0.993, 0.467, 0.235, 0.273, 0.926 and 0.880 respectively which were all higher than (>) 0.05 Alpha Level of Significance, hence the null hypothesis is accepted. The Values Education teacher-respondents manifest likeness of perception on the use of Value Clarification Approach in teaching the subject when grouped according to profile variables. Even the teacher – respondents vary in terms of sex, age, years in teaching values education, number of trainings in moral education and civil status respectively, they show likeness of knowledge and skill in the utilization of Value Clarification Approach in teaching Values Education.

The data suggest on the similarity and likeness of opinion towards value clarification approach.

Evocation Approach

Table 10 shows the Analysis of Variance to test differences on the use of strategies and approaches in teaching values education as to Evocation Approach when grouped according to profile variables of sex, age, years in teaching values education, number of trainings in moral education/values education, religious affiliation and civil status respectively.

There is no significant difference on the use of strategies and approaches in teaching values education as to Evocation approach when grouped according to profile variables of sex, age, years in teaching values education, number of trainings in moral education and civil status respectively based on the computed P or Sig. Values of 0.672, 0.061, 0.996, 0.912, 0.929 and 0.502 respectively which were all higher than (>) 0.05 Alpha Level of Significance, hence the null hypothesis is accepted.

Table 10. Analysis of Variance to test differences on the use of strategies and approaches in teaching values education as to Evocation Approach when grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	0.030	1	0.030	0.180	0.672	Accept Ho Not Significant
	Within Groups	48.871	298	0.164			
	Total	48.900	299				
Age	Between Groups	1.715	5	0.343	2.138	0.061	Accept Ho Not Significant
	Within Groups	47.185	294	0.160			
	Total	48.900	299				
Years in Teaching Values Education	Between Groups	0.032	4	0.008	0.049	0.996	Accept Ho Not Significant
	Within Groups	48.868	295	0.166			
	Total	48.900	299				
No. of trainings in Moral Education/ Values Education	Between Groups	0.088	3	0.029	0.177	0.912	Accept Ho Not Significant
	Within Groups	48.813	296	0.165			
	Total	48.900	299				
Religious Affiliation	Between Groups	0.224	5	0.045	0.270	0.929	Accept Ho Not Significant
	Within Groups	48.677	294	0.166			
	Total	48.900	299				
Civil Status	Between Groups	0.549	4	0.137	0.837	0.502	Accept Ho Not Significant
	Within Groups	48.351	295	0.164			
	Total	48.900	299				

The Values Education teacher-respondents manifest likeness of perception on the use of Evocation Approach in teaching the subject when grouped according to profile variables. In this particular result, whether the teachers vary as to age, years in teaching values education, number of trainings in moral education/values education, religious affiliation and civil status respectively they manifest likeness of perception on the usage of Evocation Approach in teaching Values Education. Sever (2015) revealed that the teachers who are new or quite long in the service perceive that Evocation Approach allows and encourage students aged to make spontaneously free, non-rational choices, without thought or hesitation.

Test of differences on the difficulties in teaching values education as described by the teachers when grouped according to profile variables

Content/Teaching Domains
Table 11 shows the test differences on the difficulties in teaching values education as described by the teachers as to Content Domains when grouped according to profile variables of sex, age, years in teaching values education, number of trainings in moral education/values education, religious affiliation and civil status respectively.

There is no significant difference on the on the difficulties in teaching values education as described by the teachers as to Content/Teaching Domains when grouped according to profile variables of sex, years in teaching values education, number of trainings in moral education and civil status respectively based on the computed P or Sig. Values of 0.910, 0.748, 0.481, 0.682 and 0.383 which were higher than (>) 0.05 Alpha Level of Significance, hence the null hypothesis is accepted.

Table 11. Analysis of Variance to test differences on the difficulties in teaching values education as described by the teachers as to Content/Teaching Domains when grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	0.002	1	0.002	0.013	0.910	Accept Ho Not Significant
	Within Groups	44.075	298	0.148			
	Total	44.077	299				
Age	Between Groups	2.026	5	0.405	2.833	0.016	Reject Ho Significant
	Within Groups	42.050	294	0.143			
	Total	44.077	299				
Years in Teaching Values Education	Between Groups	0.287	4	0.072	0.483	0.748	Accept Ho Not Significant
	Within Groups	43.790	295	0.148			
	Total	44.077	299				
No. of trainings in Moral Education/ Values Education	Between Groups	0.366	3	0.122	0.826	0.481	Accept Ho Not Significant
	Within Groups	43.711	296	0.148			
	Total	44.077	299				
Religious Affiliation	Between Groups	0.462	5	0.092	0.623	0.682	Accept Ho Not Significant
	Within Groups	43.614	294	0.148			
	Total	44.077	299				
Civil Status	Between Groups	0.617	4	0.154	1.048	0.383	Accept Ho Not Significant
	Within Groups	43.459	295	0.147			
	Total	44.077	299				

The Values Education teachers who varies in terms of sex, years in teaching, civil status, religious affiliation and trainings in Values Education have similar perception Content/Teaching Domains of difficulties in teaching Values Education.

On the other hand, the computed Sig. Values of 0.016 which is lower than (<) 0.05 Alpha Level of Significance, null hypothesis is rejected, hence there is significant difference on the use of strategies and approaches in teaching values education when grouped according to age. The Values Education teachers who varies in terms of age (younger and adult) have different perception on Content/Teaching Domains difficulties in teaching Values Education.

Strategies

Table 12 shows the Analysis of Variance to test differences on the difficulties in teaching values education as described by the teachers as to Strategies when grouped according to profile variables of sex, age, years in teaching values education, number of trainings in moral

education/values education, religious affiliation and civil status respectively.

There is no significant difference on the on the difficulties in teaching values education as described by the teachers as to Strategies when grouped according to profile variables of sex, age, years in teaching values education, number of trainings in moral education and civil status respectively based on the computed P or Sig. Values of 0.838, 0.089, 0.341, 0.752, 0.427 and 0.751 which were higher than (>) 0.05 Alpha Level of Significance, hence the null hypothesis is accepted. It is suffice and evident to conclude that the values education teacher-respondents who vary in terms of sex, age, years in teaching, civil status, religious affiliation and trainings in Values Education have no objection and variation on their opinion towards strategies.

Table 12. Analysis of Variance to test differences on the difficulties in teaching values education as described by the teachers as to Strategies when grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	0.007	1	0.007	0.042	0.838	Accept Ho Not Significant
	Within Groups	47.475	298	0.159			
	Total	47.481	299				
Age	Between Groups	1.510	5	0.302	1.931	0.089	Accept Ho Not Significant
	Within Groups	45.972	294	0.156			
	Total	47.481	299				
Years in Teaching Values Education	Between Groups	0.719	4	0.180	1.133	0.341	Accept Ho Not Significant
	Within Groups	46.763	295	0.159			
	Total	47.481	299				
No. of trainings in Moral Education/ Values Education	Between Groups	0.192	3	0.064	0.401	0.752	Accept Ho Not Significant
	Within Groups	47.289	296	0.160			
	Total	47.481	299				
Religious Affiliation	Between Groups	0.783	5	0.157	0.985	0.427	Accept Ho Not Significant
	Within Groups	46.699	294	0.159			
	Total	47.481	299				
Civil Status	Between Groups	0.307	4	0.077	0.480	0.751	Accept Ho Not Significant
	Within Groups	47.175	295	0.160			
	Total	47.481	299				

Assessment

Table 13 shows the Analysis of Variance to test differences on the difficulties in teaching values education as described by the teachers as to Assessment when grouped according to profile variables of sex, age, years in teaching values education, number of trainings in moral

education/values education, religious affiliation and civil status respectively.

There is no significant difference on the on the difficulties in teaching values education as described by the teachers as to Assessment when grouped according to profile variables of sex, age, years in teaching values education,

number of trainings in moral education and civil status respectively based on the computed P or Sig. Values of 0.551, 0.062, 0.513, 0.892, 0.573 and 0.913 which were higher than (>) 0.05 Alpha Level of Significance, hence the null hypothesis is accepted.

The data clearly demonstrate on the agreement of the teacher-respondents towards difficulty encountered by Values Education teacher on the assessment of student progress and development. Regardless of differences in teachers' profile variables such as sex, age, years in teaching, civil status, religious affiliation and trainings in Values Education, there was a common experience of difficulty on the assessment and evaluation of students.

Table 13. Analysis of Variance to test differences on the difficulties in teaching values education as described by the teachers as to Assessment when grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	0.056	1	0.056	0.357	0.551	Accept Ho Not Significant
	Within Groups	46.926	298	0.157			
	Total	46.982	299				
Age	Between Groups	1.641	5	0.328	2.128	0.062	Accept Ho Not Significant
	Within Groups	45.341	294	0.154			
	Total	46.982	299				
Years in Teaching Values Education	Between Groups	0.517	4	0.129	0.821	0.513	Accept Ho Not Significant
	Within Groups	46.465	295	0.158			
	Total	46.982	299				
No. of trainings in Moral Education/ Values Education	Between Groups	0.098	3	0.033	0.207	0.892	Accept Ho Not Significant
	Within Groups	46.884	296	0.158			
	Total	46.982	299				
Religious Affiliation	Between Groups	0.606	5	0.121	0.768	0.573	Accept Ho Not Significant
	Within Groups	46.376	294	0.158			
	Total	46.982	299				
Civil Status	Between Groups	0.156	4	0.039	0.245	0.913	Accept Ho Not Significant
	Within Groups	46.826	295	0.159			
	Total	46.982	299				

Test of significant relationship between the effectiveness of strategies and approaches and the academic performance of the students

Table 14. Pearson Product Moment Coefficient of Correlation to test significant relationship between the effectiveness of strategies and approaches and the academic performance of the students

Sources of Correlations		Effectiveness of Strategies and Approaches Used	Academic Performance of the Students
Effectiveness of Strategies and Approaches Used	Pearson Correlation	1	0.018
	Sig. (2-tailed)		0.762
	N	300	300
Academic Performance of the Students	Pearson Correlation	0.018	1
	Sig. (2-tailed)	0.762	
	N	300	300

There is negligible correlation between the effectiveness of strategies and approaches and the academic performance of the students manifested on the computed Pearson r –value of 0.018. The computed Sig. (2-tailed) value of 0.762 which is higher than 5% significant level, the null hypothesis is accepted. This indicates that there is no significant relationship (or negligible correlation) between academic performance of the students and the effectiveness of strategies and approaches in teaching Values Education specifically inculcation approach,

awareness approach, moral reasoning approach, value clarification approach, and evocation approach. This finding implies that the academic performance of students may improve or may decline/fail because of other causes or factors such as student-related factors, other teacher related factors, other aspects of the teaching and learning process, etc.

Test of significant relationship between the difficulties in teaching values education and the academic performance of the students.

Table 15. Pearson Product Moment Coefficient of Correlation to test significant relationship between the difficulties in teaching values education and the academic performance of the students

Sources of Correlations		Difficulties in Teaching Values Education	Academic Performance of the Students
Difficulties in Teaching Values Education	Pearson Correlation	1	0.057
	Sig. (2-tailed)		0.328
	N	300	300
Academic Performance of the Students	Pearson Correlation	0.057	1
	Sig. (2-tailed)	0.328	
	N	300	300

There is negligible correlation between the effectiveness of strategies and approaches and the academic performance of the students manifested on the computed Pearson r –value of 0.057. The computed Sig. (2-tailed) value of 0.328 which is higher than 5% significant level, the null hypothesis is accepted. This indicates that there is no significant relationship (or negligible correlation) between academic performance of the students and the difficulties in teaching Values Education in terms of content, strategies and assessment. The teachers in Values Education may have different level of understanding of how they approach the contents of the Curriculum Guide/Most Essential Learning Competencies (MELCS); on how they perceive different suitable and appropriate strategies; and how they utilize different techniques and tools in assessment.

Proposed Intervention Program
An intervention program to address the challenges encountered by Multi-Grade Teachers is hereby proposed. The summary Table on

the proposed intervention is attached in Appendix.

Conclusion
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.

Recommendations

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 Zambales 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. 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. 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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Appendix
INTERVENTION PROGRAM TO ADDRESS THE CHALLENGES ENCOUNTERED BY MULTI-GRADE VALUES EDUCATION TEACHERS

KEY AREA	OBJECTIVE/S	SPECIFIC ACTIVITIES	OUTPUTS	Person(s) Involved	Time Frame	Proposed Budget
Approaches / Strategies in Teaching Values Education	Improved utilization of Values Education pedagogies with resilience and tolerance of students' diversity; communication and research skills; and help develop students' social skills. Explore relevant techniques of Values Education approaches specifically focused on students' wellbeing, respect and responsibility. Design/plan and execute Values Education learning tasks and activities utilizing different approaches for further understanding and learning of Values Education contents/ lessons. Consider and employ the opportunity to integrate Values Education lessons - interdisciplinary and multidisciplinary. Utilize Values Education approaches and strategies for developing students' critical and creative thinking, as well as other higher-order thinking skills	**Activities:** Conduct and/or participation in In-Service Trainings, Seminars, Workshops. Conduct of Learning Action Cell (LAC) Sessions Participation in Project Group and/or Professional Group Discussions **Suggested Topics:** "Best Practices in Inculcation, Awareness, Moral Reasoning, Value Clarification and Evocation Approaches in Values Education Program" "Efficacy of Techniques toward Values Education, Moral Development and Civic and Citizenship Education" "Engaging Learning Tasks and Activities in Values Education Teaching" "Interdisciplinary and Multidisciplinary	**Expected Outputs:** Innovative Approach/Strategy in Values Education Strategic Intervention Materials for Values Education Module/ Worksheets/ Simple Handout or Handbook for Values Education Research Proposal / Research Output related to Values Education	School Head Department Head Lecturers/ Resource Persons Teacher/s Students	April 2021 May 2021 June 2021	Php 45,000.00

| | | and for improved classroom communication. | Teaching of Values Education" | | | | |
| | | | "Values Education Approaches towards Critical and Creative Thinking, and HOT" | | | | |

KEY AREA	OBJECTIVE/S	SPECIFIC ACTIVITIES	OUTPUTS	Person(s) Involved	Time Frame	Proposed Budget
Values Education Contents and Learning Competencies	Considers and respects diversity that emanates from factors such as gender, religious beliefs, family values and practices in presenting Values Education contents. Renew attention and emphasis on the importance of citizenship, growing nationalism and environmental awareness. Ensure autonomy and freedom among teachers to improve and modify their own modules in Values Education based from evaluations and students' needs. Identify specific expectations or learning outcomes in Values Education using the Curriculum Guide/MELCs. Organize purposeful and engaging learning experiences and activities in teaching Values Education contents.	**Activities:** Conduct and/or participation in In-Service Trainings, Seminars, Workshops. Conduct of Learning Action Cell (LAC) Sessions Participation in Project Group and/or Professional Group Discussions **Suggested Topics:** "Stating Deeper and Measurable Objectives on Values Education Lessons Based on Curriculum Guide/ MELCs" "Students' Diversity and Values Education Program" "Values Education, Civic Consciousness and Citizenship Education" "Relevance of Values Education	**Expected Outputs:** Strategic Intervention Materials for Values Education Module/ Worksheets/ Simple Handout or Handbook for Values Education Research Proposal / Research Output related to Values Education	School Head Department Head Lecturers/ Resource Persons Teacher/s Students	July 2021 August 2021 September 2021 October 2021	Php 55,000.00

		in the 21st Century"			November 2021	
	Organize Values Education lessons aimed to develop students' personal values, group values and societal values	"Trends and Issues during the Pandemic as Values Education Contents"				
	Plan, review, and continuously adjust on what works, what didn't, and how to improve teaching Values Education.	"Application and Utilization of Efficient and Effective Instructional Planning in Values Education"				
	Evaluate the quality of available resources when designing a unit or lesson in Values Education.	"Best Practices on Instructional Planning and Lesson Preparation in Values Education"				

KEY AREA	OBJECTIVE/S	SPECIFIC ACTIVITIES	OUTPUTS	Person(s) Involved	Time Frame	Proposed Budget
Values Education Assessment Techniques & Tools	Demonstrate knowledge in designing, selecting and preparation of diagnostic, formative and summative assessment strategies for Values Education curriculum requirements. Improved utilization of assessment strategies through synchronous and asynchronous forms. Assess students' performances and authentic outputs in Values Education appropriately. Use of assessment data to enhance teaching and learn-	**Activities:** Conduct and/or participation in In-Service Trainings, Seminars, Workshops. Conduct of Learning Action Cell (LAC) Sessions Participation in Project Group and/or Professional Group Discussions **Suggested Topics:** "Learning Assessment Challenges in Values Education Program during the COVID19 Pandemic"	**Expected Outputs:** Strategic Intervention Materials for Values Education Module/ Worksheets/ Simple Handout or Handbook for Values Education Compilation of Assessment Tools for Values Education Research Proposal / Research Output related to Values Education	School Head Department Head Lecturers/ Resource Persons Teacher/s Students	December 2021 January 2022	Php 57,000.00

	ing practices in Values Education Programs. Master the process of interpretation of data to help make better decisions regarding evaluation of learner' progress in Values Education Communication and reporting of learner needs, progress and achievement to parents	"Diagnostic, Formative and Summative Assessment Strategies and Learning Modules in Values Education" "Monitoring and Reporting of Students' Progress during the Pandemic - Synchronous and Asynchronous Forms" "Designing, Preparing and Utilization of Alternative Assessment (Performance-Based and Authentic) Tools in Values Education" "Application/Utilization of Accumulated Assessment Process to Students"			February 2022	