Teaching Strategies in Values Education in the Secondary Schools

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Abstract— The study aimed to conduct a survey on the degree of effectiveness of teaching strategies in Values Education to bring better insight on helping the teachers and learners. The study was conducted in the secondary schools of Kabayan District with a total enumeration of sixteen Values Education Teachers as the respondents. The study used a descriptive survey-method with a questionnaire as the primary instrument in gathering the necessary data. All gathered data were tallied, computed, tabulated, analyzed, and interpreted with the use of statistical tools such as frequencies and weighted means to measure the responses of the respondents on each questions. Based on the results on the gathered data, the following are the salient findings of the study: the identified teaching strategies was used most of the time; the application of the identified teaching strategies were effective; and the problems encountered by the teachers in using such teaching strategies were moderately serious.

Keywords— Teachers, strategies, effectiveness, problems, application, preparation.

I. INTRODUCTION

Values Education is one of the subjects of the Department of Education. Grades 1-10 learners are required to take and pass this subject by achieving the corresponding competencies required for every grade level. For national moral recovery, the Department of Education, Culture and Sports introduced the DECS Values Education Program in 1998 emphasizing social reform through the inner transformation of the individual. That was in support of President Corazon Aquino's 1988 Moral Recovery Program. The DECS Values Education Program had as its centerpiece the offering of Values Education as a subject in all Grade levels the same subject is offered in the K to 12 Curriculum with a new name Edukasyon sa Pagpapakatao in which the Enhance Basic Education Act of 2013 (R.A. 10533) states that the K to 12 Curriculum including EsP is developed based on the principle of spiral progression. The use of spiral progression means basic concepts, big ideas, and important tasks are revisited in every grade level in an ever deepening inquiry and increasingly complexity through engaging problems and applications. There are Six (6) Guiding Principles in the Teaching of EsP and these are: 1) Values are both taught and caught. The EsP teacher must teach the cognitive aspect of virtue intentionally and must live to. 2) Values cannot be separated from understanding although values and attitudes relate to the effect dimension. 3) At young age, a child may not yet be capable of understanding his/her true personhood but can be taught to lead a virtuous life

that early for him to develop good character. The book of Proverbs states "Train up a child in the way he should go, even when he is old he will not depart from it" (Proverbs 22.6). 4) Values education is about developing virtues, good habits, and dispositions which had students to responsible and mature adulthood. Effective value education must promote the development of virtue. 5) Values Education is concerned with relationships. Personhood is rooted in relationships. We develop our personhood in relationships with others. One's development is inseparably related to others. No one attains his/her personhood without others. 6) An effective values education takes place in an atmosphere of respect, tolerance and genuine understanding. The teacher shares and offers his/her value system with the students or students also share their value systems in class without imposing them on others (Manalo, 2016).

With these guiding principles in teaching Values Education, effective teaching strategies are needed to assist the learners to explore, discuss, analyze and act in the context of their learning and their interaction with others for a satisfactory learning outcome. From a short interview conducted to the teachers handing Values Education subject it came out that most of the learners do not take this subject seriously, some are not doing the given activities while others are doing other activities in other subject during the subject period. Other teachers especially the non-major who are teaching this subject has difficulty on what teaching strategy they will use to

address the needs of the learners. On the other hand, learners claim that this subject is serious and boring sense it requires more reading.

Jalbani (2014) stated that all the educationist are well familiar with the fact that all the learners have a different learning style, whereas the problem lies in catering to all of them with an effective teaching strategy. Students learn in different ways as per their capabilities. Some learn by seeing, hearing, reflecting, modeling, reasoning and drawing, etc. Teaching strategies vary from one age group to another. None of the method is the best. It depends on the learning style of the students.

Research point out that quality teaching is necessarily a student-centered. It aims to help most and for all students learning. Therefore, focus should not only be pedagogical skills, but also learning environment that must address the student's personal needs. Students should also be aware as to why they are working so that they are able to relate to other students and receive help if required. Therefore, learning environment along with teachers' pedagogical skills is important for quality education. Similarly, the students have also become both, geographically and socially diversified. There is a great need of new teaching methods and pedagogies to meet global challenges. Hence, there is also a need of change in the learner and teachers' means of interaction. All the schools are striving to integrate curriculum with technology so that the students are provided quality education and learning takes place their way and they are focusing quality education to the students by all the means so that they are ahead in the education.

Jalbani (2014) further said that the teacher should align their professional experiences with their teaching practices and pedagogies in order to benefit their students. According to him, one of the major roles of the teacher is to ensure that the content delivered has achieved the learning objective, which can be considered a key challenge. Despite the years of teaching experience, there is always a room for improvement and innovation for the teachers to adapt as per their requirement. Demands and needs change time to time so the teachers should also undergo professional and personal development to benefit both, the students and themselves as well, both are the learners. There is no age limit for learning; it depends on priorities and awareness only.

Another researcher, Deppeler (2000) as cited by Jalbani (2014), suggests that the teacher would be able to change their teaching practices when they would reflect upon them and engage themselves in examining their own theories of teaching practices. But, ironically, it is a fact that the teachers hardly get any time to reflect on their daily practices, leading to improvement, or they are unaware of this process and it is out of question for them. They believe that delivering the content which has been planned for a specific day and subject is the basic necessity, neglecting the fact and being least bothered about knowing if the student learned or it was impossible for student to grasp the basic concept even.

From the conclusion of the research of Jalbani, great emphasis has been laid on the teachers to use effective teaching strategies and method for improving learning by many researchers and educationists but on the other hand, one must also understand that the amount of students' learning in class also depends on their native ability of cognition and as well as their prior preparation. Teachers should prepare mental set through rapport with students before they start teaching. With the passage of time, the importance of instructor's teaching style is being spread and the teachers are taking initiative to improve their teaching strategies for students' improved learning by.

There is no one single strategy which fits all types of learners. A traditional lecture may inspire one but frustrate the others; a tasked-based enthuse the exuberant students but may confuse and discourage the timid ones. Hence, teachers must prepare a careful planned lesson with various teaching strategies so that all learners may be satisfied according to San Jose and Galang (2015)

According to Ramos (2015) changes in our educational system today give new role for the subject teacher. With technological advances, new techniques and strategies, approaches and methods should find their way into our school system. These new roles and insights were not gained through traditional teaching. He emphasized that teacher is the key figure in school. The success of the school and the students in terms of each educational progress rests on the active awareness and leadership of the teacher in carrying out its programs. The teacher then is expected to initiates techniques and strategies that create meaningful and favorable atmosphere in which educational process in successfully taking place. Another responsibility of the teacher is the role in improving meaningful instruction and learning. Teacher

should see what goes on in the classroom and find how learners can learn effectively. Towards the improvement of learner's performance, teacher has to take part in assisting students to make plan about the choice of methods, materials and evaluation procedures. Moreover, teachers must relate themselves well with the learners to communicate with them about favorable learning goals. Learners should understand not only the facts but also on how these facts are organized and how they are related to one another in order to characterize meaningful learning. Students should be exposed to varied learning experiences because the greater the involvement, the greater the learning, thereby ensuring quality education.

Ramos (2015) further emphasized that most of the teachers use the process of teaching in traditional way, that is, passive learning with the use of supported technology. However teachers look like a baby feeder of transferring knowledge and learners are recipients of the knowledge. This method of teaching relies mostly on the textbooks or on the theory and on the

basic skills and the assessment is seen as a separate activity and occurs through testing not as an activity integrated with teaching and learning, through portfolios and observation. Only a few teachers so far teach the learners to think and learn by themselves. Although, this process is still running in some lessons due to lack of strategy which will promote for achieving the goal.

According to Schweinle, Meyer, and Turner (2006) the experiences that students have in the classrooms, motivationally and emotionally are crucial factors that affect their attitudes, behaviors, and achievement. Allowing learners to expose themselves in the different ways of learning creates a significant change in the traditional environment. This is the reason why modern teaching method or a learner-centered and activity-based teaching method is introduce which is use to get learners fully involved. With this approach, learners are recognized as the primary reason for curriculum planning and teaching.

Rosebrough and Leverette (2011) said that, education should be more about inspiration than information, and encourage teachers to consider the importance or equipping learners with both skill and attitudes that are necessary for overcoming challenges.

Slavich and Zimbardo (2012) teaching strategies involves creating dynamic relationship between teachers, learners and a shared body of knowledge to promote personal growth and learning to the learners who collaborate with each other and 5with their teacher to master bodies of information. Teachers' task is to facilitate learners' acquisition of ideas and understanding, but do so while enhancing learners, personal development and attitudes towards learning. They accomplish these goals by establishing a shared vision for a course, providing modeling and mastery experiences, challenging and encouraging learners, personalizing attention and feedback, creating experiential lessons that go beyond the boundaries of the classroom, and promoting sufficient opportunities for pre reflection and reflection. These methods are cooperatively related and, when used together, maximize learners' potential for intellectual and personal growth.

This study will focus specially on the different teaching strategies suited to the different types of learners to address their needs. It is therefore with equal importance to know what appropriate teaching strategy is necessary and proper approach a teacher should use to ensure more or less the direction that the teacher effort will take to minimize wastage. This would help teachers to be open-minded, able to apply the learner-centered approaches and be able to open the safe climate of learning to the learners. This study will also be beneficial to the learners for them to understand, internalize and to apply it in real life situation the content of the subject.

II. REVIEW OF RELATED LITERATURE

As being observed and experienced, moral values seem to be declining. Comparing the generation today as we can see, there is a huge change already with regards to manners.

The relevance of Values Education as a subject help to regaining some of the values that was lost and by strengthening the moral fiber of society.

Effective teaching of Values Education starts with clear understanding of the expected outcomes or goals of teaching which should touch the cognitive, behavioral and affective dimensions of the learners.

This study is guided by the different theories:

Cognitivism focuses on what happens in the mind such as thinking and problem-solving. New knowledge is built upon prior knowledge and learners need active participation in order to learn according to Ann Gravells and Susan Simpson (2014).

Constructivism is about learning being an active, contextualized process of constructing knowledge rather than acquiring it. The learner brings past experiences and culture factors to a current situation and each person has a different interpretation and construction of the knowledge. Experiential learning according to Gravells and Simpson (2014) is about the learner experiencing things for themselves and learning from them. It is a way by which people can understand their experiences and, as a result, modify their behavior. It is based on the idea that the more often a learner reflects on a task, the more they have the opportunity to modify and refine their efforts. This theory suggests that without reflection, people would continue to repeat their mistakes.

Pragmatism by John Dewey as cited by Gravells and Simpson (2014) emphasized facilitating learning through promoting various activities rather than by using a traditional teacher-focused method. Dewey believed that learners learnt more from guided experiences than from authoritarian instruction. According to him learning is life, not just preparation for life. Using different delivery approaches, combined with practical activities, will help reach the different learning preferences of the individuals you are teaching.

Sensory theory (Laird, 1985) as cited by Gravells and Simpson (2014) suggests that learning occurs when the senses of sight, hearing, touch, smell and taste are stimulated. This is easy if you are teaching a practical lesson, but not so if you are teaching a theoretical subject. However, if a teacher is willing to try something different, teacher can make the lesson really interesting and memorable. Whenever possible, link theory to practice, and use practical activities based around the subject and the areas of interest of the learners. If teacher can make the lesson fun and interesting, relating to all the senses, it will help the learners remember the topics better. In addition, teacher should not forget two other senses for these will also be used: a sense of humor and common sense.

Teaching strategy is viewed as a broad dimension or personality type that encloses teacher stance, pattern of behavior, mode of performance, and attitude toward self and others. Student characteristics will influence sometimes greatly how a particular teaching strategy is employed and how successful it will be. Student characteristics will also enter into the selection of a teaching strategy.

According to Grigg, Kelly, Gamaron and Borman (2013) as cited Compala (2019), teaching practices influences student's achievement which means that the more effective instruction by the teacher, the greater the connection to students understanding and the more engaged are the students in learning.

Here are some of the teaching strategies as cited by Compala (2019) from Lucas (2015) applied in all subjects by the Secondary Teachers.

1. Lecture method also known as the traditional method or direct instruction emphasized the passive acquisition of knowledge. The majority of the work involved teacher-talk using either lecture technique or a simple question and answer that demand basic recall however, it is not clear that students are learning at higher conceptual level of thinking. On the other hand, lecture method provides a way to communicate a large amount of information to many listeners, it maximizes instructors control, and is non-threatening to students. Furthermore, this method as widely used in a big class scenario is usually supported by a mixture of tutorials, seminars, problem classes and practical workshop sessions for it to be effective.

2. Modular approach. This is a form of self-instructional package that enables the learner to have a control over his learning and accepts greater responsibility for learning. It is so structured that the learner can identify the objectives, select material and method and evaluate his own accomplishment.

3. Computer integrated instructions. This is using computers effectively and efficiently in the in the general content areas to allow students to learn how to apply computer skills in meaningful ways. Aql (2011) as cited by Compala (2019) studies addresses the use of technology in teaching and learning. The study reveals that students who received instruction using computer technology score higher than students who received instruction in traditional classes. Further, noted that students who used computers in addition to textbooks in instruction scored higher on a standardized state test. Also, the use of computer integrated instruction in the study of calculus has a favorable effect in students' performance and it improves student's retention or in knowledge gained.

4. Cooperative learning. This is a systematic pedagogical strategy that encourages small groups of learners to work together for the achievement of a common goal. It is grounded in the belief that learning

is most effective when students are actively involved in sharing ideas and work cooperatively to complete academic tasks. Compala further stated that the goals of cooperative learning in Science and Mathematics education is the enhancement of achievement, problem solving skills, attitude and inculcate values. In a study conducted by Jao (2012), it states that cooperative learning meets the needs of a diverse student population. It allows a group of students to work together and draw form their diversity, but initially there are risks that students may feel isolated and excluded from the interactions of group. Jao further explained that this stems from students' not having the skills to work in cooperative groups or not understanding the goal of the task, as well as the danger that certain students will dominate the group.

5. Multi-representation approach. This is the use of various representation forms which helps students to make connection and communicate their understanding (Jao, 2012). For Delice & Sevimli (2010), multi-representational is the modelling process by concentration of abstract concepts and symbols in the real world.

According Jao (2012) as cited by Compala (2019) there are many types of representation forms but the can be grouped into two categories: Internal and External. External representation comes in the form of numerical tables, physical materials, pictures, symbols, graphs, and algebraic formulas. Further, a representation form can stimulate dialogue with peers and teachers, and enable students to discuss the merits of their chosen representation form and be able to compare it to other forms. Once a student is able to present a concept in different ways and can explain how each of the representation forms relates to the others, it can be said that they truly understand the concept. In the final run, using different representations and having flexibility of transition between representations is effective on the development of conceptual understanding and student's performance (Delice & Sevimli, 2010).

Significant of the Study

The study will be of great benefit to the school head in-charge of teachers' teaching load, the teachers as the main point of the result of the study, learners as the receiver of the knowledge, the parents who give learning support to their children, and the future researchers who are willing to continue with the research on enhancing of teaching strategies in the secondary level.

- To the Researchers. The research result can give insight on how to enhance teaching strategies for a quality education delivery.
- To the Teachers. The study may serve as an evaluation on the effectiveness of the application of the different teaching strategies.
- To the School Heads. The findings of this study may serve as the basis for guiding teachers in the application of the different teaching strategies in all subjects.
- To the Learners. This study would be beneficial to them as it will address their individual learning needs.
- To the Future Researchers. This study will provide information as to the effectiveness of the different teaching strategies.

Statement of the Problem

This study aimed to determine the teaching strategies in Values Education.

The study sought to answer the following questions:
1. What is the frequency of use of the strategies in teaching Values Education?
2. What is the degree of effectiveness of the strategies?
3. What is the degree of seriousness of the problem encountered by the teachers in using the strategies?

Assumptions

The following assumptions of the study were tested.
1. The strategies are used most of the time.
2. The strategies used are very effective.
3. The problem encountered are moderately serious.

Scope and Delimitation of the Study

This study was conducted within the District of Kabayan, Benguet, Philippines for academic year 2019-2020.

Definition of Terms

- Teachers. Are educators who help learners to acquire knowledge, competence, or a virtue.
- Strategies. A plan of action or policy designed to achieve a major or overall aim.
- Effectiveness. A degree to which something is successful in producing a desired result.
- Problems. A matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome.
- Application. The action of putting into operation or the act of putting to a special use or purpose.

- Preparation. The action or process of making ready or being made ready for use or consideration.

III. METHODOLOGY

This chapter presents the research design, subjects of the study, determination of sampling techniques, research instrument, research procedure, and statistical treatment that will be used to analyze the data gathered.

Research Design

Descriptive Research Design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. This is to be used to describe the frequency of teaching strategies and preferred teaching style (Shuttleworth, 2008).

Descriptive Survey Method is concern not only with the characteristics of individuals but with the characteristics of the whole sample. It provides information useful to the solutions of local issues/ problems (Salaria, 2012).

As such, the questionnaire was the main tool in gathering data needed in the study. The data gathered from the respondents was treated with descriptive method because it describes a certain situation or phenomenon.

Locale and Population of the Study

This study was conducted in four (4) secondary schools in Kabayan District with sixteen (16) Values Education Secondary Teachers.

Table 1. *Distribution of Respondents*

Name of School	Number of Respondents
Adaoay National High School- Main	3
Adaoay National High School- Annex	4
Kamora National High School	3
Tawangan-Lusod National High School	6
TOTAL	16

Data Gathering Instrument (s)

The instrument used in collecting information needed in this study is a questionnaire-checklist consisted of three (3) parts.

Part 1 of the questionnaire-checklist for the teacher-respondents in terms of frequency of use of the teaching strategy while Part 2 of the questionnaire-checklist will determine the effectiveness of the teaching strategy.The Part 3 of the questionnaire- checklist will determine how serious are the problems encountered by the teachers in using different teaching strategies.

Reliability and Validity of the Instrument

The questions used for Part 1 and Part 11 was adopted from the study of Glory S. Compala on "Correlation of Teaching strategies and styles of the Academic Performance of Grade 10 Learners". For the Part 111 of the survey questionnaire regarding the problems encountered by the teachers in Values Education in applying teaching strategy was pre-tested to ten (10) secondary Values Education teachers from Bokod District but not counted to the overall total of the respondents for the validity of the study. Validity according to Middleton, 2019 refers to how accurately a method measures what it is intended to measure. So, if research has high validity that means it produces results that correspond to real properties, characteristics, and variations in the physical or social world. To obtain useful results, the methods they use to collect the data must be valid: the research must be measuring what it claims to measure. This ensures that their discussion of the data and the conclusions they draw are also valid.

Content validity of the research instrument was done by the adviser and members of the panel.

Treatment of Data

The data gathered from the respondents were tallied, computed, tabulated, analyzed and interpreted with the use of statistical tools to measure the responses of the respondents on each questions.

The tabulated data were subjected to the statistical treatments in getting the weighted mean.

On the first problem of the study focused on the frequency of using the identified teaching strategies, all responses of the respondents were measured and interpreted with the following numerical values and their corresponding interpretations:

Numerical Value	Statistical Limit	Descriptive Equivalent	Symbol	Interpretation
3	2.34 - 3.00	Always	A	Identified Values Education teaching strategies are being used all the time

| 2 | 1.67 - 2.33 | Most of the time | MoT | Identified Values Education teaching strategies are being used fairly |
| 1 | 1.00 - 1.66 | Never | N | Identified Values Education teaching strategies are not being used |

On the second problem of the study focused on the degree of effectiveness of the teaching strategies of the secondary Values Education teachers in Kabayan District which all the responses of the respondents were measured and interpreted with the following numerical values and their corresponding interpretations:

Numerical Value	Statistical Limits	Descriptive Equivalent	Symbols	Interpretation
3	2.34 - 3.00	Very Effective	VE	Teaching strategies greatly help the teachers
2	1.67 - 2.33	Effective	E	Teaching strategies fairly help the teachers
1	1.00 - 1.66	Less Effective	LE	Teaching strategies seldom help the teachers

Teaching Strategies	Frequency of use					
	A (3)	MoT (2)	N (1)	TWP	WM	DE
1.Lecture Method	4	26	2	61	1.9	MoT
2.Modular Approach	6	21	5	65	2.03	MoT
3.Computer Integrated	5	15	12	57	1.78	MoT
4.Cooperative Learning	9	23	0	73	2.28	MoT
5.Multi representational Approach	10	21	1	73	2.28	MoT
AWM					2.05	MoT

On the third problem of the study focused on the degree of seriousness of the problems encountered by the secondary Values Education teachers, all responses of the respondents were measured and interpreted with the following numerical value and their corresponding interpretations:

Numerical Value	Statistical Limit	Descriptive Equivalent	Symbol	Interpretation
3	2.34-3.00	Very Serious	VS	Problems encountered by the teachers are very difficult to address
2	1.67-2.33	Serious	S	Problems encountered by the teachers are difficult to address
1	1.00-1.66	Less Serious	LS	Problems encountered by the teachers can be easily addressed

IV. RESULT AND DISCUSSION

This chapter presents the analysis and interpretation of the findings of the study on the three problems raised. Frequency of Use of the Strategies in Teaching Values Education as observed by the Teachers. Table 2 presents the observations of the Values Education teachers on the frequency of use of the strategies in teaching Values Education in the Secondary Schools in Kabayan District; wherein, the table reflected an average weighted mean of 2.05, which shows that Values Education secondary teachers have been using the teaching strategies most of the time.

From the five teaching strategies identified in the table, all were observed to have been used most of the time in teaching Values Education.

With the identified Values Education teaching strategies in the Secondary Schools of Kabayan District; it was observed that Cooperative Learning (WM= 2.28), and Multi-Representational Approach (WM= 2.28) are the

two strategies with the highest weighted mean where most of the time Values Education Teachers are using which encourage the learners to work together. Moreover, with Modular Approach (WM 2.03) implies that teachers use this startegy most of the time where learners accept greater responsibility for learning, likewise with the Lecture Method (WM= 1.9) where teachers does the talking most of the time which learners have a passive acquisition of knowledge. Despite of the advice from the Department of Education that teachers must act as the facilitators in the classroom and learners

must perform most of the activities, it was however, still unavoidable that teachers still do most of the talking for the benefits of those learners who cannot cope with the given instruction immediately.

Meanwhile, Computer Integration (WM= 1.78) implies that teachers uses computer effectively and efficiently.

Overall, the findings of the study confirm the basic assumption which states that the teaching strategies in Values Education were used most of the time.

TABLE 2. *Frequency of Use of the Strategies in Teaching Values Education.*

N-16 / *Legend:*

Numerical Value	Statistical Limit	Descriptive Equivalent	Symbol
3	2.34-3.00	Always	A
2	1.67-2.33	Most of the time	MoT
1	1.00-1.66	Least	N

Degree of Effectiveness of the Strategies in Teaching Values Education

Table 3 present the observations of the teachers on the effectiveness of the identified teaching strategies in Values Education; wherein, the table reflected an average weighted mean of 2.11 which shows that Values Education teachers observed the identified strategies to have been effective and helps improved the performances of the learners.

From the five (5) identified teaching strategies in the table, while two (2) was observed to have been very effective, there were three (3) that are observed to have been effective to the learners. In which, with the teaching strategies identified, the Cooperative Learning stating strategy that encourages small group of learners to work together for the achievement of the common goal (WM=2.43) and Multi-representational Approach stating strategy uses various representation forms that helps learners make connection and communicate their understanding using their senses to come up with their

own understanding of the concept (WM=2.43) was observed to have been the very effective teaching strategies for the learners. Concurrent to the previous discussion, this implies that with the application of these teaching strategies in the secondary schools of Kabayan District, teachers were able to deliver the lesson smoothly and learners were able to cope with the objectives set.

Moreover, the teaching strategies stating students learn to apply computer skills in meaningful ways (WM=1.93), a strategy that has a form of self-instructional package that enable students passive acquisition of knowledge because the teacher does all the talking inside the classroom (WM=1.75) were also observed to have been effective strategies in teaching Values Education depending on the classroom situation or the topic. The overall finding confirms to the basic assumption of the study stating that the strategies used are very effective. Furthermore, these resultsto a satisfactory grades of the learners.

Table 3. *Degree of Effectiveness of the Strategies in Teaching Values Education N-16*

Teaching Strategies	Degree of Effectiveness					
	VE (3)	E (2)	LE (1)	TWP	WM	DE
1.Lecture Method	0	24	8	56	1.75	E
2.Modular Approach	4	22	6	62	1.93	E
3.Computer Integrated	9	15	8	65	2.03	VE
4.Cooperative Learning	15	16	1	78	2.43	VE
5.Multi-representational Approach	15	16	1	78	2.43	E
AWM					2.11	E

Legend:

Numerical Value	Statistical Limits	Descriptive Equivalent	Symbol
3	2.34-3.00	Very Effective	VE
2	1.67-2.33	Moderately Effective	E
1	1.00-1.66	Least Effective	LE

Degree of Seriousness of the Problem Encountered by Teachers in using the strategies

Table 4 presents the observations of the Values Education teachers on the degree of seriousness of the problems encountered by the Values Education Teachers in using the strategies; whereas, the table reflected an average weighted mean of 1.84, which shows the teachers observed their problems in using the strategies to have been serious which may have been due to some circumstantial difficulties that they are encountering. However, this also shows that the problems encountered by the teachers in applying the teaching strategies can be addressed, provided that they will be given more time to focus on this matter by the teachers in applying the teaching strategies can be addressed, provided that they will be given more time to focus on this matter and not more on appended functions.

From the ten (10) problems enumerated on the table, while seven (7) was observed to have been serious, the remaining three (3) were observed to have been less serious for the teachers.

Observing from the table, the problems stating the over emphasis on cognitive aspects to the neglect of affective and psychomotor aspect (WM=2.06), applied teaching strategies may not be applicable to all kinds of learners (WM=1.81), learners are hard up in communicating their ideas (WM=2.18), learners do not take the given activity seriously since Values Education is not a major subject (WM=1.93), non-availability of suited instrument to measure the application to real life situation (WM=1.87), lack of team work, empathy, and support among learners (WM=2.00), balancing of the different learning needs of learners (WM=2.06) to have been the serious problems of the Values Education teachers.

Moreover, the problems stating learners having limited time to work independently (WM= 2.18), lack of challenging activities given to the learners to enhance their competence (WM= 1.56), lack of knowledge on art of questioning (WM= 1.43) was found out to have been the less serious problems of teachers teaching Values Education.

Overall, the findings confirm to the basic assumption of the study stating that the problems encountered are moderately serious.

Table 4. Degree of seriousness of the Problem Encountered by the Teachers in Using the Teaching Strategies

Problems	VS (3)	S (2)	LS (1)	TWP	WM	DE
1. Over emphasis on cognitive aspects to the neglect of affective and psychomotor aspect	5	7	4	33	2.06	S
2. Teaching strategies may not be applicable to all kinds of learners	2	11	3	29	1.81	S
3. Learners have limited time to work independently	0	9	7	25	1.56	LS
4. Learners are hard up in communicating their ideas	6	7	3	35	2.18	S
5. Learners do not take the given activity seriously since Values Education is not a major subject	3	9	4	31	1.93	S
6. Non-availability of suited instrument to measure the application to real life situation	2	10	4	30	1.87	S
7. Lack of team work, empathy, and support among learners	2	10	6	32	2	S
8. Balancing of the different learning needs of learners	5	7	4	33	2.06	S
9. Lack of challenging activities given to the learners to enhance their competence	2	5	9	25	1.56	LS
10. Lack of knowledge on art of questioning	1	5	10	23	1.43	LS
AWM					1.84	S

Legend:

Numerical Value	Statistical Limits	Descriptive Equivalent	Symbol
3	2.34-3.00	Very Serious	VS
2	1.67-2.33	Moderately Serious	MS
1	1.00-1.66	Least Serious	LS

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the formulated conclusions and recommendations of the study.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. The teachers are trained to use the different strategies in teaching Values Education.
2. The teachers used the strategies which they are comfortable with.
3. The problems can be managed by the teachers.

RECOMMENDATIONS

1. Teachers are recommended to apply the different teaching strategies that ware taugh during trainings.
2. The identified teaching strategies came out to be effective to the learners, hence, teachers must sustain the use of the strategies in teaching Values Education.
3. Since the identified problems of the teachers in using the teaching trategies are managable, it is therefore recommended to plan and prepare strategy that suits the learners.

ACKNOWLEDGMENT

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