The Impact of Teaching Values Education on Students' Classroom Behavior

Jonji M. Guerrero[1] and Manuel V. Estera[2]

[1,2]St. Louise de Marillac College of Sorsogon, Inc., Sorsogon City, Philippines

Abstract— This study determined the impact of teaching Values Education on learners' behavior, specifically addressing the experiences of teachers in teaching Values Education, their insights on students' classroom behavior, their assessment of the impact of Values Education on behavior modification, the challenges they encountered, and strategies to enhance their teaching practices. A qualitative research design was employed to comprehensively understand the topic. The respondents were the Values Education teachers at Gallanosa National High School. Findings revealed that teachers' experiences emphasized the importance of using real-life stories and participatory learning approaches, such as storytelling and case studies, to engage students effectively. Teachers observed that disruptive behaviors like interruptions, inattentiveness, and bullying continued to pose significant challenges during Values Education classes. In assessing the impact of teaching Values Education, teachers reported that Values Education has a positive impact on students' classroom behavior. Educators observed that students who engaged in values-based lessons exhibited improved ethical behavior and moral reasoning. However, a major challenge identified was the perception of some learners that Values Education was less important compared to academic core subjects, leading to disengagement and a lack of effort. To address these challenges, the study proposed to conduct Learning Action Cells in the form of a professional learning community, aimed at equipping teachers with innovative teaching strategies for effective Values Education delivery and to deepen the students' engagement and promote ongoing moral development in the classroom.

Keywords— impact of teaching Values Education, learners' classroom behavior, disruptive behavior, teaching values, professional learning community.

I. INTRODUCTION

Throughout the researcher's time teaching values, she has witnessed how deeply multidisciplinary values can impact a student's life for the better. This was particularly a concern considering external factors and peer pressure that seem to take control of their actions. One pedagogical encounter that stands out is from her Grade 7 class: one of her students rather notoriously enjoyed interrupting the class with idle and mocking commentary. Instead of consistently resorting to punishment, she would also incorporate storytelling accompanied by journaling activities focusing on themes of personal honesty, empathy, and self-respect. It was heartening to observe his gradual change, not through an instant epiphany, but as guided self-realizations led to self-assessment. By the end of the grading period, he offered to spearhead a class outreach project. That incident along with many other instances for many years have only convinced her with greater intensity that Values Education, when implemented consistently and thoughtfully, can positively change minds, shape behaviors, and transform lives beyond the walls of the classroom.

In the context of contemporary schooling, the need for moral and ethical grounds is becoming increasingly crucial. A school is not meant to be only an institution for learning; but it is equally meant to serve as a training ground for young people on how to relate to other people, face conflicts, and make decisions. In values education, it functions as a guiding compass to assist students to make decisions based on compassion, equity, and honor. In the setting of the classroom, values education assists in conflict resolution, trust-building, and fostering a peaceful climate in the classroom. They are less likely to engage in disruptive behavior, bullying, or cheating when students know and practice respect. Even if this dimension of learning is often neglected, it is foundational in enabling responsible self-directed learning and students' overall development and social integration.

Teaching values is not as simple as telling students about moral principles, it includes scaffolding, mentorship, and providing avenues for the values to be absorbed and implemented in real life. One of the obstacles she has faced is seeing values lessons like any other requirement to be checked off, not something that would strike a chord. Often, the problem is how the lessons are taught: if values are taught as concepts without relating them to students' real-life situations, the lessons will have little impact. Values education should be situated within

students' realities. For example, honesty should be more than its definition culled from dictionaries; it should also include how students encounter honesty on the ground like returning lost items, standing up for others, or acknowledging one's contribution in a group task. Without relevance, the power of values is rendered futile.

In addition, the effectiveness of values education depends critically on the teacher's professionalism and belief in the subject matter. In several educational institutions, values education is left for the generalist practitioners for whom there is no teaching course in moral education, character education, or even introductory guidance counseling techniques. Most of these teachers, unfortunately, work with too little information to do anything beyond glossing over a textbook or using disengaging worksheets. From what she knows, values education calls for something deeper than instructional techniques. There must be emotional engagement, constancy, the sharing of real-life experiences whether they are wins or loses—What cannot be missed in that is emotional honesty. Undoubtedly, honesty in relationships serves as a foundation of trust between the educator and learner and affects the latter's behavior.

There are also institutional obstacles that include, but are not limited to, the school, which institutionally diminishes the effectiveness of values education alongside other subjects. A significant number of schools either prioritize values education last or simply cut it out altogether due to lack of time or focus too much on other subjects. Inappropriately, values education is often limited to an hour a week, which makes any optimal interaction impossible to achieve. This approach is not only shoddy but also damaging because it indicates that values are unimportant, or at worst optional. While attempting value integration with subjects, in collaboration with some colleagues, she attempted to use value themes with their lessons, and she was able to achieve comparatively better results with the students regarding their behavioral consistency. It proved to her that values education should not be forgotten, but it should rather be seamlessly integrated throughout the curriculum.

Differences in focus values is another obstacle. Excerpts from the Department of Education provide a broad structure, however, there are differing interpretations at the school level. A class bearer could place a focus on

punctuality, and the next could prefer compassion instead. Students experience confusion due to the myriads of values paradoxically taught and enforced in school/around home and community. As Aguilar (2021) emphasized, reinforcement of values must come from all stakeholders—schools, families, and communities—to be effective. The teacher, invites parents to come for meetings and send them class updates, which ensures value reinforcement away from the school. However, these strategies need plenty of time, effort, and institutional backing, which isn't always the case.

Additionally, students' cultural backgrounds present both an opportunity and a difficulty for values education instruction. She has students from different religions, social, and ethnic backgrounds. Applying a homogeneous method poses a danger of pushing away students whose value systems are not represented in the lesson. This means that educators need to create inclusive debates and let students express their own systems of values while leading them toward fundamental concepts such as respect, fairness, and responsibility. The blend between honoring diversity and mediating shared values is fundamental for achieving a respectful and harmonious classroom culture. It further equips students with the skills necessary to appreciate diverse views, constructively engage with one another, and peacefully coexist in a multicultural society.

The reality on the ground is that many Values Education teachers face a heavy workload. In addition to values classes, they are frequently tasked with administrative duties or other subjects to teach. Because of time constraints, these teachers may be forced to use one-size-fits-all techniques that further erode the subject's value. In my experience, teaching values education is emotionally taxing. It involves much more than lesson delivery—it includes students' confessions, clashes, and other emotional release explosions. Teachers of values are compelled to go through this emotional turmoil due to lack of systems support recognition and value appreciation. Acknowledging teaching staff's powers as culture-shapers of the school is helpful in how the discipline is taught, considered, perceived, and taught to improve implementation and perception. Jamon et al. (2021) stressed that ongoing professional development and institutional recognition are necessary for teachers to deliver effective values instruction.

While there remains highly difficult, if not impossible, to assess objectives and the changes as the result of value education, its existence is obvious. When students receive appropriate guidance, one can notice changes in their interaction, responsibility, and how they respond to discipline. She once observed classrooms where students were kinder to one another, students were kinder to one another, provided help to one another, students corrected themselves, and an ethos of kindness became the norm. It's worth noting that not every change is easily quantified or assessed but rather felt. The most telling evidence of the learning outcome of value education often lies in unrecorded, casual chatter in the corridors, dispute settling instances, and when students do the right thing without supervision.

Reflective journaling, peer mentoring, and community service are examples of experiential methods that can be used to enhance values teaching. These methods move beyond the theoretical to the practical. For instance, she remembered spearheading a campaign in which students prepared presentations on respect and exhibited them in an all-school showcase. It was gratifying to watch students take ownership of the values they engaged with. They did not just memorize definitions; they personalized and proudly advocated for those values. Such initiatives help achieve real results that bolster the learning environments while strengthening the culture in schools.

In relation to the enduring outcomes of education, value lessons develop much more than mere courtesy; they cultivate social consciousness alongside leadership. Students who encounter moral reasoning and active citizenship early on tend to embrace the notion of socially responsible citizenship. There is greater appreciation and adoption of community-focused activities that serve others. Take this former student of mine: she had a history of struggling with self-control and went on to spearhead environmental initiatives in her Barangay. She says the values lessons and outreach projects we did in her junior high years were what instigated this change. These stories illustrate how transformative value education can be when it moves past compliance and shifts towards inviting action.

The achievement of values education, however, is influenced by the environment that the school provides. If values are taught during classes but are not practiced by school policies and the faculty, values education becomes contradictory. All personnel in the school must exemplify the values taught, including the teachers and the administrators. Inconsistency in dealing with discipline, favoritism, or even apathy towards enforcing rules undermines the teachings of value systems. She tries to practice what she teaches as a teacher—not because she is an epitome of perfection, but rather because she understands that children tend to observe and imitate actions rather than listen to instructions. Integrity must be demonstrated, not simply preached.

As a case in point, Gallanosa National High School demonstrates how the implementation of Values Education shows both the hope and the challenge of the program. The school is making attempts to carry out values-based instruction, however, limitations due to a lack of ample classroom space, inadequate materials, inconsistent stakeholder support, and other factors straining resources are barriers weakening its prospects. Admittedly passionate, the teachers are devoted but often under-resourced. Students on the other hand are interested but need ongoing support and reinforcement. In her experience, even an exemplary lesson can lose its value if students perceive a lack of support in implementing the lesson objectives. Many programs fail because of this gap, and it's exactly where I hope this study will make a difference.

Despite the plethora of literature on values education on both a national and global scale, there is a lack of focus on how it operates in particular settings such as ours. The research has also been critiqued for providing superficial results like increased empathy or reduced aggression, omitting the micro-level classroom interactions responsible for such results. In the case of Gallanosa National High School, which forms of inappropriate behavior continue to exist despite attempts to teach values? How are the teachers responding to these behaviors, and which responses are working? How do the educators evaluate success in teaching a particular value and what processes are available? These issues have not been answered, and they are exactly what this research intends to address.

This study investigates the effects that values education has on the students' behaviors in Gallanosa National High School. Its objective is to evaluate the impact of values teaching on students' self-control, social relations, and ethics. Above all, it aims to collect firsthand information from values teachers—what they have gone through, their techniques, and their problems. With this information, the study intends to offer

practical proposals that will improve how values education is taught and make it more applicable in actual teaching situations. As a whole, this research seeks not only to underscore the need for values education, but also to help in the systematic approaches of optimizing it in the educational system of Filipino learners.

II. OBJECTIVES

The following were the objectives of this research work:

1. To elicit from the informants their lived experiences in teaching Values Education
2. To find the insights of teachers regarding students' classroom behavior.
3. To determine the impact of teaching Values Education on the behavior of students.
4. To identify the challenges encountered by teachers in modifying students' classroom behavior.
5. To resolve the identified challenges by proposing strategies to enhance the teaching of Values Education, thereby improving students' classroom behavior

III. METHODOLOGY

This study employed a qualitative research design focused on understanding how teaching Values Education modifies students' classroom behavior. It has a phenomenological approach meant to capture the experiences, perceptions, and difficulties that educators face teaching Values Education. It is this approach that helps reveal the meanings and interpretations that teachers give to their experiences within the context of the classroom.

The participants of this study were the Values Education teachers at Gallanosa National High School. The study employed a total enumeration sampling technique, in which all members of the target population were included as participants. To collect qualitative data, this study utilized in-depth individual interviews (IDI). The IDI aimed to capture the participants' insights on teaching Values Education without restrictions.

IV. RESULTS

Preliminary analyses were conducted to examine the characteristics of the collected data. Thematic analysis was used to assess responses across various aspects of teaching Values Education and its impact on students' behavior.

1. The Experiences of Teachers in Teaching Values Education

This section presents the experiences of teachers in teaching Values Education, focusing on how they engage students, create participatory learning experiences, facilitate values reflection, and bring values education concepts to life. The insights shared by the research respondents highlight the various strategies employed by teachers to enhance the delivery of Values Education and improve student engagement and moral development.

Capturing Learners' Attention Through Real-Life Stories in Teaching Values Education

The participant 1 shared that one of the most effective strategies in teaching Values Education is using real-life stories to capture students' attention. Such was highlighted by P1 when she shared, "Storytelling plays a significant role in engaging my students, once I shared some stories, my students often shared as well, not just imagined stories but real-life accounts, which effectively capture the students' focus and interest." Similarly, P2 emphasized the importance of case studies in ensuring that students remain attentive during lessons. According to her, "Case studies as a learning resource in presenting my lessons, every time I encounter my students in my class, I can gain their focus. Most of my students are attentive to the contents of the case studies I shared." Meanwhile, P3 further noted that encouraging students to engage in role-playing, particularly using real-life situations, helps students connect emotionally to the lesson and understand the moral concepts more deeply. "Role play has been my technique to make my students participative in Values Education class", stressed P3. These insights demonstrate that real-life stories serve as a powerful tool for enhancing student engagement and encouraging active participation in Values Education.

The experiences shared by the participants underscored the impact of real-life narratives in creating a meaningful learning environment. Storytelling allows students to relate to the lesson on a personal level, making abstract moral concepts more tangible and relatable. When students see how values operate in real-life situations, they are more likely to internalize them and apply them in their own lives. The use of case studies reinforces this connection by presenting moral dilemmas that require students to analyze and reflect on their values. Role-playing further strengthens this understanding by encouraging students to embody

moral principles in a simulated environment, which helps them develop empathy and critical thinking skills. Teachers' ability to incorporate real-life stories into their teaching practice not only sustains students' attention but also fosters deeper moral understanding and engagement.

Engaging students during Values Education lessons is a priority for teachers, as capturing their attention is essential for meaningful learning. Teachers have discovered that sharing real-life stories effectively piques students' interest and encourages deeper engagement with moral lessons. The research participants shared meaningful insights into their experiences in teaching Values Education, highlighting the importance of engaging and relatable teaching methods. One participant (P1) pointed out that storytelling, particularly using real-life stories rather than fictional ones, captured students' attention and deepened their connection to the lessons. Another participant (P2) emphasized the regular use of case studies as an effective strategy to maintain student focus and encourage critical thinking during lessons. Additionally, a third participant (P3) shared that role-playing activities based on real-life events allowed students to experience and appreciate values education more deeply, as they could genuinely feel and internalize the lessons being portrayed. These shared practices illustrate the power of using authentic, experiential learning approaches to make values education more meaningful and impactful for students.

The above-cited experiences highlight the value of real-life accounts in capturing students' attention during Values Education. Employing true stories in classes becomes part of the teaching experience for the teachers. They are doing such a teaching routine to increase the interest and attention of the learners. Sharing stories as part of teachers' routine in teaching the subject motivates learners to be engaged. Teachers' ability to make lessons relatable through real-life examples strengthens students' connection to moral concepts, enhancing their understanding and application of values in real-life situations.

The techniques in teaching values shared by the three research participants acknowledged the impact of real-life inspired vignettes in grabbing attention through short, narrative-driven scenarios that reflect authentic situations, helping them to engage with ethical dilemmas and moral reasoning in a meaningful way. The

stories, contents of case studies, and the scripts played by the students served as vignettes that facilitated the teaching of values among the research participants.

Creating Participatory Learning Experiences

The participants shared that encouraging student involvement during Values Education class is essential in helping learners internalize morals. Making Values Education class learner centered surfaced in the narratives of Participant 4. "I frequently employ reflection exercises in which students write about their experience in relation to the topic. It allows them to analyze their actions and learn from them," shared P4. Meanwhile, it was Participant 5 who supplemented that claim. "Journaling and case studies are very effective. When students reflect on real-life situations, they don't just learn the lesson, they live it," emphasized P5. Such contention was further given emphasis by Participant 6. "One-on-one encouragement and positive reinforcement make students more engaged. They react more effectively when they feel valued and heard," pointed out P6.

P4 emphasized the effectiveness of reflection exercises, where students are asked to write about their personal experiences related to the lesson, allowing them to analyze their actions and learn from them. P5 supported this by highlighting the importance of journaling and case studies, explaining that when students reflect on real-life situations, they not only understand the lesson but also apply it to their lives. P6 added that one-on-one encouragement and positive reinforcement increase student engagement, as students feel more valued and motivated when they receive direct feedback and support from their teachers.

Teachers have made it a priority to encourage student participation during the Values Education period. They understand that students are better able to internalize moral lessons when they actively participate in the learning process. Creating participatory learning experiences allows students to engage with moral concepts, reflect on their personal values, and understand the consequences of their actions. The following narratives were shared by the research respondents when asked about their experiences in teaching Values Education.

The experiences shared by the participants highlight the importance of active involvement in Values Education. Reflection exercises allow students to process their

thoughts and emotions, fostering self-awareness and moral reasoning. Through journaling, students create a personal connection to the lesson, as they relate values to their own experiences and choices. Case studies challenge students to analyze real-world scenarios, prompting them to reflect on the moral implications of their decisions. Additionally, the participants highlighted the importance of direct support and reflective activities in enhancing students' engagement with moral and ethical discussions. One participant (P4) shared the frequent use of reflection exercises, where students write about their experiences related to the topic, enabling them to analyze their actions and learn from them. Another participant (P5) emphasized the effectiveness of journaling and case studies, noting that when students reflect on real-life situations, they do not simply learn the lesson—they experience firsthand. Furthermore, a participant (P6) pointed out that one-on-one encouragement and positive reinforcement significantly boost students' confidence and willingness to participate, as students respond more actively when they feel valued and genuinely heard. These practices demonstrate how personalized support, and reflective activities can deepen students' moral understanding and participation in Values Education.

Participatory learning approaches are essential because they motivate students to actively interact with moral concepts rather than passively absorb knowledge. For example, reflection exercises help students analyze their own actions and choices, which promotes self-awareness and personal development. Students can process their thoughts and feelings in a journal, which helps them relate values to their own experiences. Positive reinforcement and individualized feedback create a supportive learning environment, encouraging students to express themselves and internalize the moral lessons being taught.

Facilitating Values Reflection for Students
Values clarification process has been a universal way to teach values. Based on the following gathered narratives from Participants 7 and 8, values clarification facilitate values reflection among students. "Debates and ethical dilemmas work well. It forces students to think critically about their values," said P7. In addition. Participant 8 had this information,"After discussing empathy, one student told me that he started helping his younger siblings with their homework because he realized they needed his support."

The participants emphasized that guiding students to reflect on their values and experiences is crucial in teaching Values Education. P7 highlighted the effectiveness of using debates and ethical dilemmas, which require students to think critically about their moral beliefs and justify their decisions. P8 shared a personal experience where, after a lesson on empathy, a student mentioned that they began helping their younger siblings with their homework because they realized the importance of offering support. These insights demonstrate that encouraging students to reflect on their values and actions leads to a deeper understanding and internalization of moral lessons. The experiences shared by the participants underscore the importance of reflection in Values Education. Debates and ethical dilemmas provide students with opportunities to examine different perspectives, analyze moral conflicts, and develop critical thinking skills.

Teachers have placed significant emphasis on assisting students in reflecting on their own values and experiences. Encouraging students to apply values in their daily lives and develop moral reasoning skills through reflection exercises is a key strategy in Values Education. Through guided reflection, students can analyze their decisions, understand different perspectives, and refine their moral judgments.

Effective values education is built on reflection, which challenges students to think critically about their choices and actions. Their ability to reason ethically is strengthened when they participate in debates and ethical dilemmas, which force them to consider many viewpoints and explain their moral decisions. Encouraging students to reflect on the consequences of their choices and how their values align with their actions enhances their moral development and strengthens their ethical reasoning.

Bringing Values Education Concepts to Life
The participants emphasized that making Values Education relevant to students' lives is essential in helping them understand and apply moral lessons. Participant 9 shared," I initiated a meaningful conversation about perseverance by showing a video of an athlete overcoming adversity, which allowed students to connect the value of perseverance to real-life challenges". Meanwhile P10 highlighted this scenario, "After sharing an example of someone returning a lost wallet, students began to reflect on their own honesty and how it influences their daily interactions." These

examples demonstrate that connecting values education to real-life situations helps students understand moral concepts more deeply and apply them to their own lives.

The participants' insights reflect the importance of experiential learning in teaching Values Education. Using multimedia resources such as videos and real-life case studies helps students visualize how moral principles work in practical settings, making abstract values more concrete and relatable. When students see examples of perseverance, honesty, and other values being demonstrated in real life, they are more likely to reflect on how these values apply to their own decisions and actions. Discussions inspired by these examples further encourage students to critically evaluate their moral beliefs and develop a stronger sense of ethical responsibility. Bringing Values Education concepts to life not only enhances student understanding but also promotes the application of these values in everyday situations.

To make Values Education relevant, teachers relate moral ideas to actual circumstances and engage students with case studies, multimedia, and examples. This method helps students view values as guiding principles that impact their daily choices and behaviors rather than as abstract concepts.

Making values education meaningful requires teachers to connect moral lessons with students' real-life experiences, thereby fostering deeper understanding and personal connection. The following narratives provide further insights into the respondents' experiences in teaching Values Education, highlighting the impact of relatable examples and multimedia tools. These experiences demonstrate how concrete illustrations, and emotionally engaging materials can inspire deeper understanding and personal connection to core values among learners.

Effective Values Education connects moral lessons to students' lives through real-life examples, multimedia, and interactive resources that illustrate values in action. Teachers' ability to make moral concepts concrete helps students recognize the relevance of values in their personal lives.

Videos, case studies, and real-life scenarios allow students to see how values operate in real-world situations, motivating them to adopt and practice moral behavior.

2. Teachers' Insights Regarding Students' Classroom Behavior

The participants shared valuable insights into how student behavior impacts the learning environment, and the challenges teachers face in maintaining classroom order and engagement. Their experiences reflect the complex nature of managing student behavior, which includes addressing disruptive actions and fostering a positive and respectful learning atmosphere.

Prevalence of Students' Disruptive Behaviors

The participants highlighted that disruptive behaviors among students are common challenges in Values Education classes. P1 shared that students often engage inside conversations during class, which distracts both the teacher and other learners. P2 mentioned that some students frequently interrupt discussions by making unsolicited comments or jokes, which disrupt the flow of the lesson. P3 added that inattentiveness and lack of focus among students often result in poor engagement with the lesson content, making it difficult to sustain meaningful discussions.

These insights reveal that disruptive behaviors such as talking out of turn, inattentiveness, and interrupting discussions create barriers to effective learning in Values Education. Such behaviors undermine the teacher's ability to deliver lessons effectively and hinder students' capacity to absorb and internalize moral values. Moreover, frequent disruptions can lead to a negative learning environment, where students feel disengaged and less motivated to participate. Teachers have noted that disruptive behaviors during Values Education can make it difficult to maintain a well-managed classroom. The following narratives reflect the challenges encountered by the research participants in teaching Values Education, particularly regarding classroom discipline and student attentiveness. One participant (P1) shared that certain students frequently interrupt discussions, disrupting the learning environment and making it difficult for others to concentrate. Similarly, another participant (P2) emphasized that some students struggle with maintaining discipline and often show inattentiveness during Values Education classes. These experiences highlight the persistent behavioral challenges that can hinder the effective delivery of values-oriented lessons.

A lack of engagement frequently leads to disruptive behaviors like inattentiveness and excessive talking, which have an impact on the individual student as well

as the learning environment as a whole. To overcome these obstacles, teachers employ individualized strategies and interactive exercises to re-engage students and foster a more attentive, civil classroom environment.

Bullying as a Pervasive Student Misconduct

Bullying in schools is still a major problem that has an impact on students' academic performance and emotional health. The following narratives were shared by the research respondents when asked about their experiences in teaching Values Education. The participants emphasized that bullying remains a significant issue affecting student behavior and classroom dynamics in Values Education. P4 shared that some students exhibit verbal aggression, such as name-calling and teasing, which creates tension and discomfort among their peers. P5 highlighted that instances of social exclusion, where some students are deliberately ignored or left out by their classmates, are common and contribute to feelings of isolation and low self-esteem. P6 pointed out that physical aggression, though less frequent, occasionally occurs and disrupts not only the classroom environment but also the emotional well-being of the students involved.

These insights demonstrate that bullying, whether in the form of verbal abuse, social exclusion, or physical aggression, significantly impacts students' ability to focus and engage in learning. The presence of bullying creates a hostile environment that undermines the values of respect, empathy, and cooperation that are central to Values Education. Teachers face the challenge of addressing these behaviors while fostering a supportive and inclusive classroom atmosphere. Encouraging open communication, promoting empathy through storytelling and reflection exercises, and implementing anti-bullying policies are essential strategies in mitigating bullying and reinforcing positive behavior. Addressing bullying within the classroom plays a critical role in fostering a safe and respectful environment that nurtures students' moral and personal growth. One participant (P4) recounted how a student who had experienced bullying noticed a positive change in his peers' behavior after a class discussion on kindness, leading to greater mindfulness among classmates. Similarly, P8 observed that teaching empathy and respect contributed significantly to students becoming more considerate of one another. These experiences underscore the powerful impact of Values Education in transforming student attitudes and

promoting a more inclusive and supportive school culture.

Bullying still affects students' academic performance and well-being, making it a serious problem in schools. Incorporating empathy and respect lessons into Values Education promotes compassion and awareness, which contributes to the development of a more welcoming and encouraging school climate.

Violating Classroom Expectations is a Typical Learner's Misbehavior

The participants shared that violations of classroom expectations are common among students and pose challenges in maintaining order and discipline during Values Education sessions. P7 mentioned that some students consistently arrive late to class, which not only disrupts the flow of the lesson but also sets a negative example for their peers. P8 noted that students frequently fail to follow instructions, such as disregarding classroom rules on speaking turns or failing to complete assigned tasks. P9 added that the use of mobile phones and other distractions during class often leads to reduced attention and poor participation.

These insights highlight that failing to meet classroom expectations, such as punctuality, adherence to rules, and attentiveness, undermines the learning process and the teacher's ability to foster meaningful engagement with the subject matter. When students disregard classroom expectations, it creates an atmosphere of disorder and weakens the teacher's authority in guiding moral and behavioral development. Teachers face the challenge of balancing discipline with understanding, ensuring that students are held accountable for their behavior while also encouraging positive reinforcement. The establishment of classroom rules and expectations aims to promote a positive and orderly learning environment, yet challenges persist as some students struggle to adhere to them. Participant 5 shared that there are students who refuse to follow basic classroom norms, such as arriving on time and showing respect to others, disrupting the intended atmosphere of mutual respect. Similarly, P6 observed that certain students act out not merely out of defiance but as a way of seeking attention, indicating deeper emotional or social needs that must be addressed alongside behavioral expectations. These insights highlight the complexity of maintaining discipline while nurturing students' personal development in Values Education.

Disrespect and tardiness are two examples of classroom norm violations that frequently point to deeper problems like a need for attention or a lack of discipline. Teachers pointed out that a combination of positive reinforcement, consistent reinforcement, and clear expectations is needed to address these behaviors. Teachers can foster in their students a sense of accountability and respect for others by establishing a disciplined and encouraging learning environment.

Students Convey Their Viewpoints
The participants observed that students actively express their viewpoints during Values Education classes, reflecting their engagement with moral concepts and personal experiences. P10 shared that students often participate in open discussions where they express their thoughts on issues such as honesty, respect, and empathy. P11 noted that students are particularly vocal when discussing real-life situations, as they tend to connect moral lessons with their personal experiences and opinions. P12 added that some students challenge the ideas presented during lessons, asking critical questions and offering alternative perspectives, which enriches classroom discussions. Today's students are more outspoken in their opinions, which encourages critical thinking but can occasionally make it harder to accept different viewpoints. Students' eagerness to express their thoughts in Values Education classes is evident, but challenges arise when it comes to listening and engaging respectfully with others. P7 pointed out that while students are enthusiastic about sharing their ideas, they often struggle with listening attentively to their peers. Similarly, P9 shared that encouraging open discussions is effective in developing critical thinking skills; however, it remains essential to guide students toward practicing respectful dialogue. These experiences underline the importance of balancing self-expression with active, empathetic listening to foster meaningful and respectful classroom conversations.

When students feel comfortable expressing their thoughts, they become more engaged and motivated to reflect on their personal beliefs and moral reasoning. Allowing students to voice their opinions also help teachers assess students' moral development and adjust teaching strategies to address gaps in understanding. Promoting open dialogue, encouraging respectful disagreement, and validating students' perspectives strengthen the classroom environment, enabling students to internalize and apply values in their daily lives. A more engaged classroom is created by students'

increasing willingness to voice their opinions, but many still find it difficult to engage in polite conversation and active listening. Teachers address this by emphasizing communication skills like constructive criticism and active listening, which encourage meaningful conversations and respect for one another.

Students are Scrutinizing Their Teachers' Behaviors
Teachers are role models because students watch them closely and are influenced by their behavior, which shapes how they view and internalize virtues like kindness, honesty, and respect. The participants noted that students closely observe and evaluate their teachers' behaviors, often using them as a reference for understanding moral values and classroom norms. P13 shared that students notice inconsistencies in how teachers enforce rules, which sometimes leads to confusion and disengagement. P14 mentioned that students tend to model the teacher's behavior, especially when it aligns with the moral lessons being taught. For instance, when teachers demonstrate patience and respect, students are more likely to mirror these behaviors in their interactions with peers. P15 emphasized that students are quick to identify instances of favoritism or unfair treatment, which can undermine the teacher's credibility and weaken the moral authority of Values Education. The impact of teachers' personal behavior in Values Education cannot be overstated. P10 emphasized that students are highly perceptive and can quickly notice when teachers fail to practice the values they preach. This observation highlights the importance of teachers embodying the principles they teach, as students are keen to model their behavior after their educators. In line with this, P12 shared that teaching Values Education has made them more self-aware of their own actions, recognizing that students look up to them as role models. This sense of responsibility underscores the reciprocal relationship between teaching values and personal growth, where both teachers and students benefit from a shared commitment to ethical conduct.

Students are not only listening to what teachers say but are also observing how they act, making the teacher's behavior an essential part of moral instruction. Consistency in enforcing rules, fairness in treatment, and displaying integrity and respect are crucial in reinforcing the values taught in the classroom. Teachers who model positive behavior and demonstrate ethical decision-making create an environment where students feel respected and are more inclined to adopt similar

moral standards. Students are very aware of their behavior; thus teachers are essential in setting an example for the values they teach. Due to this dynamic, a reciprocal relationship is established whereby teachers' actions impact students' moral development and teachers are prompted to reflect on their own actions. By upholding the values they preach, educators can bolster moral teachings and win over students' trust and confidence.

3. Teachers' Assessment Regarding the Impact of Teaching Values Education in Modifying Students' Classroom Behavior

According to the study, Values Education plays an important role in molding students' behaviors in the classroom, developing their character, and fostering social interactions. The analysis conducted through teachers' interviews was aimed at discovering the major patterns and behavioral changes that emerge from the use of Values Education in teaching.

Values Instruction Encourages Learners ' Introspection

Teachers were able to identify student participants who interacted with a value-based curriculum and were more self-aware than their peers. P4 highlighted how a student publicly apologized to a classmate during a lesson on forgiveness, setting a ripple effect of reflection int the classroom. Similarly, P6 emphasized how empathy lessons allowed a disrupted student to open up about personal struggles, showing how internal reflection can drive transformation.

This suggests that Values Education helps students take responsibility for their actions and develops moral reasoning. Teachers reported that self-reflective learners tend to be more proactive which leads to better order in the classroom and social behavior.

Educating Values Cultivates Responsibility Among Students

Educators discovered that Values Education helped students learn to be responsible both socially and academically. There was an increased ownership over their work and behavior, and teachers noticed students started to become responsible in their social interactions with other students. P5 observed a previously tardy student become more punctual and accountable after lessons on responsibility. P10 recounted a student who resisted rules but gradually began to take ownership of his actions.

Students began to demonstrate willingness, responsibility in their groups, and proactivity in solving issues. This greater sense of responsibility aided in improving the classroom atmosphere and student productivity because students began to control their behavior in regard to respecting, being fair, and showing commitment.

Instilling Values Fosters Self-control in Students

It was also noted by teachers that students participating in values-based lessons had a better ability to control their impulses and make reasonable decisions. Important values like patience, self-discipline, and perseverance were frequently emphasized and several teachers noticed that students improved significantly, especially regarding their behavior and coping with angry or stressful situations. P2 observed a shift in a disruptive student's behavior after self-discipline was emphasized. Similarly, P6 shared a story about a once-aggressive students who learned to walk away from conflicts after empathy- focused lessons.

The teachers remarked that conducting classes in Values Education improved the socialization skills of students. Many values-based activities, like group discussions and cooperative tasks, are collaborative and enable students to work well with others. They also reached the conclusion that students who were instructed on compassion, kindness, and respect showed greater understanding towards their peers. Such students communicated better with one another and became more willing to help each other, both in school and outside of it. Teachers pointed out that the students' improvement in resolving disputes in a constructive way and their increased empathy were the results of socialization and social contacts stimulated by Values Education. This positive change in social behavior helped develop a caring and collegial atmosphere within the classroom.

To conclude, teachers reported that teaching values served as a strategy for guiding students' behavior. With adequate reinforcement, students were able to make ethical decisions and take reasonable actions toward accomplishing tasks during different times of the day. It was noted that students who participated in values-based lessons tended to behave ethically during class and outside the classroom too. Expected behavior was observed from these students in relation to key core values like honesty, responsibility, and respect within the significant context illuminating their understanding. This insight suggests that Values Education has an

impact not only on the behavior of students within the classroom but also helps to improve the students' conduct outside the school and creates an ethically informed and responsible learner.

In brief, the results from this investigation demonstrate that Values Education significantly affects the behavior of students during class sessions. With regard to the substitutes, Values Education assists students in developing the ethical and social competencies needed for personal or academic success by encouraging reflection, responsibility, self-control, socialization, and ethical reasoning. Most teachers reported that as part of the learning outcomes, Values Education aided in creating a classroom culture marked by respect, responsibility, and empathy for others. This implies that the need to consider Values Education tends to be important for moral and social development which aids in forming responsible children.

4. The Challenges Encountered by Teachers in Teaching Values

Teaching Values Education and modifying student's classroom behavior present significant challenges for teachers as they navigate the complexities of fostering moral development and positive behavior among students. Values Education aims to instill core principles such as respect, integrity, and social responsibility, yet teachers often face resistance, varying student backgrounds, and inconsistent behavioral patterns.

Presence of Some Learners who Perceive Values Education as a Less Important Subject

Teachers can overcome the disengagement of certain students from Values Education by emphasizing its relevance to real-world situations, despite their perception that it is less significant than academic core subjects. Some learners perceive Values Education as a less important subject compared to other academic subjects, which poses a significant challenge for teachers. Respondents shared that students often prioritize subjects like Mathematics, Science, and English over Values Education because they view them as more directly related to academic success and future career opportunities. This perception leads to a lack of motivation and engagement during Values Education classes, making it difficult for teachers to capture students' attention and interest. When students treat the subject with indifference, it hinders the internalization of core values such as respect, honesty, and responsibility. Teachers reported that students are more

likely to disengage during Values Education discussions and activities, resulting in limited participation and understanding of moral principles. This attitude creates a challenge in fostering meaningful connections between the lessons and students' real-life experiences. To address this, teachers often attempt to integrate interactive and experiential learning methods, such as storytelling, role-playing, and case studies, to make Values Education more engaging and relevant. However, the prevailing perception that Values Education is secondary to other subjects remains a challenge, affecting the overall effectiveness of teaching moral values and shaping positive classroom behavior among students. The challenges of giving moral instruction significance and relevance to students' daily lives are evident in the experiences shared by the participants. P1 pointed out that some students do not take Values Education seriously, viewing it as an easy subject with little connection to their future. This perception can undermine the importance of values-based learning, as students may not recognize its long-term impact. Similarly, P2 highlighted that many learners prioritize subjects like Mathematics and Science, often giving little effort to internalizing the lessons from Values Education. This disparity in attention suggests that Values Education may struggle to compete with other academic subjects for students' focus, further complicating efforts to make moral instruction meaningful and relevant in their everyday lives.

One of the biggest challenges in teaching values education is dispelling the myth that it is less important than academic core subjects. By highlighting its application to actual circumstances, such as how it impacts professional ethics and work success, and by integrating it into other subjects through case studies and cross-curricular projects, educators

Some Students Consider Values Education as a Conceptual Subject

Some students perceive Values Education as a purely conceptual subject, which makes it difficult for them to apply the moral lessons in real-life situations. Participants reported that students often struggle to connect abstract moral principles, such as integrity, empathy, and responsibility, to their daily actions and decisions. This disconnect stems from the tendency of some students to view Values Education as a theoretical

exercise rather than a practical guide for behavior. Teachers shared that while students may understand the moral concepts discussed in class, they often fail to demonstrate these values in their interactions with peers and teachers.

For example, students might discuss the importance of honesty and respect during class discussions but struggle to embody these values when resolving conflicts or working collaboratively. This challenge underscores the need for teachers to create learning experiences that bridge the gap between theory and practice. Teachers have responded by incorporating real-life scenarios, case studies, and reflective exercises to encourage students to see the relevance of Values Education in their personal lives. However, the conceptual nature of the subject continues to challenge teachers in fostering consistent moral behavior among students, highlighting the importance of making Values Education more experiential and application based.

Many students perceive values education as entirely academic and find it difficult to grasp how it may be applied in the actual world. In order to make moral lessons more concrete, teachers might address this by implementing experiential learning strategies like role-playing and community service. The challenge of making values education relatable to everyday life becomes clear through the experiences shared by the participants. P3 observed that students often question the need to study values, saying, "Why do we need to study this? We already know what is right and wrong," which reflects their failure to see the practical application of values in real-world scenarios. This indicates that students may not immediately recognize how moral lessons align with their daily experiences. P4 shared a similar sentiment, noting that when lessons are purely discussion-based, students lose interest. According to P4, students need interactive experiences to truly connect values to real-life situations, suggesting that practical, hands-on learning could enhance the relevance of values education in students' lives.

Teachers may make Values Education more relatable and approachable by implementing experiential learning activities like role-playing and community service projects. These hands-on experiences help students apply values like empathy, honesty, and accountability in real-life situations, reinforcing their practical meaning.

Allocating Limited Time for Teaching Values Education

Teachers face significant challenges in allocating sufficient time for teaching Values Education, which limits their ability to deliver comprehensive and meaningful lessons. Participants shared that Values Education is often scheduled for shorter periods compared to core academic subjects like Mathematics, Science, and English. This limited time allocation restricts teachers from exploring moral and ethical issues in depth, conducting reflective discussions, and facilitating experiential learning activities. As a result, teachers are often forced to condense complex moral lessons into brief sessions, which reduces the opportunity for students to fully engage with and internalize the values being taught.

Moreover, the time constraints make it difficult for teachers to implement interactive learning strategies, such as group discussions, role-playing, and case studies, which are essential for encouraging active student participation and real-world application of values. The limited time for Values Education also affects teachers' ability to monitor and assess students' moral development and behavioral changes over time. To address this, some teachers attempt to integrate values instruction into other subjects or extend learning through extracurricular activities. However, the inadequate time allocation remains a significant barrier, hindering the consistent reinforcement of positive behaviors and moral principles among students.

Teachers can employ experiential learning. Time constraints frequently prevent meaningful engagement in values education and in-depth discussions. The participants highlighted the challenges posed by limited time allocated to Values Education, which affects the depth of moral discussions and reflections. P5 pointed out that because Values Education is sometimes given a shorter time slot compared to other subjects, there is insufficient time to fully engage students in meaningful discussions. This limitation hinders the ability to explore values in a way that resonates deeply with students. Similarly, P6 expressed feeling rushed to cover all the necessary topics, which leaves little room for in-depth reflection and student participation. This suggests that the time constraints on Values Education may prevent teachers from providing students with ample opportunities to connect personally with the subject matter and apply moral lessons in their lives.

The lack of time allotted for values education frequently limits teachers' capacity to lead in-depth conversations and worthwhile activities. In order to address this, schools may want to think about expanding class time or incorporating Values Education into other topics to provide a more thorough examination of moral issues.

Limited Assessment Resources for Measuring Students' Values

Teachers encounter challenges in assessing students' understanding and application of Values Education due to the lack of effective and standardized assessment resources. Participants noted that while academic subjects have clear metrics for evaluation, assessing moral and ethical development is inherently subjective and complex. Unlike traditional subjects that rely on objective tests and quizzes, Values Education requires a more nuanced approach to evaluating behavioral and attitudinal changes. Teachers reported that existing assessment tools, such as written reflections, self-assessments, and peer evaluations, are often inadequate in capturing the depth of students' moral development and behavioral improvements. Furthermore, the absence of well-defined rubrics and guidelines for assessing values-based learning outcomes makes it difficult for teachers to measure students' progress consistently and accurately. The subjective nature of values-based assessment also increases the risk of bias and inconsistency in grading.

The absence of standardized assessment instruments makes it difficult to evaluate values-based learning. Teachers can gauge their students' moral development through peer evaluations, self-reflections, and observation-based assessments. The participants emphasized the challenges of effectively assessing students' values development and applying traditional assessment methods to measure behavioral changes. P7 noted that traditional exams do not adequately capture whether students are truly applying the values taught in class, which limits the ability to assess real-world behavioral changes. This highlights the need for more practical and reflective assessment tools. P8 suggested that while reflection papers and self-assessments are used, a more structured approach is necessary to better measure students' values development. These insights point to the importance of incorporating alternative assessments, such as portfolios or real-world application evaluations, to provide a more comprehensive understanding of how students internalize and apply moral values beyond the classroom.

Methods beyond traditional exams are needed to measure behavioral and attitudinal changes in order to evaluate the efficacy of values education. Deeper insights into students' moral development and practical application of values can be gained through observation-based assessments, self-reflections, peer evaluations, and values-based portfolios.

5. Proposed Strategies to Enhance the Teaching Of Values Education

Values Education plays a vital role in shaping students' moral judgment and character. However, educators often encounter challenges such as limited resources, time constraints, and technological distractions. This Learning Action Cell (LAC) session titled Innovative Strategies for Effective Values Education is proposed for the Values Education teachers of Gallanosa National High School. The main objective of this LAC session is to equip teachers with effective and contextualized teaching strategies—specifically Values Inculcation, Value Clarification, Moral Reasoning, and Experiential Learning—that will allow them to design engaging lessons, improve moral formation among students, and align classroom activities with students' real-life experiences. This session is also designed to promote collaboration, reflection, and practical teaching applications through demonstration and peer feedback.

The session provides teachers a space to co-create lesson guides, practice demonstration teaching, and develop appropriate assessment tools. Through this structured yet collaborative approach, teachers are expected to not only improve their facilitation and pedagogical skills but also help foster school-wide consistency in implementing Values Education. The outputs of this LAC session—lesson exemplars, observation tools, and peer-reviewed strategies—will directly address the current gaps and ensure that Values Education becomes an engaging, transformative, and student-centered subject within the classroom.

V. DISCUSSION

The following explores the interpretation and implications of the research findings on the impact of teaching Values Education on students' behavior. The discussions examined the significance of the results, highlight key insights, and provide context to understand the broader effects of Values Education on students' moral and behavioral development. It analyzed how teaching values such as respect, integrity, and

responsibility influences classroom behavior and interpersonal relationships.

1. The Experiences of Teachers in Teaching Values Education

Instruction in Values Education constitutes a multifaceted experience for educators, necessitating the transmission of theoretical concepts alongside the incorporation of practical experiences and ethical frameworks within the learning process. Teachers employ real-life stories as a key strategy to engage students in Values Education, effectively capturing learners' attention and establishing a meaningful connection between the subject matter and their everyday experiences. Real-life narratives have been shown to render abstract values more concrete and relatable, thus enhancing students' engagement and comprehension. Al-Alawi et al. (2021) posit that narratives and personal anecdotes enable students to recognize the significance of values in their daily lives, thereby enhancing the engagement and effectiveness of the learning process. Students who engage with real-life scenarios involving moral dilemmas or ethical challenges are more likely to cultivate a deeper understanding of values and integrate them into their decision-making processes. Educators have indicated that the incorporation of real-life narratives facilitates the connection between theoretical concepts and practical application, thereby rendering values more tangible and accessible for internalization. This method is consistent with the research conducted by Arciosa (2022), which highlighted that storytelling in moral education enhances empathy and moral reasoning in students.

Facilitating participatory learning experiences constitutes a significant component of instructing Values Education. Active engagement in the learning process enhances retention and application of values. Educators have indicated that engaging students in discussions, role-playing, and collaborative activities promotes reflection on their values and moral beliefs Choi and Kim (2021) indicate that participatory learning enables students to examine various perspectives and engage in moral reasoning, which enhances their comprehension of values. Research indicates that student engagement in the learning process enhances the likelihood of internalizing and exhibiting the taught values in their behavior. Facilitating group discussions on ethical issues allows students to express their perspectives and engage with opposing viewpoints,

thereby enhancing critical thinking and moral development. Cornillez Jr et al. (2021) found that collaborative learning experiences in Values Education facilitate the development of a sense of community and shared responsibility among students, thereby reinforcing positive social behavior. Educators have observed that participatory learning cultivates a supportive classroom atmosphere, enabling students to express their thoughts and engage in open discussions regarding moral issues.

Facilitating values reflection among students is an essential strategy employed by educators to enhance the comprehension and internalization of moral principles. Reflection enables students to evaluate their experiences, scrutinize their ethical decisions, and contemplate the repercussions of their actions. Diaz et al. (2025) asserted that reflective practice in Values Education promotes critical evaluation of student behavior and alignment with ethical standards. Educators have indicated that guided reflection exercises, including journaling and structured class discussions, facilitate students' understanding of their moral experiences and enhance their sense of personal responsibility. Encouraging students to reflect on their actions and the values that influenced them increases the likelihood of developing a consistent moral framework and promoting positive behavior. Espartinez (2024) highlighted that reflecting on values improves students' moral awareness, enabling them to approach complex moral situations with increased confidence and clarity. Educators have indicated that reflection exercises facilitate students' identification of personal growth areas and the establishment of goals for enhancing their moral behavior. Additionally, Faraji and Abdollahi (2021) noted that reflective learning fosters a deeper emotional connection to values, making them more meaningful and enduring for students.

Bringing Values Education concepts to life is another strategy that enhances student engagement and learning outcomes. Teachers have reported that using real-life applications and experiential learning methods makes abstract values more concrete and relevant. Gentsch et al. (2020), stated that experiential learning in Values Education helps students see the practical implications of moral principles in their daily lives. Teachers have found that incorporating community service projects, simulation exercises, and case studies into the curriculum allows students to apply their knowledge of values in real-world contexts. This approach not only

reinforces students' understanding of values but also cultivates a sense of social responsibility and ethical awareness. For instance, teachers have shared that organizing service-learning projects where students engage with marginalized communities helps them develop empathy and a deeper understanding of social justice issues. Similarly, Guiamalon and Hariraya (2021) highlighted that experiential learning strengthens students' moral reasoning and enhances their ability to apply ethical principles in complex situations. Teachers have also reported that students are more likely to remember and apply the values they have learned when they see their practical relevance and positive impact on others. Huddleston et al. (2021), said that students who engage in values-based learning are more likely to develop prosocial behavior and demonstrate ethical decision-making in their daily lives. Teachers have shared that observing positive changes in students' behavior, such as increased kindness, cooperation, and respect for others, reinforces the importance of teaching Values Education. Similarly, Berkowitz and Bier (2019) highlighted that effective Values Education programs contribute to a more harmonious school environment and reduce incidents of bullying and conflict. Teachers have also reported that students who develop a strong moral foundation through Values Education are better equipped to navigate ethical challenges and make responsible decisions. Furthermore, Jamon et al. (2021) emphasized that values-based learning enhances students' social and emotional development, which in turn supports academic success and overall well-being.

Furthermore, Kilag, et al. (2024) stated that teachers who model ethical behavior create a powerful influence on students' moral development. Teachers have shared that maintaining consistency between their words and actions helps to build trust and credibility with students. When students perceive their teachers as ethical role models, they are more likely to internalize the values being taught and apply them in their own lives. Similarly, Kumar and Kumar (2020) noted that teachers' ability to model values enhances students' moral awareness and reinforces the importance of ethical behavior. Teachers have also reported that building strong relationships with students based on trust and respect creates a foundation for effective Values Education. Students who feel valued and respected are more receptive to moral guidance and more willing to engage in discussions about values.

2. Teachers' Insights Regarding Students' Classroom Behavior

Classroom behavior includes various student actions that can facilitate or obstruct the teaching and learning process. Educators frequently face a range of disruptive behaviors that impede their capacity to sustain an effective and orderly classroom environment. Disruptive behaviors, including talking out of turn, failing to follow instructions, and creating distractions, are frequently reported issues. Kilag et al. (2024) indicated that classroom disruptions adversely affect teachers' instructional time and students' engagement in learning activities. Educators have reported dissatisfaction regarding the prevalence and severity of these behaviors, indicating that they detract from essential instructional time and hinder students' academic advancement. Teachers have emphasized that managing disruptive behaviors necessitates a blend of proactive classroom management techniques and tailored behavioral interventions to assist students in cultivating self-regulation skills.

Bullying represents a widespread form of student misconduct that notably impacts the classroom environment and the emotional well-being of students. Educators have indicated that bullying behaviors, such as verbal harassment, social exclusion, and physical aggression, contribute to a hostile learning environment that hinders both academic and social development. Lisao et al. (2023) asserted that bullying in schools is a significant issue necessitating ongoing intervention and support from educators and school administrators. Educators have noted that bullying frequently manifests in subtle ways, including the dissemination of rumors or the manipulation of social relationships, which complicates detection and intervention efforts. Educators have observed that students exhibiting bullying behavior frequently display underlying emotional or psychological challenges, including low self-esteem, familial conflicts, or exposure to violence. Mallillin et al. (2021) highlighted that successful anti-bullying programs necessitate a comprehensive school-wide strategy that engages students, teachers, and parents in fostering a secure and supportive educational atmosphere. Educators have indicated that the establishment of clear behavioral expectations, the promotion of positive peer relationships, and the encouragement of open communication are critical strategies for mitigating bullying and cultivating a respectful classroom environment.

Classroom expectation violations represent a common type of student misbehavior that educators often face. Educators have observed that students frequently do not adhere to set rules and expectations, including tardiness, incomplete assignments, and off-task behavior. Miramon et al. (2024) asserted that the consistent enforcement of classroom rules and expectations is crucial for sustaining a structured learning environment and fostering student accountability. Observations indicate that students are more inclined to adhere to classroom expectations when they comprehend the rationale for the rules and perceive equitable treatment. Educators have emphasized the necessity of consistent enforcement of consequences for misbehavior, as inconsistent responses may result in confusion and exacerbate behavioral issues. Teachers have observed that engaging students in the formulation of classroom rules cultivates a sense of ownership and responsibility, thereby enhancing their motivation to comply with expectations. Ng and Chan (2020) provide evidence that student participation in rule-setting improves compliance and decreases occurrences of rule-breaking behavior.

Students exhibit a propensity to express their opinions and contest the authority of teachers, a behavioral pattern recognized by educators. Educators have reported that students frequently inquire about the relevance of classroom regulations, the equity of disciplinary measures, and the appropriateness of the curriculum content. Oropilla and Guadana (2021) indicated that students' readiness to articulate their opinions demonstrates an increasing sense of autonomy and critical thinking abilities, presenting both advantages and challenges for educators. Educators have observed that fostering open dialogue and promoting active listening contribute to the establishment of trust and mutual respect between instructors and learners. Managing student disagreements and resistance necessitates a careful balance between authority and flexibility. Educators have highlighted the significance of acknowledging students' viewpoints while upholding defined boundaries and expectations. According to research conducted by Picardal, et al. (2022), students who perceive that they are heard and respected are more inclined to engage positively in the learning process and exhibit cooperative behavior. Educators have indicated that facilitating avenues for student expression and engagement improves motivation, cultivates a sense of

belonging, and diminishes occurrences of defiant behavior.

The examination of teachers' behaviors and instructional strategies by students is an additional factor that affects classroom behavior. Educators have noted that students demonstrate a keen awareness of the consistency, fairness, and emotional responsiveness exhibited by their teachers. Salami and Muhammad (2020) asserted that students are more inclined to exhibit positive behavior when they view their teachers as supportive, caring, and respectful. Educators have indicated that establishing robust relationships with students founded on trust and respect promotes adherence to behavioral expectations and fosters constructive engagement in classroom activities. In contrast, educators have indicated that perceptions of unfairness, favoritism, or inconsistent disciplinary measures frequently result in heightened behavioral issues and reduced student engagement. Rogayan Jr, and Reusia (2021) provideprovided evidence that positive teacher-student relationships are significantly associated with enhanced classroom behavior and academic performance. Educators have observed that demonstrating suitable social and emotional behavior establishes a constructive model for students and reinforces standards for respectful interactions. Furthermore, Thapa et al. (2020) discovered that teachers' capacity to regulate their emotions and respond composedly to difficult situations has a beneficial impact on students' emotional regulation and behavior.

3. Teachers' Assessment Regarding the Impact of Teaching Values Education in Modifying Students' Classroom Behavior

The results of the study highlighted the significant impact that Values Education has on modifying students' behavior, developing their character, and fostering positive social interactions. Teachers' assessments reveal notable patterns and behavioral changes emerging from the use of values-based education in the classroom.

Teachers observed that students engaged with value-based curricula displayed a higher level of self-awareness than their peers. These students were more likely to reflect on their actions and behaviors, considering how they aligned with their values. Values Education helped students develop the ability to control their emotions and empathize with others, enhancing their moral reasoning. Teachers noted that self-reflective

students were more proactive, which led to better classroom order and improved social behavior.

Faraji and Abdollahi (2021) emphasized that values education aids learners in making informed and responsible life decisions, beginning with self-awareness. Similarly, Espartinez (2024) found that guided reflection improves students' moral reasoning and personal growth by prompting them to confront ethical dilemmas in a meaningful way. Diaz et al. (2025) assert that structured reflection practices help students align their behaviors with ethical standards, leading to moral consistency. These findings validated the assertion that introspective activities such as journaling, class discussions, and open storytelling serve as catalysts for moral awakening and personal development.

Teachers found that Values Education helped students learn to be responsible both socially and academically. There was a noticeable increase in students' ownership of their work and behavior. Teachers observed that students began to demonstrate greater responsibility in group activities, as well as in their interactions with classmates. This sense of responsibility positively affected the classroom atmosphere, leading to more cooperative behavior, improved task commitment, and respectful interactions.

The findings align with Kilag et al. (2023), who concluded that values instruction enhances student accountability and motivation, leading to improved academic outcomes. Moreover, Huddleston et al. (2021) noted that values education programs help reduce problem behaviors while reinforcing responsibility and cooperation. Jiang et al. (2019) similarly found that responsible behavior cultivated through moral instruction correlates with increased academic engagement and a decrease in classroom disruptions. These studies collectively affirm the efficacy of Values Education in fostering student responsibility and self-management.

Teachers reported that students participating in values-based lessons had better control over their impulses and made more thoughtful decisions. Key values such as patience, self-control, and perseverance were emphasized, and teachers observed significant improvements in students' ability to manage their emotions, particularly in stressful situations. There was a reduction in impulsive and disruptive behaviors,

leading to improved classroom management and a more conducive learning environment.

Supporting this, Huang et al. (2020) found that moral instruction significantly enhances students' emotional intelligence and ability to deliberate ethically. Liu et al. (2020) and Parmar and Jha (2024) emphasized the role of Values Education in reducing aggressive tendencies and promoting emotional control among youth. These outcomes reflect the internalization of self-control as a moral value, nurtured through continuous exposure to values-based discussions and activities.

4. The Challenges Encountered by Teachers in Teaching Values Education and Modifying Students' Classroom Behavior

A notable challenge reported by educators is the perception among certain students that values education is of lesser importance than academic subjects such as mathematics, science, and language. Doblada and Caballes (2021) indicated that numerous students perceive values education as secondary or supplementary, rather than as a fundamental aspect of their educational experience. This perception frequently results in diminished motivation and engagement in values education lessons, hindering teachers' ability to foster meaningful discussions and moral reflection. Espartinez (2024) indicated that students tend to disengage from values education when they do not perceive its relevance to their personal and academic experiences. Educators have indicated that certain students exhibit doubt regarding the significance of values education, challenging its practical relevance in real-world contexts. This resistance frequently leads to passive engagement, restricted critical analysis, and an absence of emotional investment in the values being imparted. Research by Faraji and Abdollahi (2021) indicated that the perceived secondary status of values education mirrors broader societal attitudes that prioritize academic achievement over character development, thereby creating additional barriers for teachers aiming to promote moral and ethical growth among students.

Teachers encounter the challenge of students perceiving values education as solely conceptual, rather than experiential or practical. Gentsch et al. (2020) indicated that students frequently encounter difficulties in converting abstract values into tangible actions and behaviors. Educators have observed that students often engage with values education primarily from an

intellectual standpoint, viewing it as a theoretical exercise rather than as a framework for guiding behavior. The disjunction between conceptual understanding and practical application impedes the internalization of core values and restricts the long-term influence of values education on student behavior. Haji and Kwok (2021) highlighted that effective values education necessitates experiential learning opportunities, enabling students to actively engage with moral dilemmas, practice ethical decision-making, and reflect on the consequences of their actions. Educators have observed that students participating in real-life scenarios and moral discussions exhibit a more profound comprehension of values and are more inclined to implement them in their everyday interactions. Nonetheless, the challenge is to develop meaningful and authentic learning experiences that connect conceptual knowledge with practical behavior. Guiamalon and Hariraya (2021) asserted that the most effective values education programs incorporate experiential learning, moral reflection, and collaborative problem-solving, facilitating students' internalization of values and their application in real-world contexts.

The allocation of limited time for the instruction of values education presents a notable challenge as reported by educators. Huddleston et al. (2021) indicated that the growing focus on standardized testing and academic performance has led to a decrease in instructional time dedicated to values education. Educators have indicated that values education is frequently regarded as a secondary subject, characterized by restricted instructional periods and diminished classroom time for substantive discussion and reflection. The time constraint restricts educators' capacity to facilitate deep moral reasoning, collaborative learning, and reflective dialogue among students. Moreover, the obligation to achieve academic standards and equip students for standardized tests frequently compels educators to emphasize academic material at the expense of character development. Khalid et al. (2019) asserted that effective values education necessitates sustained engagement, structured reflection, and consistent reinforcement, challenges that arise when instructional time is constrained. Educators have indicated that insufficient dedicated instructional time for values education hinders their capacity to establish a cohesive and structured learning environment in which students can examine and internalize moral values. The fragmented and inconsistent delivery of values education hinders the establishment of a cohesive moral framework among students, resulting in discrepancies in their ethical reasoning and behavioral responses.

The limited availability of assessment resources for evaluating students' values constitutes a significant challenge for educators. Haji and Kwok (2021) indicated that the subjective and multifaceted characteristics of values education pose challenges in the design and implementation of reliable and valid assessment tools. Educators have indicated that current assessment techniques, including written examinations and self-report surveys, frequently do not adequately reflect the intricacies of students' moral development and behavioral transformations. Moreover, the absence of standardized assessment criteria for values education results in inconsistencies in the evaluation of students' progress and the identification of areas needing improvement. Goktas and Sahin (2020) indicate that a comprehensive assessment of values education necessitates the integration of both qualitative and quantitative methodologies, such as reflective journals, peer feedback, observational data, and moral reasoning exercises. Educators have emphasized the necessity for more thorough and contextually relevant assessment instruments that evaluate not only students' conceptual grasp of values but also their capacity to implement these values in practical scenarios. Jamon et al. (2021) asserted that authentic assessment practices focusing on moral reasoning, ethical decision-making, and interpersonal behavior are crucial for assessing the influence of values education on students' character development. The development and implementation of assessment tools necessitate institutional support, professional development, and adequate resources, which are frequently insufficient in numerous educational environments.

5. Proposed Strategies to Enhance the Teaching of Values Education

The Learning Action Cell (LAC) session titled "Innovative Strategies for Effective Values Education" is proposed as a comprehensive response to the multiple challenges teachers face in delivering Values Education. These challenges—such as students' lack of interest, the abstract nature of values instruction, limited instructional time, and insufficient assessment tools—require a solution that is practical, collaborative, and grounded in continuous professional development. The LAC session offers such a solution by equipping educators with contextualized strategies, promoting peer

collaboration, and fostering reflective teaching practices.

One major issue in teaching Values Education is the low level of student engagement, often caused by the belief that the subject is less important than others. The LAC session helps teachers counter this by training them to use real-life applications, experiential activities, and interactive methods that make values instruction relevant. As Ng and Chan (2020) emphasized, "experiential learning methods enable students to apply values in real-life contexts, thus enhancing their understanding and internalization of these principles." By learning these strategies in a collaborative setting, teachers become more confident in designing lessons that highlight the practical importance of values in students' daily lives.

Another concern is the difficulty students experience in connecting abstract concepts like honesty or respect with their actual behavior. The LAC session addresses this by emphasizing strategies such as Value Clarification and Moral Reasoning, which encourage students to reflect on personal decisions and evaluate moral dilemmas. Guiamalon and Hariraya (2021) supported this approach, stating that "the most effective values education programs incorporate experiential learning, moral reflection, and collaborative problem-solving." Within the LAC, teachers not only learn these methods but also practice them through demonstration teaching and peer feedback, ensuring deeper understanding and readiness for classroom implementation.

Time constraints also limit the impact of Values Education, as it often receives less instructional time than academic subjects. The LAC session responds by introducing cross-curricular integration, where values are embedded into other subjects such as language, social studies, or science. Huddleston et al. (2021) noted that "effective values education necessitates sustained engagement, structured reflection, and consistent reinforcement," which the LAC supports through continuous, school-based learning and planning.

Assessment remains another critical area of difficulty. Traditional testing methods fall short of capturing students' moral development. To address this, the LAC session provides training in alternative assessment tools like self-reflection journals, peer evaluations, and observation checklists. As Haji and Kwok (2021)

explained, "the subjective and multifaceted characteristics of values education pose challenges in the design and implementation of reliable and valid assessment tools." Through the LAC, teachers explore how to make assessment more authentic, consistent, and meaningful.

Most importantly, the LAC fosters a culture of collaboration and professional growth. Teachers are given space to share experiences, develop lesson plans together, conduct demonstration teaching, and give constructive feedback to one another. Liu et al. (2020) affirmed that "professional development and training in values education equip teachers with the skills and confidence required for the effective delivery of values-based lessons." Similarly, Mallillin et al. (2021) emphasized that collaborative teacher development leads to more inclusive and values-centered classrooms.

Theoretical Implication

The results of this study support several well-known theories that explain how students learn and develop good behavior. One of the main theories that can help explain the findings is Social Learning Theory by Bandura (1977). This theory says that students learn by observing others, especially their teachers and classmates. In this study, it was seen that when teachers showed positive behaviors like being respectful and honest, students were more likely to copy these actions. This shows that teachers can be powerful role models in promoting good behavior through Values Education.

The study also supports Kohlberg's Moral Development Theory (1958). This theory explains how students develop a sense of right and wrong by thinking about moral situations. When teachers use activities like role-playing, group discussions, and reflections, students get the chance to think deeply about their values. This helps them make better decisions and understand why good behavior matters.

Another theory related to the findings is Piaget's Cognitive Development Theory (1980), which says that children develop their thinking step-by-step. When Values Education is taught using examples from real life, it helps students understand values more clearly because it fits their level of thinking. The way teachers used simple stories and activities helped make abstract ideas like honesty and respect easier for students to understand.

Lastly, Vygotsky's Sociocultural Learning Theory (1970) also connects to the results of this study. Vygotsky believed that students learn best when they work with others and receive guidance from teachers or more capable peers. In this study, students learned values better when they participated in group activities, class discussions, and reflections with help from their teachers. This shows that learning values is not just a personal process—it also depends on social interaction and cultural guidance.

Overall, the study shows that teaching Values Education can support students' moral and social development in ways that are consistent with major learning theories. It highlights how important the teacher's role is, both as a model and as a guide in helping students understand and live by positive values.

Practical Implication

The results of this research show the importance of teaching Values Education in regard to students' behavior in classroom, especially as it relates to positive moral, emotional, and social growth. After learning with lessons based on values teaching the teachers reported that the students became more disciplined, behaved well, and were cooperative. Positive values like honesty, respect or compassion amended directly linked to good behavior. This further showed that teaching values effectively transforms student behavior beyond academic achievement.

It is very important that the discipline based on values by students is maintained by real life applicable teaching approaches. One good approach is called Values Inculcation which defines the process as the repetition of values teachings in a lot of different activities and themic discussions toward the students, which helps them with internalizing needed values. For instance, students can participate in real world projects which have enduring goals and undertake teamwork, social responsibility, ethical reasoning and value driven decision making through Project Based Learning. The students are enabled to participate in community projects, environmental campaigns or social justice. Value-based behavior is sure to improve the overall behavior of students both on and off the classroom.

Another helpful approach is Value Clarification. This strategy encourages students to reflect on their personal beliefs and values. Such a self-reflective process helps students become more cognizant of the impact of their decisions and appreciate how their actions influence other people. For instance, in a classroom, students can be asked to think about how their attitudes and behavior compare to the values that they are taught. It enables them to better appreciate what their actions mean, which in turn fosters self-control and compassion. Role playing is one strategy that does wonders in clarifying values because students become involved in contemporary problems that require moral judgments, problem solving, and decision making.

Moral Reasoning is one of the strategies useful in improving Values Education. It motivates learners to think more profoundly about the problems associated with ethics and appreciate different angles of the various moral issues. The method helps learners develop critical thinking, which helps them value different aspects of life in various situations. Teachers can use cases that deal with real-life problems of ethics in consonance with what students are doing in class so that students can debate and suggest ways of resolving the problems in difficult situations. This strategy enhances not only moral reasoning but also the ability to think of one's peers and the whole society.

Moreover, learning through participation, per actively attending a class and implementing the knowledge they acquire, is fundamental in solving values-based problems. Students get to practice various value-related activities like community service, environmental work, peer tutoring, and other value-centric activities, which enables them to practice the concepts they are being taught. Students learn not only how to distinctively value emotions but also apply them to real-world situations. This technique helps in reinforcing the prosocial behavior of kindness, empathy, cooperation, as well as the internalization of values. Incorporating hands-on activities in teaching makes it more effective. Teachers who incorporate hands-on activities in their teaching have noted increased student participation and application of learned values in daily activities, which positively impacts classroom environment dynamics and creates a favorable learning atmosphere.

Following this set of procedures ensures that the relevance of Values Education, as well as its effectiveness in changing student behavior is guaranteed. While performing values-based activities and reflections, students become more self-aware, emotionally stronger, and learn to make ethical choices. These results go beyond more acceptable behavior in

classrooms; they aid in the formation of people who are responsible, well aware of the society around them, and ready to meet its challenges.

It is equally important to ensure that teachers have assistance with these strategies as well. Professional development, training in values-based teaching, and resource accessibility help resolve the problem of teacher inadequacy regarding their integration of approaches to instruction. When teachers are properly assisted and equipped, the impact of Values Education is brought to higher levels by, making certain that the teachings of the classroom lead to constructive behaviors and attitudes.

The strategy of values inculcation, value clarification, moral reasoning, and experiential learning when integrated into the right circumstance has the ability to improve a student's moral development, behavior, and social responsibility. Teachers need assistance in the creation of engaging practical learning experiences, so students assimilate the taught values. Implemented correctly, Values Education has the capacity to enhance student behavior, promote positive student interactions as well as discord, and the nurturing of responsibly, compassionately, and ethically responsible persons.

Limitations of the Study

This study on the influence of Values Education on student behavior encountered several limitations that may have impacted the generalizability and comprehensiveness of the results. The study was constrained by its dependence on the experiences and insights of a particular group of teachers within a specific educational context. Teachers' perspectives were shaped by their professional backgrounds, teaching styles, and the particular school cultures in which they operated, potentially lacking full representation of the wider educational context. The study's emphasis on teachers' experiences in teaching Values Education limited the analysis, potentially neglecting the viewpoints of students and other stakeholders, including parents and school administrators, whose contributions could have offered a more comprehensive understanding of the issue. The findings were derived from qualitative data, which are inherently subjective and may reflect the personal biases or interpretations of the participating teachers. Despite attempts to maintain objectivity via structured data collection and analysis, the inherent characteristics of qualitative research

allowed for the potential of researcher bias in result interpretation.

A further limitation of the study was its dependence on self-reported data from teachers concerning student behavior and the effects of Values Education. Self-reported data were prone to social desirability bias, as teachers might have provided more favorable or socially acceptable responses instead of an accurate representation of their experiences. The evaluation of students' behavioral changes through teacher observations may not have adequately reflected the intricacies and subtleties of moral development and ethical decision-making. The evaluations of student behavior by teachers were affected by their expectations, teaching philosophy, and classroom management style, potentially leading to inconsistencies in the data. The limited timeframe and sample size of the study restricted the generalizability of the findings. Data gathered within a limited timeframe may not adequately reflect long-term behavioral changes or the enduring effects of Values Education on students' moral development. The limited sample size reduced the statistical power of the study, hindering the ability to make broader conclusions regarding the influence of Values Education in various educational contexts.

Future Research Directions

Future research regarding the impact of Values Education on students' behavior should investigate several key areas to improve the understanding and efficacy of this educational approach. A promising direction involves conducting longitudinal studies to examine the long-term effects of Values Education on students' moral development and behavior. Monitoring changes over time would yield valuable insights into the impact of sustained exposure to Values Education on students' ethical decision-making, empathy, and social responsibility. Future research may employ a mixed-methods approach, integrating qualitative and quantitative data to enhance the understanding of the relationship between Values Education and student behavior. This would facilitate a more equitable examination of subjective teacher experiences alongside objective student outcomes.

Expanding the participant scope to include students, parents, and school administrators may enhance the research by capturing a wider array of perspectives. Examining student perceptions and internalization of Values Education may provide critical insights for

enhancing instructional strategies and promoting more significant learning experiences. Furthermore, examining the impact of cultural and socioeconomic factors on the efficacy of Values Education would facilitate the identification of context-specific challenges and opportunities for enhancement. Comparative studies across various educational systems and cultural contexts would yield significant insights into the adaptability and universality of Values Education practices.

A significant research avenue involves the creation and validation of standardized assessment instruments to evaluate the influence of Values Education on student behavior. The establishment of reliable and valid instruments would facilitate consistent data collection and enhance the comparability of findings across studies. Future research should examine the effectiveness of diverse instructional strategies, including the integration of real-life narratives, participatory learning, and reflective exercises, to determine the most effective approaches for improving student engagement and moral development. Exploring the role of teacher training and professional development in enhancing the delivery of Values Education could yield practical recommendations for improving educational practices.

VI. CONCLUSIONS AND RECOMMENDATIONS

From the results and discussions, the following conclusions were drawn:

1. The teachers deliver values education by employing interactive and reflective strategies, particularly real-life storytelling, experiential methods, and community engagement to actively cultivate students' moral development and personal growth.
2. The teachers noted common prevailing deportment of learners in the classroom, such as disruption, bullying, and rule violations. Further, they recognize and appreciate students who demonstrate engagement, reflection, and vigilance in values education.
3. Values education to a certain extent influences students' behavior by encouraging introspection and gradually fostering a sense of responsibility and accountability in the classroom.
4. The challenges in teaching values education include students' perception of its low importance, limited instructional time, insufficient assessment tools,

and the need for continuous professional development to effectively deliver values-based instruction.
5. The proposed strategies to enhance the teaching of Values Education, particularly through school-based learning action cells and professional learning communities, aim to improve both instructional effectiveness and students' classroom behavior.

Based on the results, discussions and conclusions, the following recommendations are given:

1. To effectively foster students' moral development and personal growth, the use of interactive and reflective strategies, such as real-life storytelling, experiential learning, and community engagement be continued.
2. To recognize and encourage students who exhibit engagement, reflection, and vigilance in values education, proactive strategies with emphasis on the promotion of positive discipline be adopted to address disruptive behaviors like bullying and rule violations.
3. Values education programs be strengthened through regular curricular enhancement review to sustain their relevance to the learners' moral development.
4. To support teachers in delivering effective values-based instruction, assistance by the management be provided by allocating sufficient instructional time and provide ongoing professional development.
5. The proposed strategies be adopted through the school-based Learning Action Cells in a form of a professional learning community.

REFERENCES

[1] Acut, D. P., Lobo, J. T., & Garcia, M. B. (2025). Determinants of Teachers' Intentions to Integrate Education for Sustainable Development (ESD) Into Physical Education and Health Curricula. In Global Innovations in Physical Education and Health (pp. 439-472). IGI Global.

[2] Aguhayon, H., Tingson, R., & Pentang, J. (2023). Addressing students learning gaps in mathematics through differentiated instruction. International Journal of Educational Management and Development Studies, 4(1), 69-87.

[3] Aguilar, M. G. W. (2021). Academic dishonesty in the Philippines: The case of 21st century

[4] learners and teachers. International Journal of Management, Technology and Social Sciences (IJMTS), 6(1), 306-313.

[5] Al-Alawi, A. I., Al-Kindi, A. M., & Al-Qassimi, Z. M. (2021). The Effect of Values Education Program on Cultural Awareness and Respect for Others among Omani Students. Journal of Education and Practice, 12(6), 13-19.

[6] Almeida, L. S., Gonçalves, T., & Paixão, M. P. (2020). The impact of values education on decision-making skills. Journal of Moral Education, 49(4), 516-530.

[7] Alonso, N., & López-González, L. (2021). Values education in the curriculum of Latin American countries. International Journal of Educational Development, 84, 102428.

[8] Arciosa, R. M. (2022). Information communication technology (ICT)-based instructional software and its effectiveness in teaching high school geometry. Indonesian Journal of Teaching in Science, 2(1), 51-60.

[9] Asamoah, E. K., & Asamoah, E. O. (2021). The effects of values education on behavioural problems among junior high school students in Ghana. International Journal of School and Cognitive Psychology, 8(2), 1-7.

[10] Berkowitz, M. W., & Bier, M. C. (2007). Research-based character education. The ANNALS of the American Academy of Political and Social Science, 614(1), 160-178.

[11] Chaudhary, S., & Das, B. (2019). Impact of value education programme on respectful behaviour of adolescents. International Journal of Psychology and Educational Studies, 6(2), 1-8.

[12] Chen, Y., Chu, Y., & Lee, C. (2021). A Study of Parents' and Teachers' Views on Values Education in Taiwan. International Journal of Research in Education and Science, 7(1), 191-206.

[13] Choi, K., & Kwon, H. (2018). The Effects of Values Education Program on the Empathy and Bullying Behavior of Elementary School Students. The Journal of Educational Research, 21(3), 47-65.

[14] Choi, H. S., & Kim, S. Y. (2021). Effects of Values Education Programs on Promoting Social Responsibility: A Case of South Korea. Journal of Educational Research, 114(2), 194-202.

[15] Cornillez Jr, E. E. C., Caminoc, S. R. T., Basas, B. R., Militante Jr, B. T., & Paler, R. R. (2021). Tracer study of teacher education graduates of the eastern Visayas state university-Tanauan campus, Philippines. European Journal of Education and Pedagogy, 2(3), 186-193.

[16] Datu, J. A. D., Mateo, N. J., & Natale, S. (2023). The mental health benefits of kindness-oriented schools: School kindness is associated with increased belongingness and well-being in Filipino high school students. Child Psychiatry & Human Development, 54(4), 1075-1084.

[17] Diano Jr, F., Kilag, O. K., Malbas, M., Catacutan, A., Tiongzon, B., & Abendan, C. F. (2023). Towards Global Competence: Innovations in the Philippine Curriculum for Addressing International Challenges. Excellencia: International Multi-disciplinary Journal of Education (2994-9521), 1(4), 295-307.

[18] Diaz, F. C. B., Trinidad, I., Agustin, M. J., Panganiban, T. P., & Garcia, M. B. (2025). Mindfulness for Health and Well Being: An Innovative Physical Education Course in the University of the Philippines Diliman. In Global Innovations in Physical Education and Health (pp. 139-168). IGI Global.

[19] Doblada, J. C. L., & Caballes, D. G. (2021). Relationship of Teachers' Technology Skills and Selected Profile: Basis for Redesigning Training for Online Distance Learning Modality. Asian Journal of Multidisciplinary Studies, 4(2), 41-46.

[20] Eccles, J. S., & Gootman, J. A. (Eds.). (2002). Community programs to promote youth development. National Academies Press.

[21] Eccles, J. S., & Roeser, R. W. (2011). Schools, academic motivation, and stage-environment fit. In Handbook of research on schools, schooling, and human development (pp. 75-90). Routledge.

[22] Enright, R. D., Lapsley, D. K., & Levy, M. Z. (2017). Research on forgiveness, humility, and empathy in education. Educational Psychology Review, 29(4), 705-722.

[23] Espartinez, A. S. (2024). Exploring student and teacher perceptions of ChatGPT use in higher education: A Q-Methodology study. Computers and Education: Artificial Intelligence, 7, 100264.

[24] Faraji, A., & Abdollahi, A. (2021). The Effect of Values Education on the Self-efficacy of High School Students.

[25] Gamayao, M. D., & Binas, J. E. E. (2021). Teaching competence and pedagogical content knowledge of science teachers in the First District of Capiz, Philippines: Basis for a sustainable instructional program. European Journal of Humanities and Educational Advancements, 2(1), 26-34.

[26] Gentsch, K., Lichtwarck-Aschoff, A., & Weeland, J. (2020). The role of empathy in values education for social and emotional learning: A systematic review. Educational Research Review, 31, 1-14.

[27] Goktas, Y., & Sahin, C. (2020). The Effectiveness of Values Education on Communication Skills. Journal of Education and Training Studies, 8(11), 82-89.

[28] Guiamalon, T. S., & Hariraya, P. G. (2021). The k-12 senior high school programl: The case of laboratory high school, cotabato city state polytechnic college, south central Mindanao, Philippines. IJASOS-International E-journal of Advances in Social Sciences, 7(19), 391-399.

[29] Haji, M. S., & Kwok, P. K. (2021). Values Education in Brunei Darussalam: A Preliminary Study. Journal of Education and e-Learning Research, 8(1), 59-71.

[30] Huang, L. H., Liao, H. C., & Huang, T. Y. (2019). The Effects of Values Education on the Moral Development of Middle School Students. International Journal of Adolescence and Youth, 24(3), 316-328.

[31] Huddleston, E., Peterson, L., & Maier, K. (2021). The Effects of a Values Education Program on the Behavior of Elementary School Students. Journal of Values Education, 20(1), 1-11.

[32] Jamon, B. E. V., Boholano, H. B., Cabanes-Jamon, M. G., & Pardillo, M. F. (2021). Teachers lived experiences in the new normal in Philippine public schools: A phenomenology. International Journal of Research, 8(02), 773-782.

[33] Jiang, Q., Yan, X., & Huang, S. (2018). The Effects of Values Education Program on the Academic Motivation and Achievement of High School Students. Journal of Educational Sciences, 31(2), 103-110.

[34] Kang, J. Y., & Han, Y. K. (2019). The Current Status and Issues of Values Education in Elementary School. The Journal of Korean Teacher Education, 36(3), 23-49.

[35] Khalid, S., Nawaz, S., & Akhtar, A. (2019). The impact of values education on academic achievement: An empirical study. Pakistan Journal of Social Sciences (PJSS), 39(2), 561-572.

[36] Kilag, O. K., Catacutan, A., Miñoza, M. L., Arcillo, M., Espinosa, S., & Figer-Canes, R. M. (2023). Optimizing the Teaching of Values Education Strategies for Integration and Contextualization. Excellencia: International Multi-disciplinary Journal of Education (2994-9521), 1(1), 65-76.

[37] Kilag, O. K. T., Mambaje, O. C., Rabi, A. A., Uy, J. C., Miñoza, E. G., & Padilla, J. B. G. (2024). The Practice of Peace Education: Applied Research on Peace Education in the Twenty-First Century. Journal of Higher Education and Academic Advancement, 1(2), 82-91.

[38] Kilag, O. K., Sasan, J. M., Maguate, G., Odango, J., Cruz, J. N. D., & Fulgencio, R. (2024). Curriculum Innovation in Philippine Education: The MATATAG Curriculum. International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE), 1(6), 727-732.Klemm, K., & Noack, P. (2019). Values education across cultures: Towards a global approach to implementation. Journal of Moral Education, 48(1), 63-77.

[39] Kilag, O. K., Catacutan, A., Abella, J., Arcillo, M., Figer-Canes, R. M., & Zamora, R. M. (2023). Transformative Education: A Study of Teaching Values Education-Based on Paulo Freire's Philosophy of Education. Excellencia: International Multi-disciplinary Journal of Education (2994-9521), 1(1), 56-64.

[40] Kilag, O. K., Diano Jr, F., Bulilan, R., Allego, L., & Cañizares, M. C. (2024). Leadership Strategies for Building Inclusive School Communities: The Challenges of Managing Diversity in Schools. International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE), 1(1), 92-100.

[41] Kilag, O. K. T., Zarco, J. P., Zamora, M. B., Caballero, J. D., Yntig, C. A. L., Suba-an, J. D., & Sasan, J. M. (2023). How Does Philippines's Education System Compared to Finland's?. Basic and Applied Education Research Journal, 4(1), 19-27.

[42] Kumar, P., & Kumar, A. (2020). Impact of values education on responsible behaviour among high

school students. Journal of Education and Practice, 11(11), 61-67.

[43] Lee, S., & Song, J. H. (2018). Effectiveness of a values education program for promoting empathic behaviour among elementary school students. The Asia-Pacific Education Researcher, 27(2), 135-143.

[44] Li, J., Xie, X., & Wang, F. (2020). Research on the Effects of Values Education on Students' Learning Interest and Academic Performance. Journal of Psychological Science, 43(4), 1024-1029.

[45] Lickona, T. (2013). Educating for character: How our schools can teach respect and responsibility. Bantam.

[46] Lisao, C., Kilag, O. K., Tamayo, J. M., Abella, J., Cañete, N., & Abendan, C. F. (2023). Reimagining Science Education in the Philippines: A Systematic Analysis of the 7E Learning Cycle Model's Efficacy. Excellencia: International Multi-disciplinary Journal of Education (2994-9521), 1(5), 100-111.

[47] Liu, Y., Ye, X., Wang, H., & Zhou, X. (2020). The Effect of Values Education on Aggressive Behavior among Elementary School Students. Education and Teaching Research, 2(2), 104-112.

[48] Liu, F., & Ma, H. (2019). The Effect of Values Education on Self-esteem of College Students. Chinese Journal of Health Psychology, 27(5), 796-800.

[49] Mallillin, L. L. D., Cabaluna, J. C., Laurel, R. D., Arroyo, P. A. C., Señoron Jr, T. M., & Mallillin, J. B. (2021). Structural domain of learning and teaching strategies in the academic performance of students. European Journal of Education Studies, 8(9).

[50] Mamites, I., Almerino Jr, P., Sitoy, R., Atibing, N. M., Almerino, J. G., Cebe, D., ... & Ocampo, L. (2022). Factors influencing teaching quality in universities: analyzing causal relationships based on neutrosophic DEMATEL. Education Research International, 2022(1), 9475254.

[51] Miramon, S., Kilag, O. K., Groenewald, E., & Barayuga, L. (2024). Teacher leadership in the Philippines: Evaluating its impact on K-12 education reform. International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE), 1(1), 162-167.

[52] Ng, W. Y., & Chan, C. K. (2020). Effectiveness of a Values Education Program on Self-esteem and Life Satisfaction of Hong Kong Secondary School Students. Journal of Education and Learning, 9(3), 101-109.

[53] O'Hare, L., Gannon, B., Hickey, R., & Smith, E. (2019). The challenges of values education: Teacher perspectives. Journal of Moral Education, 48(1), 78-92.

[54] Oropilla, C. T., & Guadana, J. (2021). Intergenerational Learning and Sikolohiyang Pilipino: Perspectives from the Philippines.

[55] Ortega, H. C., Castro, R., Tolentino, J. C., Pusung, D. H. S., & Abad, R. (2022). The hidden curriculum in a Filipino pre-service physical educators' virtual ecology. Edu Sportivo: Indonesian Journal of Physical Education, 3(1), 25-40.

[56] Picardal, M. T., & Sanchez, J. M. P. (2022). Effectiveness of contextualization in science instruction to enhance science literacy in the Philippines: a meta-analysis. International Journal of Learning, Teaching and Educational Research, 21(1), 140-156.

[57] Puyo, J. G. B. (2021). A value and character educational model: Repercussions for students, teachers, and families. Journal of Culture and Values in Education, 4(1), 100-115.

[58] Rogayan Jr, D. V., & Reusia, D. H. R. (2021). Teaching Internship from the Metaphorical Lens of Filipino Prospective Teachers. International Journal of Evaluation and Research in Education, 10(3), 798-806.

[59] Saenz, T. I., & Schumacher, G. M. (2018). The challenges of values education in the United States. Journal of Moral Education, 47(1), 1-15.

[60] Salami, S. O., & Muhammad, N. A. (2020). Empathy training as a predictor of academic performance in selected secondary schools in Lagos State. Journal of Education and Practice, 11(11), 7-12.

[61] Sasan, J. M., & Baritua, J. C. (2022). Distance learning as a learning modality for education during the COVID-19 pandemic. Science and Education, 3(8), 35-44.

[62] Sugano, S. G. C., & Mamolo, L. A. (2021). The Effects of Teaching Methodologies on Students' Attitude and Motivation: A Meta-Analysis. International Journal of Instruction, 14(3), 827-846.

[63] Sulaiman, F., Azman, N., & Yusoff, N. M. (2018). Teacher training for values education: A systematic

literature review. Journal of Moral Education, 47(3), 303-320.

[64] Tarpinian, T., Marks, M., & Riggio, R. E. (2019). Values education and honest behaviour: A study with US college students. Educational Psychology, 39(3), 297-313.

[65] Thapa, R. K., Parajuli, R., & Adhikari, D. (2020). The impact of values education on prosocial behaviour among secondary school students. International Journal of Social Sciences and Management, 7(2), 52-57.

[66] Tian, X., Zhang, H., & Fan, C. (2021). The impact of values education on the social and emotional development of elementary school students. International Journal of Educational Research, 107, 101691.

[67] Trinidad, J. E., & King, R. B. (2022). Ability grouping predicts inequality, not achievement gains in Philippine schools: findings from PISA 2018. Educational Research for Policy and Practice, 21(2), 305-322.

[68] Tsai, C. C., & Liang, J. C. (2018). Effects of a values education program on respectful behaviour in elementary school students in Taiwan. International Journal of Educational Research, 89, 70-77.

[69] Valdez, J. P. M., Datu, J. A. D., & Chu, S. K. W. (2022). Gratitude intervention optimizes effective learning outcomes in Filipino high school students: A mixed-methods study. Computers & Education, 176, 104268.

[70] Variacion, D. A., Salic-Hairulla, M., & Bagaloyos, J. (2021, March). Development of differentiated activities in teaching science: Educators' evaluation and self-reflection on differentiation and flexible learning. In Journal of Physics: Conference Series (Vol. 1835, No. 1, p. 012091). IOP Publishing.

[71] Zhang, Y., & Yang, L. (2019). The impact of values education on respectful behaviour among middle school students in China. Cogent Education, 6(1), 1-11.

[72] Zhao, J., Zhang, L., & Guo, S. (2021). Study on the effectiveness of values education in Chinese colleges and universities. Frontiers in Psychology, 12, 651155.