

The Views of Bachelor of Secondary Education Major in Values Education Students in Leyte Normal University on Values Education

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by:

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ABSTRACT

This research paper investigates the perspectives of Bachelor of Secondary Education Students Major in Values Education at Leyte Normal University regarding the concept and impact of values education. Utilizing a qualitative research approach and the phenomenology research design, the study explores the students' perceptions, drawing on thematic analysis to discern prevalent patterns and themes from the gathered data. The analysis reveals two primary themes. The first theme portrays a strong emphasis on the significance of values education, as students recognize its pivotal role in nurturing positive values, shaping individual identity, and guiding effective teaching strategies. Additionally, the study uncovers a concerning observation of limited understanding of values perception among students, particularly in the context of discipline crises and values deficiency. This finding underscores the necessity for comprehensive strategies aimed at cultivating deeper comprehension and internalization of values among students. The implications of this study highlight the critical importance of integrating values education into the curriculum, fostering a supportive learning environment, and implementing proactive values education initiatives to address disciplinary challenges and shape attitudes and behaviors with potential societal implications. Ultimately, the insights gleaned from this research provide valuable guidance for educational institutions and policymakers in prioritizing values education and designing holistic approaches that foster positive values among students, contributing to the development of a values-driven and ethically-responsible society.

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CHAPTER ONE INTRODUCTION

A. *Background of the Study*

Values education refers to an individual's learning how to think critically in solving moral issues or controversies such as abortion, death penalty, cloning, animal rights, and divorce. By teaching the students to think critically to solve the problems, they will learn the habit of clear thinking and good reasoning. Students will also learn to become accountable because they are able to think logically about addressing certain issues (Muega, 2019).

Values education is complex and controversial especially to educators because it is difficult to define. Values has a lot understanding, beliefs, behaviors, skills, competencies, and cultural norms which are overlapping but often difficult to describe. It is difficult to assess because teachers cannot rely on the results of formal tests when it comes to measuring values to know if values education had succeeded (Read, 2018).

Values education is not that common or known as major in Bachelor of Secondary Education program. Only few students are enrolled in the program. In the 1st semester of academic year 2021-2022, there were 172 students who were enrolled in the program Bachelor of Secondary Education major in Values Education. In the 2nd semester of academic year 2021- 2022, there were 161 enrolled students, in 1st semester of academic year 2022-2023, there were 147 enrolled students, in 2nd semester of academic year 2022-2023, there were 136 enrolled students, and in 1st semester of the academic year 2023-2024, there were 133 enrolled students. The researchers want to find out what are the views or perceptions of values education major students on Values Education. They are the only ones who are enrolled in the program and they have an idea or background about what values education really means. So that, people especially students in Leyte Normal University will be able to know and understand what is Values Education and why it should be one of the majors in Bachelor of Secondary Education program.

In this light, the researchers decided to conduct this study because based on the studies, there are no study that indicates views of values education major students on values education. There are studies about the views of teachers and students on values education but there are no studies about the views of values education major students on values education. The researchers decided to conduct this study in Leyte Normal University because as what the researchers observed, majority of the students cannot define what values education means. So, the researchers chose Values Education major students to define what values education really means.

Values education is difficult to define. There are a lot of definitions to look for and sometimes it is confusing on where to believe in. According to Muega (2019), values education refers to an individual's learning how to think critically in solving moral issues or controversies such as abortion, death penalty, cloning, animal rights, and divorce. According to Sharma (2023), values education develops the student including their mental, physical, social and emotional wellbeing. According to Jain (2023), values education is the process of teaching and instilling positive values and character traits in individuals. This has led the researchers to conduct a study about the views of Bachelor of Secondary Education major in Values Education students in Leyte Normal University on Values Education.

B. *Statement of the Problem*

This study aims to know the views of Bachelor of Secondary Education major in Values Education students in Leyte Normal University on Values Education. Specifically, this aims to answer the following questions:

➤ *What is the Demographic Profile of the Respondents, in Terms of:*

- Gender
- Age
- Year level

➤ *What are the views of Bachelor of Secondary Education major in Values Education students on Values Education?*

C. *Scope and Delimitation*

This study focuses on determining the views of Bachelor of Secondary Education major in Values Education students in Leyte Normal University on Values Education. The respondents will be the Bachelor of Secondary Education major in Values Education students in Leyte Normal University. The data will be conducted through a survey questionnaire which will answer the questions regarding the Views of Bachelor of Secondary Education major in Values Education students in Leyte Normal University on Values Education. This will be limited only to the Bachelor of Secondary Education major in Values Education students and other students are not included.

D. Significance of the Study

The importance of conducting this study is to find out the views of Bachelor of Secondary Education major in Values Education in Leyte Normal University on Values Education. Also, the results of this study will benefit the following:

- **Students.** This study can help the students especially those who major in Values Education deepen what they know about Values Education and use this knowledge to help them in their studies and undertakings in life.
- **Teachers.** This study can help the teachers shape the understanding of the students taking up Values Education major. Values Education has a complex definition yet is crucial for teachers to inculcate in their students its meaning and purpose.
- **Schools.** This study can help the schools give importance to student organizations related to this major by considering and giving approval to initiatives beneficial and appropriate to them. In this way, many may enroll in this major.
- **Community.** This study can help the communities as schools produce many Values Education major graduates, employing them in schools and other related offices either in the government or in private institutions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

According to Kunduroglu & Babadogan (2018), values lead one's preferences and behaviors. The findings of the study which is about the views of students about values in the values program after the program has implemented indicates that values program increase levels of the students' outcomes about being open-minded, being scientific and being unbiased, to explain the advantages being open-minded and unbiased, to discuss negative statements for not being openminded and biased, to be tolerant to the open-minded people, to discuss about the alternatives before decide, to rely on science, to discuss importance of exploring scientific reasons and to accept the unscientific knowledge which is unproven. These programs should be integrated not only with the social units like instruction of social sciences, history teaching, but also with the sciences units like science and technology and mathematics

Thornberg (2013) stated that values education was mostly about compliance with societal values and norms. This study is about the teachers' views on values education: A qualitative study in Sweden and Turkey. The aim of this study was to examine Swedish and Turkish teachers' perspectives on values education. Qualitative interviews with 52 teachers were conducted and analyzed. The learning goals or values in values education were mainly on how to treat others and on self-responsibility. Teachers did not take a critical approach. A main method of values education reported by the teachers was to be a good role model in everyday interactions with students. Values education was largely described as an everyday practice embedded in the stream of social interactions. Furthermore, an everyday language was used when the teachers described values and values education. There was a lack of professional knowledge in this domain

According to a study by Dincer & Aksoy (2021), which is about the Postgraduate students' views on Values Education, it aimed to examine the views of postgraduate studying in the field of Education Programs and Instruction on values education integrated into 2017- 2018 curriculum. This study which was carried out in qualitative research design was a case study. Participants were selected on a voluntary basis, through purposeful and maximum variation sampling, from among students who have completed their graduate education in the Department of Educational Sciences of a state university located in the Aegean region and had taken the values education course. The interviews were conducted face-to-face and online during 2019-2020 academic years. The qualitative data was analyzed by descriptive, and content analysis. Emphasizing the importance for the individual and society, postgraduate students emphasized the importance of conducting education in a healthy way, in a suitable climate and with a curriculum programmed according to the needs and stated that it was a social responsibility that should be emphasized by all stakeholders as well as academic success for the welfare of the society. As for effective value education programs, the participants focused their suggestions on program development and stakeholders' attendance in school settings

Sahinkayasi (2013) found that existing teaching materials and activities are insufficient in giving values both qualitatively and quantitatively. It was revealed that there are not instructional materials and activities for every value in existing resources, and existing materials and activities are respectively limited to stories and giving real-life examples. For all values, therefore, instructional activities and multimedia materials should be prepared and developed. It can be useful to prepare activities, especially, involving students to participate actively. It was also revealed that participants have difficulties in planning, implementing, and evaluating values education lessons in respect to learning outcomes, content, instructional materials, activities, and methods, and they offered some solutions to them. This study is about the Elementary School Teachers' Views on Values Education. The purpose of this study was to understand how to actualize values education in elementary education and have teachers' views on it. Participants of the study consisted of six teachers giving values education. The data, collected with semi-structured interviews, were content analyzed.

Gorgut & Tutkun (2018) found that according to physical education teachers, firstly family and after school teachers are responsible for teaching values. Values education through physical education is necessary and it is considered to be positively reflected in school discipline. It is also stated that in the teacher training programs there should be practical courses for direct values education as well as theoretical courses This study is about the Views of Physical Education Teachers on Values Education. It was prepared by using qualitative research method. The sample group of the study consists of nine physical education teachers who were determined with easily accessible case sampling method, which is one of the purposive sampling methods. Individual interviews which lasted for an average of 30 minutes were conducted with physical education teachers within the context of semi-structured interview technique. The participants were informed that the interviews would be voice recorded and later their expressions would be written down and after necessary permissions were taken, the interviews were recorded. Descriptive and content analysis methods were used to analyze the expressions which were converted into text.

According to Cruz (2019), students are the main recipients of learning in the classroom and they are aware of the way their teachers use teaching strategies and the materials being used to make the lesson more effective. The students need more time to learn values in school therefore, it was recommended that this subject should be taught as well in different subjects using the integration approach otherwise, adjustment with regards to time allotment is advised. The teacher as the benefactor of knowledge and of moral values as well must display personal set of moral values and must teach with conviction. Enthusiastic teachers can positively influence the learners throughout the learning process. Efficiency and effectivity of the teacher are key ingredients to foster positive learning environment This study is about the Students' Perceptions on the teaching of Values Education in Lumbangan National

High School. This study utilized the descriptive method of research in order to achieve the purpose of this study which was to determine the perceptions of grade 10 students about the teaching of Values Education in Lumbangan National High School. It is descriptive in a sense that the data to be obtained would be analyzed and described.

Bayar (2021) found that according to the students, distance education means education using technology, education resulting from the pandemic and inefficient, insufficient education and waste of time for students. Students have expressed that they think web2 tools are useful, EIN is insufficient technical installation and resources, and the English course is more fun and attention-grabbing via web2 tools in learning English. This study is about the Views of High School Students on the Effectiveness of “English” Course by Means of a Distance Education. The purpose of this study is to provide an insight into the views of students related to the effectiveness of the “English” course using distance education. This qualitative study has been carried out by phenomenological research design. The sample group of this study consists of 10 students studying at formal high schools. They were determined using criterion sampling technique. Data was collected by a semi-structured interview method. The data collected was analysed by a descriptive analysis technique.

According to a study by Jamisola & Deloy (2022), teaching Araling Panlipunan must cater to the needs of the 21st century learners, must contribute to the holistic development of learners, must promote globally competitive learners and teaching Araling Panlipunan is not easy. This study is about the perspectives of Elementary Teachers on the teaching of Araling Panlipunan Curriculum to 21st Century Learners. It is a qualitative-phenomenological study comprised the perspectives of Elementary Teachers on the teaching of Araling Panlipunan curriculum to 21st century learners in Laak South District. This study was seen through from Banduras Social Learning Theory (1971). There were fourteen (14) Elementary Teachers who participated in this study. As to participants perception, when it comes to their experiences, three major themes emerged: lack of instructional materials lack of training and seminars of teachers and lack of students’ interest. With regards to their coping mechanism, five major themes emerged: use of differentiated instruction proper lesson planning download videos of lesson use of ICT and positive attitude in teaching.

Based on the studies about the views on different subjects that are being taught in elementary and secondary such as English and Araling Panlipunan through the use of phenomenological research design, the researchers found out that the phenomenological research design is the appropriate research design when it comes to finding the views, opinions, or perceptions on a particular phenomena or experiences. These studies have helped the researchers to have better and deeper knowledge about the phenomenological research design. Thus, phenomenological research design is the most appropriate research design for their study, the views of Bachelor of Secondary Education major in Values Education students on Values Education because majority of the researches or studies use phenomenological research design. Based on the literatures and studies, there are views of students on values education, teachers’ views on values education, views of postgraduate students on values education, views of elementary teachers on values education, and views of Physical Education teachers on Values Education and Students' Perceptions on the teaching of Values Education. Although many studies have examined the views of students on values education, there is a lack of research on what are the views of Values Education major students on Values Education. This has led the researchers to conduct the study about the Views of Bachelor of Secondary Education major in Values Education students on Values Education.

CHAPTER THREE METHODOLOGY

A. *Research Design*

This study will use qualitative research. The researchers will use phenomenology research design to identify the perceptions of Bachelor of Secondary Education major in Values Education students on Values Education. Thus, any information that the researchers will get are all based on their own understanding.

Qualitative research is a type of research that investigates deeper perceptions into real- world problems. It gathers participants' experiences, perceptions, and behavior. It allows participants to explain their feelings, experiences, and opinions (Tenny, 2022).

The researchers decided that their research to be qualitative because the study is about the views of the values education major students on values education and qualitative research gathers the perceptions of the participants. This study collects non-numerical data to gather insights. The researchers want to know the perceptions of the values education major students about values education and what values education really means based on their experience and opinions.

Phenomenology is a research design in qualitative research that seeks to understand and describe a phenomenon. The researchers interpret the participant's feelings, perceptions, and beliefs to explain a phenomenon. The researchers also use this research design to understand a phenomenon by exploring the views of those who have experienced it (Dumlao, 2023).

According to Statistics Solution (2023), phenomenology is used when a researcher wants to know the perceptions and experiences of the participants from their point of views. There is no one objective reality, and the best way to understand a specific phenomenon is through the words of individuals who have direct experience with what is being studied. This study is about the views of Values Education major students on Values Education. Phenomenology is best suited in this study because the researchers want to know the definition of Values Education based on the perspectives of the values education major students since they are the ones who have direct experience in studying Values Education.

B. *Respondents of the Study*

The respondents of the study are the students of Leyte Normal University. Specifically, the Bachelor of Secondary Education major in Values Education students. There are 133 values education major students that are currently enrolled in 1st semester of the academic year 2023- 2024 in Leyte Normal University.

The sampling method that the researchers will use is non-probability sampling, specifically the convenience sampling technique. According to QuestionPro (2023), non- probability sampling is a method in which researchers select samples from a population using subjective or non-random method. It is used for qualitative research.

Convenience sampling technique is a non-probability sampling technique that researchers use to get the participants who are easily accessible and convenient to the researchers. The researchers will not require all respondents to answer, only those who are available and want to answer will be the respondents of the study. It is the most common non- probability sampling method because it is cheaper, faster and ease availability of the sample (QuestionPro, 2023).

The researchers chose non-probability method specifically the convenience sampling technique as an appropriate sampling method in their study because non-probability method is used in qualitative research. The researchers will get their participants through choosing those who are available and convenient because the researchers understand that they are busy with their schoolworks since they are college students. So that is why, the researchers chose convenience sampling technique in choosing the respondents of the study.

C. *Research Instrument*

The researchers will use a semi-structured interview guide to gather the data. According to George (2023), semi-structured interview method is a means of collecting data, wherein a set of open-ended questions that are carefully crafted will be employed to gather rich and detailed information from the participants.

The researchers chose semi-structured interview guide because the study is about the views of Bachelor of Secondary Education major in Values Education students on Values Education and the researchers want to know the perceptions of the students on Values Education. Semi-structured interview is an appropriate research instrument in their study because the researchers will be able to know and understand the views, opinions, and perceptions of the students on Values Education. Since it consists of open-ended questions, they can gather a lot of information by asking them questions and then giving them follow-up questions.

CHAPTER FOUR RESULTS AND DISCUSSION

In this chapter, a detailed examination is undertaken to explore the perspectives of Bachelor of Secondary Education students specializing in Values Education. The objective is to provide a deeper understanding of the distinctive viewpoints held by these students. This chapter is a key point in our research, taking readers through the detailed and nuanced findings that result from our investigations.

The data in this study were analyzed using Braun and Clarke's six-step framework in thematic analysis to carefully examine and identify patterns and themes in the collected data. The analysis revealed two main themes (a) Strong grasp of values perception among students majoring in Values Education in Bachelor of Secondary Education (b) Limited understanding of values perception among students majoring in Values Education in Bachelor of Secondary Education. This chapter will delve deeper into these themes, by determining the different views of the students in Bachelor of Secondary Education in Values education.

A. Theme 1. Strong Grasp of Values Perception among Students Majoring in Values Education in Bachelor of Secondary Education

These themes highlight the strong grasp of values perception of Bachelor of Secondary Education in Values Education. According to Bennett, (2010), a strong grasp and positive perception of values can create a sense of shared purpose, guided ethical decision making, and foster strong relationships within a group. Furthermore, values education shape our decision regarding whether something is right or wrong, true or false, important or not (Clement, 2013).

➤ *Subtheme: Values Education In Fostering Values Development*

The theme highlighted the crucial role in fostering the development of positive values among students. The primary goals of values education revolve around nurturing and cultivating an awareness of positive values in children, while also encouraging personal growth in line with their individual potential (UNESCO, 2020, as cited in ERIC National Library of Education, 2019, p. 10). One key aspect addressed by values education is attitude development, where students are motivated to cultivate a positive mindset and adopt behaviors rooted in values. The National Association for Secondary School Principals (2021) also emphasizes that values education provides a strong foundation for students to develop and practice their values, enhancing their character and preparing them for responsible citizenship.

The following are some of the participant's views with this issue:

“Values Education is that kuan hiya teaching the good values something like that. Also, it teaches you how to be a good person.”

(Values Education is about teaching good values and it teaches you how to be a good person.) VVE- P1

“Values education is very important talaga to nurture han mga learnings han students.” (Values Education is very important to nurture the learnings of the students.) VVE-P1 “Values Education is something that helps students to have a good attitudes.”

(Values Education is something that helps students to have a good attitude.) VVE-P2 “Important in education because as what I said earlier, it helps the students to have a good attitudes and behaviors.”

(Important in education because as what I have said earlier, it helps students to have a good attitude and behaviour.) VVE-P2

“A complex system of learning about theories, moral understanding, it has to deal with the how people should construct their moral reasoning.”

(A complex system of learning about theories, moral understanding. It has to deal with how people should construct their moral reasoning.) VVE-P3

“Values Education is something that we can focus on those students with their values. This education will provide something like uplifting spiritual essence to every student and to help them become a better person in their future.”

(Values Education could be a subject that focuses on nurturing the inherent values within students. This education will provide something like uplifting spiritual essence to every student and will help them to become a better person in the future.) VVE-P4 “It's pointless if you are intelligence, you are talented without values.”

(It's pointless if you are intelligent and talented without values.) VVE-P4

“I really believe that values education is something like we can be unique to every students because it will bring us to something better, something new if we have this values.”

(I really believe that Values Education is something like we can be unique to every student because it will bring us to something better, something new if we have these values.) VVE-P4

“Students nowadays should know that whatever values they believe in, affects them as a whole or as a person.”

(Students nowadays should know that whatever values they believe in, affects them as a whole or as a person.)

VVE-P5

Robert Thornberg (2008) concurs with the views that Values Education is an educational strategy aimed at equipping youth with not only the principles of values and ethics but also the understanding and capacity for applying these principles in their interactions with others. Values Education seeks to shape or inform students about the importance of benevolence and good manners, adherence to proper conduct, and comprehension and observance of established norms. Teachers regard this form of education as an everyday, unstructured, and continuous activity, one that is embedded in the routine rather than being explicitly structured as part of the formal school curriculum.

Values education is focused on nurturing and cultivating positive values among students, aligning with their individual potential and personal growth. It emphasizes the development of attitudes rooted in positive values, motivating students to adopt a positive mindset and behave in accordance with these values. This approach provides a strong foundation for students to explore, practice, and embody their values, contributing to the enhancement of their character and ultimately preparing them for responsible citizenship.

It is stressed that by instilling positive values in students from an early age, values education lays the foundation for a society built on integrity, compassion, and fairness. Students who receive values education are more likely to exhibit ethical behavior, make responsible choices, and actively contribute to their communities. This has direct implications for the creation of a just and harmonious society, where individuals understand the importance of diversity, respect different perspectives, and come together to address social issues. Furthermore, values education fosters a sense of moral responsibility and empowers individuals to challenge injustice, advocate for equity, and champion causes that promote the well-being of others. It equips them with the tools to navigate complex moral dilemmas and make informed decisions, ensuring that they become active, engaged, and empathetic citizens.

➤ *Subtheme: Significance of Values Education in Shaping Individual Identity*

The study demonstrates the pivotal role of values education in shaping individuals' identity, highlighting the subjective nature of values that are influenced by personal beliefs, experiences, and cultural backgrounds. Furthermore, it emphasizes that values are deeply ingrained within individuals and significantly impact their thoughts, behaviors, and overall identity. The study also underscores the importance of early value inculcation, as values instilled during early development profoundly influence an individual's identity formation. Moreover, the study emphasizes the role of values education in assisting individuals to navigate diverse cultural values and construct a multifaceted identity in the context of globalization (Krieken, 2008).

The following are some of the participant's views with this issue:

“This is very important in education. Even though, since elementary kasi gin teteach na kasi how to be a good person like that diba an subject na ESP (Edukasyon sa Pagpapakatao)”

(This is very important in education. Since elementary, we had an ESP subject or Edukasyon sa Pagpapakatao and through this subject, we were taught how to be a good person.) VVE-P1

“Because values education I believe should be taught in the most basic form.” (Because I believe that Values Education should be taught in the most basic form.)

VVE-P3

“To develop students into their best, best person that we, that they can be.” (To develop students into their best person that they can be.) VVE-P4

“Values for me differs from person to person or it depends on whose perspective you're trying to envision. Is something instilled and planted on the hearts and minds of our students or any types or kind of people. It is something no one can ever take from you.” (Values for me differs from person to person or it depends on whose perspective you're trying to envision. Is something instilled and planted on the hearts and minds of our students or any types or kind of people. It is something no one can ever take from you.) VVE-P5

According to the Asia-Pacific Centre of Education for UNESCO (2017), values education is crucial for equipping students to face the challenges of the 21st century, including globalization, cultural diversity, and technological advancements. The report emphasizes the role of values education in fostering the development of critical thinking skills, empathy, and a sense of social responsibility among students.

The study indicates that an individual's outlook and actions are closely connected to their internalized values, which are frequently influenced by their distinct personal convictions, experiences, and cultural heritage. Furthermore, the focus on instilling values early on suggests that it sets the stage for shaping an individual's identity and their capacity to navigate intricate social environments.

The study emphasizes and suggests that educational institutions and policymakers need to prioritize the integration of values education into the curriculum to support students in their holistic development. Recognizing the profound impact of values on identity formation emphasizes the importance of fostering a learning environment that encourages self-awareness, empathy, and respect for diverse perspectives and experiences. Moreover, the emphasis on values education in the context of globalization underscores the need for educational approaches that equip students with the skills and values to navigate cultural diversity and technological advancements while fostering a sense of social responsibility, preparing them to thrive in a rapidly evolving global society.

➤ *Subtheme: Teaching Strategies For Values Education*

The study found that teaching strategies for values education is one of the views of Bachelor of Secondary Education major in Values Education. Understanding the formal structures of education such as curriculum, syllabus, assessment, teacher training, practice and pedagogy, administration and management, are important to understanding the transmission of values, particularly the areas of curriculum and pedagogy on which most work relevant to values has been done (Haydon, 2010).

The following are some of the participant's views with this issue:

“Siguro it should be taught as a separate subject para mas matutduan hin mga good attitudes it mga estudyante”
(Maybe it should be taught as a separate subject to teach students the good attitude)

VVE-P2

“I think it should be integrated in the curriculum given the landscape of our education right now and the situation that we have in society”

(I think it should be integrated into the curriculum given the landscape of our education right now and the situation that we have in society.) VVE-P3

“If we try to integrate this into our curriculum it will transcend the traditional way of teaching values education in the education landscape.”

(If we try to integrate this into our curriculum, it will transcend the traditional way of teaching Values Education in the education landscape.) VVE-P4

“It needs more focus, more ways of teaching how to apply and emphasize such wonderful and important values there is in our culture.”

(It needs more focus, more ways of teaching how to apply and emphasize such wonderful and important values there is in our culture.) VVE-P5

“Values education should be both, integrated in subject and should also be taught separately.”

(Values education should be both, integrated in subject and should also be taught separately.) VVE-P5

In the study conducted by Lickona (2010), facing the challenges of the 21st century requires a deliberate effort to cultivate in students' personal growth and the ability to fulfill social and community responsibilities as global citizens. Furthermore, it seeks a holistic approach to deeply redesigning the curriculum, by offering a complete framework across the four dimensions of an education: knowledge, skills, character, and metacognition.

The research findings indicated that Bachelor of Secondary Education students perceive education as a field requiring enhanced and varied teaching approaches to facilitate effective learning. These students advocate for the integration of values education into the curriculum, emphasizing the importance of employing diverse instructional methods for its effective delivery.

The findings suggest that teaching values education demands a broader range of innovative and relevant strategies. The success of the course hinges on the effectiveness of the employed teaching methods. Consequently, students demonstrated effective engagement and acquisition of values through the well-integrated curriculum.

B. Theme 2: Limited Understanding of Values Perception among Students Majoring in Values Education in Bachelor of Secondary Education

These themes emphasize the concerning observation of a limited understanding of values perception among students majoring in Values Education in Bachelor of Secondary Education. This observation highlights the necessity for improved educational strategies and interventions aimed at cultivating a deeper comprehension and internalization of values among students. Peters (1993) asserts that a deficiency in values education can impede the formation of a robust moral identity, resulting in ambiguity regarding ethical principles and potential engagement in unethical conduct.

➤ *Subtheme: Discipline Crisis and Values Deficiency*

The study further delves into the intricate interplay between challenges in imposing discipline, the critical requirement for values education, and the noticeable lack of respect among students within educational settings. It underscores the need to address disciplinary issues that arise from a deficiency in values awareness and a lack of respect among students.

N.S. Evertson and C.M. Emmer (2000) accentuate the influence of a school's overarching values and expectations on student behavior, indicating that inconsistent enforcement or absence of clear values within the school culture can contribute to disciplinary challenges.

The following are some of the participant's views with this issue:

“Ginbalik naman yana an GMRC because diba gintanggal hiya before tas yana gin balik an GMRC because an mga bata kasi bagat nawarayan hiya hin something nga pagdidisiplina sugad hiton. Kaya it's a very important talaga nga an values education ig teach ha mga children.”

(They changed the subject to GMRC because the children cannot be disciplined anymore. That's why it's very important to teach children the values education subject.) VVE-P1

“Damot mga estudyante nga diri gud maaram hiton mag respeto hit ira igkasi tawo.” (There are students who don't know how to respect other people.) VVE-P2

“There are many people who are I cannot say they don't have values but these values are not seen in their personal lives. That's why as values educator I think this is very alarming and this is very something need to each people in this present times.”

(There are many people who are I cannot say they don't have values but these values are not seen in their personal lives. That's why as values educator, I think this is very alarming and this is something people need in this present time.) VVE-P4

The research conducted by Kohn (1996) underscores the significance of fostering positive values such as respect, responsibility, and self-control within classrooms to cultivate a more productive and disciplined learning milieu. Additionally, Gottfried (2000) demonstrated that students who possess robust personal values and academic aspirations exhibit higher academic accomplishment and are less likely to engage in school misconduct.

The study revealed that there is a correlation between the lacking values awareness and the prevalent disciplinary challenges within educational settings. This correlation may indicate that a deficiency in fostering positive values and a lack of respect among students contribute to the emergence of disciplinary issues within educational environments.

The study also implies the need for comprehensive values education initiatives focused on nurturing positive values among students, the need for targeted strategies emphasizing respect and responsibility, and the essential role of a unified school culture in upholding clear values and expectations. Furthermore, it signals the pressing need for proactive disciplinary approaches that integrate values education, as well as the importance of fostering collaborative efforts among educators, parents, and administrators to foster a supportive and values-driven learning environment. These implications underscore the significance of proactive interventions that promote positive values and work to address the fundamental issues contributing to disciplinary challenges within educational settings.

The views of Bachelor of Secondary Education Major in Values Education students on Values Education has shed light on essential aspects of nurturing positive values and ethics within educational contexts. The analysis has underscored the crucial role of values education in shaping the attitudes and behaviors of students, as well as its potential implications for societal development. The findings emphasize the significance of prioritizing values education within the curriculum and the necessity for a unified school culture that consistently enforces clear values and expectations. Additionally, the research has elucidated the correlation between values awareness, disciplinary challenges, and the profound impact of fostering positive values such as respect, responsibility, and self-control within learning environments. These insights serve as a foundation for the construction of more comprehensive strategies aimed at instilling positive values, addressing disciplinary issues, and fostering a supportive and values-driven learning milieu within educational and societal settings.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATIONS

This chapter summarizes the research findings, draws conclusions, and offers practical recommendations. By understanding the views of Bachelor of Secondary Education Major in Values Education students at Leyte Normal University on Values Education, the aim is to fill the existing gap in the literature by providing unique insights and contribute to the field. Additionally, the researchers strive to offer a perspective that has not been extensively explored and to provide valuable recommendations and implications for future research and practice in the field of values education.

A. Summary of Findings

The study explored the views of Bachelor of Secondary Education Major in Values Education on Values Education, revealing two main views: a strong grasp of values perception and a limited understanding of values perception among these students. The first view highlighted the students' belief in the importance of values education for nurturing positive values, shaping identity, and determining effective teaching strategies. It further emphasized the role of values education in fostering values development, shaping individual identity, and the need for varied teaching strategies. The second view addressed the lack of values perception, particularly in relation to discipline crises and values deficiency, emphasizing the need for comprehensive strategies to cultivate a deeper comprehension of values. The findings underscored the importance of integrating values education into the curriculum, fostering a supportive learning environment, and addressing disciplinary challenges through proactive values education initiatives, ultimately shaping attitudes and behaviors with potential societal implications.

B. Conclusions

The study revealed that it is evident that Bachelor of Secondary Education Major in Values Education students at Leyte Normal University place significant emphasis on the value and impact of values education. The study revealed a strong perception among students regarding the crucial role of values education in nurturing positive values, shaping individual identity, and informing effective teaching strategies. Additionally, the study uncovered a concerning observation of limited understanding of values perception among some students, particularly concerning discipline crises and values deficiency. These findings underline the pressing need for comprehensive strategies to cultivate a deeper comprehension and internalization of values among students.

The first theme highlighted the students' belief in the importance of values education for nurturing positive values, shaping identity, and determining effective teaching strategies. Subthemes emphasized the role of values education in fostering values development, shaping individual identity, and the need for varied teaching strategies.

The second theme addressed the lack of values perception, particularly in relation to discipline crises and values deficiency, emphasizing the need for comprehensive strategies to cultivate a deeper comprehension and internalization of values among students.

The study's implications highlight the importance of integrating values education into the curriculum, fostering a supportive learning environment, and implementing proactive values education initiatives to address disciplinary challenges and shape attitudes and behaviors with potential societal implications. Ultimately, these insights provide valuable guidance for educational institutions and policymakers to prioritize values education and design holistic approaches that foster positive values among students, contributing to the development of a values-driven and ethically responsible society.

C. Recommendations

The findings of the study and discussion prompted the researchers to make the following recommendations:

- **Students.** It is recommended for students to actively engage in values education initiatives, reflect on the significance of positive values in personal development, and participate in activities that promote ethical decision-making and the internalization of positive values.
- **Teachers.** It is recommended that teachers implement multifaceted teaching strategies that cater to diverse learning styles, integrate values education effectively across various subjects, and serve as role models in upholding and reinforcing positive values within the school community.
- **Values Education major students.** AVED students should deepen their understanding of values education through active participation, research, and an open-minded approach to learning and teaching positive values effectively.
- **School Administration.** The school should enhance the inclusion of values education within the curriculum, create a supportive learning environment that upholds and reinforces positive values, and provide comprehensive professional development opportunities for educators in values education.
- **Future Researchers.** Future researchers should build upon this study by exploring further dimensions of values education, conducting longitudinal studies on the effectiveness of values education initiatives, and contributing additional insights to the field.

- **Policymakers and Educational Leaders.** Policymakers and Educational Leaders should prioritize proactive values education initiatives, collaborate with educators and administrators to reinforce the implementation of values education programs, and advocate for the integration of values education into education policy at the institutional and national levels.

These recommendations aim to inspire concrete actions and initiatives among various individuals and groups to effectively integrate and reinforce positive values within educational settings, ultimately contributing to the holistic development of students and the advancement of values education.

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