

Exploring the Relevance of Values Education Through the Lens of Grade 10 Learners

Edward P. Saramosing, Sylvia J. Pidor, Phd, Lilibeth R. Lozada, Maem Flordelis A. Sedo, Mare Erick T. Baloran, Phd, Mary Jane B. Amoguis. Dbm

The Faculty of the Graduate School University of Immaculate Conception Bonifacio St., Davao City

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ABSTRACT

This qualitative study determined the relevance and transformative role of Values Education in the moral and personal development of public Grade 10 junior high school learners in Tagum City Division. Utilizing a descriptive qualitative research design, the participants selected through snowball sampling, with data collected through in-depth interview and focus group discussion. Findings revealed that learners consider Values Education essential as it nurtures their character, strengthens empathy and social responsibility, and guides ethical decision-making in everyday life. However, several learners noted that its significance lessens when lessons are not contextualized or applied beyond the classroom. Further results showed that the principles gained from Values Education serve as moral guide that enable learners to practice virtues, reflect on their choices, and pursue continuous self-improvement. Learners also emphasized the importance of experiential learning, strong role modeling by educators, and the collaborative involvement of the home, school, and community to ensure that values taught in class are consistently lived out. The study revealed that Values Education remains highly relevant when it is grounded in real-life experiences and supported by interconnected social influences.

Keywords: Values Education, Grade 10 learners, junior high school, moral development, character formation, ethical decision-making, social responsibility, descriptive qualitative design, Philippines

INTRODUCTION

Background of the Study

Values Education is recognized as a discipline that helps in the reinforcement of moral character and social accountability, which is achieved through the application of the main Filipino values in the learning experience and in daily conduct of the learners (DECS, 1988). It was incorporated as a subject in the Philippine education system when National Values Education Program (NVEP) was initiated in 1988 to assist teachers in the promotion of fundamental values like makatao, makakalikasan, and makabansa in all subjects. Mainly through this program, Values Education was created not simply as a content, but as an experience within the curriculum, through which learners who were ethically driven and socially responsible were formed. While the importance of values education was emphasized, most learners struggled to relate and apply core values like respect and empathy to real world situations, suggesting that external pressures and competing priorities outside the classrooms may undermine the perception of the learners of the relevance of school taught values (Carbonilla et al. 2024).

Further, Pereira (2016) conducted a research with Bangladeshi high school graduates and found that, although values-based education was viewed as an indispensable aspect of personal development, it was often regarded in lower esteem than curricular academic subjects and perceived as distant from their own live experiences due to its largely theoretical focus. This limited relevance suggested weak internalization of values, which may hinder their application in real-life situations. Supporting this concern, Zhang et al. (2021) found in China that authoritarian and overprotective parenting were statistically predictive of high levels of adolescent cyber aggression, with moral disengagement mediating this relationship. These findings highlighted how weak internalization of values, reflected in moral disengagement, could contribute to negative behaviors and raises questions about the effectiveness and relevance of school base values education. Moreover, Sambasiva Rao et. al (2019) identified, within the Indian context, the issues of peer pressure, lack of family socialization, technological intervention, and diminished parental influence as primary barriers to the instillation of moral and

ethical values within youth. Taken as a whole, these studies indicate that the convergence of peer pressure, technological influence, and weakened family structures constrained the ability of the youth to internalize and enact the moral precepts promoted through school base values education.

In the Philippines, digital environments such as social media exposed Filipino adolescents to moral and ethical challenges that undermined family ties, and fostered self-centeredness tendencies, which in turn affected how learners perceived the relevance of Values Education in their school experiences (Quimson, 2020). In addition, family was traditionally the key environment in the formation of empathy, social responsibility, and civility in the adolescence period, and these traits shaped how learners perceived Values Education in relation to their experiences at home (Lanaca et al., 2022). Furthermore, the attitudes and behaviors of learners were shaped by social networks, including parental and peer influences, with implication on how they perceived, interpreted and applied the lessons in Values Education, particularly in the core values such as respect, responsibility, and integrity (De Vera, 2021). Thus, these family and social aspects affected the ethical reasoning and decision making of every learner, which confirms the fact that Values Education remains meaningful and useful, and confirming its continued relevance in building holistic character development in line with the vision of the Department Education.

While values education was predominately accepted as significant to the character of learner and social development, there was a scarcity of literature related to learner perspectives focusing on how relevant and impactful values education was from their viewpoint (Belarmino et. al, 2024). This gap was supported in the study conducted by Lin (2024) who highlighted that values education study continues to focus on the perspective of educators, indicating that the viewpoint of learners remain underrepresented in contemporary discourse. This gap was seen to validate descriptive qualitative study because acquiring knowledge of the perceptions of learners can help to identify impediments to the actualization of values education. By addressing this gap, there will be a possible enhancement of the authenticity and contextual merit of values education. Furthermore, I found no existing study on the relevance of values education conducted in the local setting. Hence, the purpose of this study is to explore the views of Grade 10 learners in the Division of Tagum City. Specifically, it highlighted their perceptions of how they defined, understood, and engaged with values as illustrated through the values education they received at school.

Further, this study is important because it has academic and social significance. It helped fill a gap in literature by exploring the perception of Grade 10 learners on values education, an area that had been overlooked for some time but was important for moral education and civic education development. It was important to recognize that values education was participatory, and learner engagement in values education was needed for character development. This study aimed to advance educational practice and contributed to policy development that foster ethical behavior, responsible citizenship, and person development. In addition, this research study generated area-based evidence (localized) that aligned with the Department of Education research priority about values education, citizenship education, and inclusive education. In the same manner, it advanced the social value of values education by establishing civic participation and building alternative partnerships with schools, families, and the local community. Therefore, it could contribute to the creation of a framework for collaborative and community development that established, or recognized, a shared responsibility to develop Filipino youth that were morally upright and socially engaged.

Furthermore, I will disseminate this research with my peers during a School Learning Action Cell (SLAC) meeting where, as the teacher of this curriculum area, I will benefit from the research findings, especially since they can respond to instructional strategies and curriculum planning issues we face in our current education circumstances. I aim to share my findings with colleagues who had the role of Division Education Program Supervisors, so the findings might also have been taken up into plans for improvements at the education and system levels. To facilitate responsible engagement by parents and guardians who wanted to know what learning goals they had set for their children, I will share selected findings during PTA meetings. If opportunities arise, I would be happy to present my research at national and international research conferences and I would also welcome the chance to participate in dialogues about values education in different parts of the world. Finally, I plan to broaden the impact of my research by submitting my findings to reputable, peer-reviewed, high indexed journals within education to engage in scholarship and contribute to the larger conversation of values education's development.

Purpose of the Study

The purpose of this study determined the relevance of values education as construed by public Grade 10 junior high school learners in the Division of Tagum City as well as how the learners perceived the influence of values education on their decision-making, social relationships, and behavior. Through descriptive qualitative inquiry using in-depth interviews (IDIs) and focus group discussions (FGDs), the study aimed to explore a detailed account of learners' understanding of how values education influenced their personal and social development and involvement. Adding on this study has the intention of having it aligned with pursuing Sustainable Development Goal (SDG) 4 which is the promotion of inclusive and equitable quality education and the promotion of lifelong learning opportunities for all (United Nations, 2015). This was explored as forms of ethical reasoning and civic participation in relation to values education and its meaning for the holistic development of responsible and socially involved citizens.

Research Questions

This study explored the relevance of values education through the lens of public Grade 10 junior high school learners in Tagum City Division. Specifically, it sought answers to the following questions.

1. What are the perceptions of Grade 10 learners regarding the relevance of Values Education?
2. How did the principles of Values Education guide the participants in their day-to-day interactions?
3. What insights can the participants share with the academe and the community?

Theoretical Lens

This study was seen through the lens of **Theory of Moral Development** (Kohlberg, 1981) and **Social Learning Theory** (Bandura, 1977). The Theory of Moral Development identified three levels of morality: pre-conventional, conventional, and post-conventional. In pre-conventional level, an individual judges the morality of an action based on the consequences, weighing whether a potential reward justifies the behavior and refraining from actions when it is unfavorable. At the conventional level, people engaged in moral actions and sought social acceptance and validation to align with social expectations and norms. In the post-conventional level, moral reasoning is guided by abstract ethical principles, such as equality, justice, human rights, and respect for human dignity, with the capacity to evaluate and question authority when necessary. For Kohlberg (1981), moral reasoning development arise from the interplay between cognitive growth and exposure to moral dilemmas, often facilitated through social interactions within community.

Guided by the theory of moral development, this study aimed to explore the perspective of public Grade 10 junior high school learners regarding Values Education. In alignment with this theoretical framework, the investigation focused on how they articulated the significance of Values Education in helping them understand and navigate the moral issues they faced in their daily lives. Their reflections on the subject showed that it was meaningful since it enabled them to think, listen to their conscience, differentiate the morally right and wrong, and make informed decisions within the home, at school, and in society. This perspective showed that Values Education pedagogy described by the Grade 10 learners, linked to their developmental capacity to relate their learning from the classroom to the real world and the moral dilemmas they encountered, highlighting the practical manifestation of moral growth outlined in moral development theory.

Likewise Social Learning Theory explained that value acquisition and the value practice of the learners resulted from their social interaction. Learning occurred not only through direct instruction but also through observation, imitation, and modeling, which represented forms of vicarious learning. This theory defined four core processes in behavioral learning, namely attention, retention, reproduction, and motivation. These processes influenced how the behavior were learned and applied in real life situations of the learners. In addition, this theory of learning was grounded in reciprocal determinism which was a flow of interaction among traits that were personal, behavioral, and social situational factors. Thus, the learning of values was viewed as emerging social interactions and the environment in which learners were situated.

In relation to my study, the theory explained how learners adopted ethical behaviors and values by interacting

with teachers, peers, family members, and the school. While the theory highlighted modeling and social influence, the findings of this inquiry emphasized how these social experiences shaped the perception of the learners of the relevance of Values Education. When lessons were reinforced through active demonstration and meaningful participation inside and outside the school, learners recognized Values Education subjects as both applicable and significant to their daily lives. In effect, the study showed that the social and environmental influences present in the surroundings of learners had a substantial impact on how they made sense of, internalized, and applied the values introduced in school.

Importance of the Study

This study gave educators important information on how the public Grade 10 junior high school learners reflected and understood value education. The information provided by the study indicated variance in the moral development of the students and inconsistencies associated with the understanding and integration of value education. The study enabled educators to evaluate and improve teaching to facilitate the moral development of the students.

The results also indicated that learners developed more informed assessments regarding the impact of value education on their decision-making, relationships, and individual development. By recognizing the perceptions of the learners on Values Education, the research gave information about their moral judgment, self-reflection, and the ability to recognize when their actions conflicted with their values stated.

In addition, the findings offered school administrators a great basis to understand how the value education concepts were interpreted by the learners. With such understanding, school administrators can design school programs to cultivate a value-based school culture. This research also provided analysis and insights into educational institutions that could influence their review and improvements regarding value education programs.

Importantly, the research provided parents with the insight into the perception of Values Education and its application to their children as well, which allowed them to reinforce moral guidance and helped them to develop their character at home.

Delimitation and Limitation of the Study

The purpose of this study was to determine the relevance of values education as construed by public Grade 10 learners in the Division of Tagum City, specifically aiming to investigate the way learners perceived the influence of values education on their decision-making, social relationships, and conduct. This study was delimited to selected number of public Grade 10 junior high school learners taking Edukasyon sa Pagpapakatao (EsP) from three public secondary schools in the Division of Tagum City. A total number of 17 participants using purposive sampling selected based on inclusion and exclusion criteria and their availability within the scheduled data collection timeline. In addition, the study was restricted to the collection of data on students only, excluding teachers, parents, or other stakeholders. These restrictions were established to keep the study focused, manageable, and in line with the purpose and objective of research.

In addition, one of the limitations of this study was its small geographical focus and therefore the results were not generalizable to other schools, divisions, and learners. Moreover, the short data collection period, coupled with the limitation of financial resources and varying time schedules, restricted opportunities for sustained engagement and long-term observation, limiting the ability to analyze the values and attitudes of the learners that could have changed or developed over time.

Definition of Terms

Values Education. An educational approach that aims to teach learners with moral and ethical character to influence their behavior, decision-making, and relationships with people and the environment.

Grade 10 Learners. Learners who have reached the 10th grade of the basic education cycle, usually aged 15-16. They fall within the adolescent stage, which is a crucial phase for cultivating and reasoning about moral values.

Review of Related Literature

Discussed in this chapter are the literature and concepts related to the study. The readings are taken from published articles, journals and studies.

Values Education in the Philippine Curriculum: DECS Order No. 6, 1988

Values Education, as mandated by DECS Order No. 6 (1988), was an important part of the Philippine education system and designed to instill moral character and social responsibility to learners (DECS, 1988). The order emphasized on the inclusion of the Filipino core values such as integrity, respect, responsibility, and compassion in the classroom instruction and conduct of the learners. This policy offered some guidelines on how the learners understood and utilized these values in their lives depicting the links between formal education and practice. This way Value Education was not just a theory to be studied but an actual life situation that affected the attitudes, conduct and decision making of each learner.

Moreover, DECS Order No. 6 acknowledged that values might be strengthened by reflection, engagement, and frequent practice within a learning environment. A descriptive study enabled researchers to get a personal account of how Values Education shaped their moral thoughts, interpersonal relationships and social responsibility. The study showed how Filipino values were perceived, internalized, and applied in real-life experiences. Therefore, DECS Order No. 6 offered some guiding framework to this research, enabling it to explore the perceptions of Grade 10 learners in the context of practical and moral aspects of Values Education in both school and personal lives.

Foundations of Values Education

Values Education, as a formal area of study, was greatly developed by notable authors like Lickona (1991) and Ryan and Bohlin (1999). Lickona (1991) emphasized the importance of schools in developing respect and responsibility using a three-part model of character education namely, moral knowing, moral feeling, and moral action. Ryan and Bohlin (1999) also emphasized on the importance of values within the school culture and they came up to aid the teaching and modeling of virtues within a normal classroom context. These gifts provided a backbone structure to Values Education as designed curriculum and real-life practice in the creation of morally responsible and socially conscious students.

Moreover, Guerrero and Estera (2025) found out that students were responsive to instructors employing practical contexts in instruction, which improved classroom behaviors and ethical interests. These findings proved to be in line with the foundational assumptions that both structured character education and practical application were effective supplements to values education, which is indeed aligned by its goal in creating a morally responsible and socially conscious learner.

In the Philippines, the integration of values education through EsP and GMRC classes (DepEd, 2016) aimed to develop learners as espoused the ideals of *makadiyos*, *makatao*, *makakalikasan*, and *makabansa*. This integration of programs demonstrated the inclusion of desirable Filipino cultural characteristics and international norms of human dignity and placed values education as a foundation towards holistic and ethical development of every learner.

International Perspectives on Moral and Values Education

International frameworks on morals and values have emphasized the importance of learner centered education and the integration of the socio-cultural context to the learners. Roesgaard (2017) critiqued the moral education curriculum of Japan as conservationist and argued that it sought to retain the traditional moral pattern even while attempting to incorporate the ethics education relevant to a modern, interconnected world.

Similarly, Takamatsu et al. (2024) argued that the shortcomings in moral education stemmed from its tendency to transcend cultural practices of the learners and hence the need for culture inclusive pedagogy. Taken together, these exemplars showed that moral education was most effective when aligned with the socio-cultural and personal context of the learners, activating and reinforcing diverse values in the process of assimilation.

Moreover, global education research concentrated on the moral rationale, logical thinking and teaching methods of the learners which engaged in reflective conversations. To give an example, Balakrishnan (2023) in Malaysia noted that participants were exposed to actual ethical issues and problems, rather than abstract moral concerns, which reflected a change in the discourse towards more practical and concrete moral matters. In this way, moral education was made responsive because it emphasized practical moral involvement instead of sticking to abstract moral education.

Teaching Strategies in Values Education

Educating about values effectively necessitates more than conventional instruction, as it required interaction with deep moral contemplation and purposeful action (Rentoy, 2021). Using storytelling and role-play, as well as value clarification, learners were able to think actively about moral issues and the application of ethics in the real world. The strategies that focus on personal engagement draw the learners in both the intellectual and emotional levels and help them combine key personal values that led to self-awareness, empathetic attitude, and making ethical choices. The former notion was also justified by Quinco-Cadosales (2021), who discovered that Values Education through experiential learning during the pandemic helped to empower moral consciousness and interactions among learners. In the same way, it was found that virtue-based experiential learning models significantly enhanced the motivation of learners to behave ethically, which further supported the role of experience-based in moral education (Chong, 2023).

As noted by the Department of Education (2023), integrated and contextualized teaching approaches in (Edukasyon sa Pagpapakatao), should integrate cooperative learning, reflective discussions, and project-based activities aimed at developing the fundamental Filipino values of *pakikipagkapwa* and *pagkakaisa*. As pointed out by Kilag et al. (2023), the contextualized and integrative teaching approach prompted value formation to become more pertinent and relevant to the learners, thus improving their moral reasoning. Furthermore, the work of Capadosa et al. (2022) demonstrated that courseware designed for Filipino learners to enhanced both ethical and critical thinking skills. Collectively, these findings reinforced the claim that culturally relevant and learner-centered approaches to values education contribute positively to the development of moral integrity and social responsibility.

Emotional and Behavioral Outcomes of Values Education

The educational study of values substantially contributed to molding the behavior and emotional outcomes of learners. Values education also played an instrumental role in advancing emotional intelligence which positively impacted on students' self-relationships and emotional and social integration. As cited by Merlin and Soubramanian (2024), learners who worked collaboratively and constructively in social contexts and made responsible choices and decisions had developed strong intrapersonal skills as the result of moral education, thus indicating the behavior implications of Values Education for learners.

In addition, Ching et al. (2025) analyzed the effectiveness of a blended model of remote instruction in the teaching of values education together with social- emotional learning (SEL) in the Philippines. The findings highlighted the effectiveness of blended model in helping learners with emotional challenges and in fostering engagement and constructive behavior toward their studies and their personal lives. Furthermore, the findings highlighted that values education reinforce emotionally resilient behavior and cultivate ethical and responsible behavior to learners. Hence, values education was essential to achieve the objective of engaging holistically which resulted in the emotional maturation of learners.

Cognitive Impact of Values Education

The importance of value education lies in the cognitive development, particularly in the exploration and construction of ethical reasoning, the development of critical thinking, the reflective dimension of their decision making (Juujärvi and Myyry, 2022). For instance (Juujärvi and Myyry, 2022), identified improvements in moral reasoning and perspective-taking in learners participated in online class discussions on moral dilemmas. Their study showed that graduate students of health and social care disciplines demonstrated enhanced critical thinking over a course duration as they engaged in structured digital forum. In the Philippines, Edaña and Meer (2021) investigated the methods of secondary school teachers in the context of values education and identified that the teacher techniques of value clarification, evocation, and inculcation triggered critical thinking and

contextualization that enabled learners to meaningfully internalize moral concepts.

Simultaneously, the combination of teaching values with discipline-specific instruction highlighted enhancement in cognitive and ethical dimensions of problem solving of learners. Kopec et al. (2022) for example, evaluated the significance of integrating values-analysis modules within computer science educational praxis. The research indicated that learners in embedded ethics modules exhibited higher competencies in discerning and engaging with complex ethical challenges in the more technical fields. Such works and related literature demonstrate that values education, when thoughtfully designed, has the potential to positively impact on the more advanced cognitive functions of an individual such as reasoning, conscience, moral conscience, and critical thinking, including the analytical aspect, whether applied as direct instructional methods in the classroom, or practicing field-specific instruction fused with values.

To sum it up, recent shifts in understanding what constitutes educational philosophy allowed values education to expand its horizons away from strict character instruction towards culturally responsive, experiential and interdisciplinary pedagogical approaches. Such an approach engaged cognitive, critical mindset and emotional engagement of learners while promoting their ethical reasoning skills and encouraging them to think about real life moral issues from multiple perspectives. Researchers reported that when values education approach was related to a development level, cultural context, and lived experience of the learners, it was more relevant and more effective. When values education related to the experiences of the learners, it created an opportunity to internalize values, developed empathy, and acted with integrity personally and socially. Teachers who embodied these dimensions in their pedagogy were better positioned to inspire learners who were morally grounded, reflective and socially responsible. Ultimately, values education helped learners establish the foundation for becoming active citizen leaders who could make meaningful contributions to their local communities as well as a global citizenry.

Organization of the Study

The first chapter includes a study background covering the aims and objectives, the research questions, and the study theory. To help navigate through, the importance of the research, the scope and delimitations, and a brief overview of the structure of the subsequent chapters were also included.

In Chapter Two, the research design, criteria for choosing participants, data sources, and the tools for collecting and analyzing the data were explained. Also discussed in this chapter were the validation of the research details, trustworthiness, ethics and other basic safeguards for research rigor.

Chapter Three presents the research results thematically, with anonymized quotations and examples. This approach highlighted the most important insights, as well as dominant patterns and narratives while protecting participant identities.

The final chapter integrates the findings and presents their implications for educational theory and practice, as well as practical suggestions and the scope for future research that were shaped by the study's findings.

METHODOLOGY

Presented in this chapter are the research design, research participants, data sources, data collection, data analysis, trustworthiness of the study, role of the researcher, and ethical considerations of this study.

Research Design

This study applied qualitative descriptive research design, which was suitable as far as gaining perception and insight of the respondents about values education was concerned. The qualitative approach allowed exploring how individual form meaning regarding their everyday experience and social interactions (Kim et al., 2017). In contrast to quantitative research that tends to attach significance to the numbers and statistics pattern, qualitative research is based on the value enrichment, complexity and situatedness of human opinion. Thus, this approach can be applied to analyze the moral, emotional, and personal context that underpin educational practices and support student development (Lim, 2024).

Descriptive qualitative design aimed to provide a certain description and clarification of how individuals constructed meanings from their lived worlds (Merriam and Tisdell, 2016; Creswell and Poth, 2018). This approach was appropriate for the present study, as it sought to explain the meaning of Values Education as perceived by Grade 10 learners within context of realities they experience in school, home, and community. Such structure enabled the participants to freely apply their thoughts using their own words and concepts, ensuring that their views can be properly represented and contributed to a deeper understanding about the role of values in their moral and social development (Kim et al., 2017).

The qualitative descriptive format fitted the purpose of this research study because it was intended to establish the viewpoint of the public Grade 10 junior high school learners on values education and its role in different aspects of their personalities. Such approach assisted in gaining to know better about moral consciousness of all learners, their emotional and social behavior as they reflected on their experiences in the values education subject. Since the formation of values is a personal process, and it is also affected by the culture and community context, by presupposing a descriptive method, without bringing the analysis process to a specific theory, the study could afford to prioritize the original accounts of the participants. It enabled them to decide the character values they upheld, the moral conflict situations they are exposed to, and the decisions they make regarding their self-development, cultural belonging, and school environment. Furthermore, adopting a descriptive design made it possible to capture the extent and complexity of moral growth of learners as a reflexive and responsive process shaped by the educational context in which they were situated.

Research Participants

For this study, I used snowball sampling, a non-probability sampling technique where a small group of participants, selected in consultation with the Edukasyon sa Pagpapakatao (EsP) teacher and guidance counselor, led me to other Grade 10 learners qualified under this study. This was suitable considering my goal was to identify subjects that possessed sufficient qualities to provide valid and reliable insights into their experiences and perceptions about Values Education (Palinkas et al., 2015).

To qualify as a participant, they had to be a public Grade 10 junior high school learners, have participated in at least one Values Education related activity or project during this school year such as service-learning, community outreach, or values-themed performance/task and be recognized by their EsP teacher or peers as consistently demonstrating school values like leadership, responsibility, cooperation, or integrity inside and outside the classroom, regularly participated in Values Education class, as indicated in leadership roles or recognized for modeling school values, had regular attendance during the school year, attained a passing grade in EsP, and willing to participate in the interview time frame of 30 to 45 minutes audio recorded interview time. Learners who did not meet these criteria had irregular attendance, possessed poor or failing grades, or were unwilling to participate were excluded from data collection to ensure the integrity of the data and rigor of the process. The target sample consisted of seventeen (17) Grade 10 learners from selected public high schools in Tagum City, Davao del Norte, Philippines.

Determining the sample size was at the discretion of the researcher based on qualitative research standards that indicated smaller samples were sufficient to capture rich perspectives without over-saturating the data. Further, Creswell and Poth (2018) suggested 5 to 25 participants for qualitative studies, and I decided to use 17 participants of which 10 were part of the In-Depth Interviews (IDIs) and seven were part of the Focus Group Discussion (FGD), which allowed me to find sufficient diversity of views to be captured. This recommendation came from phenomenological studies but was still relevant to descriptive qualitative research because the goal was to provide accurate description of a specific concern, in this instance the perceptions of learners in Values Education.

As stated above, the principle of justice was followed during selection, with all eligible students having equal opportunity to participate, regardless of gender, capacity, socio-economic status, or other demographic factors. Also, a fair and transparent selection process was used with uniform criteria based on performance and attendance, and not to disadvantage any eligible student.

The research participants were minors aged 15 to 16 years old and classified as vulnerable group according to research ethics. Their developmental stage warranted additional consideration when establishing ethical

guidelines. The ethical guidelines in this study protected the welfare of the participants by placing informed consent and assent through dual consent procedures. This was undertaken first, by getting informed consent from the parents of the learners or lawful guardian; and second, by obtaining assent from the learners.

Participation in the study was voluntary, and learners were aware informed from the outset that they had the right to withdraw at any time without any negative consequences. The study classified minimal risk; however, plans were in place in the event physical, emotional or psychological concern arise.

Ethical approval was secured from the Ethics Research Board to ensure transparency and appropriate safeguards for both participants and their guardians. They were fully informed about the purpose of the study, procedures, potential benefits, possible risks, and their rights. Security and confidentiality were upheld in all materials, including pseudonyms or codes used in documents and reports. This ethical procedure centered on respect, fairness and accountability that ensured the welfare of the participant, credibility and integrity of the study.

Data Sources

To have a holistic overview on the outlook of the learners in values education, three primary qualitative approaches were also employed in the study: the semi-structured interview, the focus group discussion (FGD), and the field notes. The open-ended questions were formulated with the assistance of the specialists in Values Education and gave the participants the opportunity to express their ideas reflectively and freely, without being limited to a structured code (Balakrishnan, 2023).

To guarantee the reliability of the open-ended questions, I sought the guidance of expert review where the members of the field of value education analyzed the questions to find out clarity, relevance, and compatibility with the study objective. They considered the questions to be well-constructed, free from ambiguity and without leading to confusion or misinterpretation particularly in capturing the perception of the learners.

To get deeper and personalized information, I embraced IDI method to capture deep, individualized dynamics towards the interpretation of the importance of value teaching in learners. In this way, the participants managed to express their opinions according to their moral point of view, without the influence of their peers and could give deeper descriptions of values education. These possibilities of personal reflection would allow such learners to internalize their moral ideas and take part in creating meaning concerning ethically problematic situations (Escobal et al., 2023).

Likewise, the FGD conducted in this study also considered the developmental stage of adolescent learners at junior high school level. The learners were placed in small groups to facilitate the feeling of safety and free speaking in a respectful atmosphere. This was made in such a way that the learners would feel at ease and capable of expressing their ideas and do so in a polite manner. The reason why the FGD happened was that they could give a chance to dialogic interactions and could maintain conversations with empathy, which was significant feature of values education (Utami et al., 2024).

Finally, field notes included not only supplementary data of the answers given by the participants but also included them as a part of the data collection. Observations were done through recording of the physical environment, verbal and non-verbal behavior and the context of the entire situation during interactions. The values displayed and experience during actual time engagement could be identified because of these observations. The field notes were useful in offering insights that concentrated on the moral behavior and attitudes of the participants that might not have been clearly stated during the interview. In line with the concept of Setyowulandari et al. (2023), the combination of verbal and non-verbal data enhanced the discussion of the possible character traits that were developed due to EsP program.

Data Collection

I obtained all institutional, administrative, and ethical approvals prior to the commencement of the data collection. The first step I made was to get the permission of the Dean of the Graduate School at the University of Immaculate Conception to ensure that In-depth Interview (IDI) and Focus Group Discussion (FGD) could be carried out. After this approval, I sought ethical clearance in the UIC-REC. The UIC-REC ensured that a research study using human subjects would not be conducted contrary to ethical standards and that the subjects would

always be in good hands by having their welfare taken into consideration.

Having obtained ethical clearance, I wrote and dispatched official request letters to the Schools Division Superintendent of the DepEd Tagum City as well as to the principal of the identified public secondary schools. I also liaised with a gatekeeper, a teacher of Values Education and the school guidance counselor to locate Grade 10 learners that fit the inclusion criteria. Their support has given me the chance to get the participants who can give me rich and relevant information on the study.

The potential participants were provided with Informed Consent Forms (ICF) and Assent Form prior to the actual interviews and an orientation session arranged. At the orientation, the purpose, objectives, and procedures of the study were explained and explained in a clear and approachable manner. Since the participants were Grade 10 learners, all the instruments and consent forms were translated into the Filipino language and when there was need into Cebuano/Visayan language so that they can have full understanding of what is expected of them in those instruments. I informed them to ask questions before planning to participate and to read the consent forms thoroughly.

The participants who were only included in the interview or FGD schedule were the ones who had already signed the ICF and had their parents or guardians signed the ICF. Likewise, the participants signed the Assent Forms. I also attempted to get individual permission regarding audio recordings. No audio taping was made without permission. I allotted 30-45 minutes for IDI and FGD. At the same time the participants may choose or opt not to continue in their participation if they felt discomfort.

All interviews and FGD facilitated on site by me, using the approved interview guides. The required materials such as audio recorders, note sheets, and additional copies of the instrument were used to support every session. I thanked the learners after every interview and FGD and gave them a short debriefing to put their doubts about their comfort and psychological safety at ease. During the data collection, I was thorough to watch out to any signs of discomfort that would involve the likelihood of emotional reactions to sensitive issues, pressure by peers in the FGD or exhaustion because of time limits on the schedule. The participants were offered immediate help whenever they exhibited distress and when it was needed, a referral was made to the school guidance counselor to get additional help.

I conformed to the stipulations of Data Privacy Act of 2012 (RA 10173) by ensuring the anonymity of learners that participated in the study and handling information as a matter of high confidentiality. All personal identifiers were deleted off the transcripts and final reports, and raw data were safely held, only available to me, as the principal Investigator, and authorized staff.

Upon completion of data collection, I undertook translating the records that I had recorded during the interviews and then went back to the participants to conduct member checking where they would be able to ascertain the validity and completeness of their answers and ensure the credibility of the process. Once they were validated, the qualitative data were then coded and thematically developed to put the information into a systematic organization and interpretation. These procedures are orderly and ethically applicable thus, representing the methodological stringency of the data gathering and the adherence to the ethical ideas and norms of the University of the Immaculate Conception.

Data Analysis

The objectives of the research were met through the thematic analysis of the data acquired through in-depth interviews, focus group discussions and field notes. Braun and Clarke (2019) described thematic analysis as a "flexible approach" so that qualitative researchers could examine their data without being bound by a particular theoretical framework. This flexibility becomes important in the descriptive stage, where the aim is to capture the perceptions and understandings of the participants concerning the focal research topic. The field notes documented critical contextual information comprising the environment, non-verbal signals the researcher observed during the interviews, and spontaneous remarks or reflections of the participants. The verbal data gathered during the interviews and FGD, triangulated with field notes, provided a fuller and more representative account of the perception of learners of the role of Edukasyon sa Pagpapakatao (EsP) in the formation of character and ethical conduct.

The analysis was based on Braun and Clarke's six phases of thematic analysis. Phase one consisted familiarization of continually reading through all transcripts to improve every narrative memory recall or what Braun and Clarke (2019) called "streamlining mastery" to increase familiarity with the ideas, relationships, transitions, and context in which meaning was made. Phase two engaged the initial coding process. At this point, words or phrases that represent the attitude of learners towards EsP were coded into meaning, reflecting their point of view. Phase three consisted of organizing the codes into groups or categories with related codes to create initial themes. Phase four entailed the implementation of a review of the data to give potential themes. Themes development was provided according to the original situational objective that described the relevance, coherence, and richness of significance. Should there be some shallow or ambiguous narratives, they had to be altered or represented in another manner. The deeper and important narratives continued to develop. The goal behind this process of analysis was to maintain the rapport, without disrespecting their language use in expressing their perception. At Phase five, the themes were narrowed down, they were clearly named and crossed with the purpose of the research of the study and ensured they were in line. The breadth and the depth of the perspectives of the participants were brightened in this process. Phase six involved report writing which was a continuation of the last theme, but a report was written and the same was integrated into a single theme. Specific focus on the construction of analytically rich descriptions which help to reflect the complexity of the voices of the learners, the organization of the narratives, moral description and the reflective quality of their accounts was given at this stage of analysis. Arranging the stories of all participants in thematic extracts also enhanced the validity of the study.

The collective and multifaceted representation of the voices of the participants led to a conclusion about the study of thematic richness. With this representation, it was possible to see the precision and richness of their thoughts, capturing essential nuances regarding their understanding about Values Education.

Trustworthiness of the study

Following the seminal work of Lincoln and Guba (1985) on trustworthiness in qualitative research, I ensured that the result of the study is justified and correctly determined by engendering and displaying authenticity during the study. The issue of trustworthiness, which is of paramount concern when it relates to the accuracy and integrity of information, is paid attention to by examining, corroborating, and re-evaluating information offered during the study. This is considered by following the guiding principles offered by Kortsjens and Moser (2018), and it is conducted by following four principles surrounding trustworthiness, such as credibility, dependability, confirmability, and transferability. This affected the methods and manners by which the information is handled and interpreted to understand the viewpoint of the learner. The involvement of the participants within the narrative, their detailed description and accounts on how the study is conducted, interpreting it against the true words of the learner, and relying on the detail of context heightened the correctness and accuracy of the work. Since the work is relevant to the understanding of the learner on Values Education and how it matters regarding the generative power of character and virtues, such considerations must also be observed during the evaluation to ensure relevance.

Credibility. To support the credibility of this descriptive qualitative research, I resorted to member checking, triangulation and extended contact. I did not consider them as distinct or linear processes, but I changed back and forth between them as I gathered and processed the data. This kind of process really made me see the point of view of Grade 10 learners in Edukasyon sa Pagpapakatao (EsP) subject, ensuring that their viewpoints were authentically represented (Korstjens & Moser, 2018).

Member checking enabled me to revert the interpretations back to the participants to enable them to establish whether their opinions were reflected accurately. I was confident that their voices regarding moral character and the ability to make ethical decisions were properly heard when they revised their transcripts and clarified their statements. Triangulation was also critical since I compared the themes that were emerging during interviews, FGDs, and the field notes. Such a comparison additionally allowed me to make sure that no one data source prevailed over the results and that the patterns which have been identified represented what was articulated by the learners. Moreover, the long-term interaction, which took approximately three months working in the EsP environment, provided me with an opportunity to notice the slightest variations in values and behaviors that would not necessarily be detectable when interviewed formally. Their presence in their environment allowed me to establish the rapport and gain a better understanding of the distinctions between interactions in the classroom

and the entire school culture in general.

The strategies were also corroborated by the works of Birt et al. (2016) and Santos et al. (2020), who stressed that the multiple sources of data and joint meaning verification should be used. The credibility was also supported by reflexive journaling and audit trail since it enabled me to trace my own assumptions and capture the decisions which I made in the process. Overall, these measures contributed to methodological soundness of the research and resulted in the creation of a contextually diverse and reliable description of values development in Filipino learners.

Transferability. To assure the transferability of the study, I included contextual information to explain the Grade 10 learners and social, cultural and school environment that Values Education took place. Since moral development was affected by environments learners interacted with, it was necessary to describe EsP instructional practices, school culture, and community elements in general that formed their views. These contextualized narratives were used to show how character and morality were shaped in their daily learning experiences.

I also made sure that the descriptions were detailed enough to allow other teachers and scholars to conclude whether the findings can be applicable in their settings, as suggested by Korstjens and Moser (2018). Providing a holistic representation of the setting where learners developed meaning in EsP gave the readers a chance to judge how the knowledge gained during the research may be utilized in values education practices in the same educational or cultural context. This was not to generalize about the findings but to give good contextual material that would enable the future reader to address meaningfully how the results might be applied to his/her practice.

Dependability. To ensure dependability of my study, I enhanced the reliability of this study by making the process of the moral and character development of learners systematic and based on the context within which learning took place. I used an audit trail that noted how the participants captured their reflection on the ethical dilemmas and value-oriented behaviors during the interaction and discussion in classes. In doing so, it helped to preserve the originally unique thoughts without compromising on the fact that I was able to monitor the progress of my interpretations with time. Peer debriefing also proved important, where I cooperated with colleagues who were interested in the local context of value education. Feedback were also helpful to ensure that my interpretations were culturally relevant and suited the context of the study. Since the possibility of bias on the part of the researcher is high when it comes to meaning creation and value education, I used several techniques to aid the realization of credibility and dependability (Korstjens and Moser, 2018; Setyowulandari et al., 2023).

In addition, I assured that the procedures used to carry out the study were systematic, and explained and repeatable. The audit trail also included documenting the changes made to the research design, conducting the interviews and the FGD, and decisions made during doing the analysis. Peer debriefing was also used at important stages of the study to check assumptions and look for potential biases. These procedures displayed a great level of specificity at every stage of the study. They also helped to increase the credibility of the findings generally.

Confirmability. To achieve confirmability, I maintained a digital repository of approved transcripts, coding frameworks, reflexivity journals, notes concerning theme development, and summaries of each chapter. This audit trail enabled me to retrace my adherence to the research protocols as well as the ways in which each decision of the analytic character was made, which is why it is evident that the findings were real and anchored in data, and not my whims. A few controls along with the audit trail were exercised in a biased manner. Of all these, participant verification was the most important. I returned the transcripts of the interviews and FGDs to the participants so that they could read through and verify that what they had claimed was accurate. A confirmation record was, therefore, signed by each learner which was done using pseudonyms to confirm that the abstract was indeed the participant's own words and ideas. This process was successful in enhancing the data which in turn strengthened the interpretation and reduced the potential for researcher bias (Birt et al., 2016).

Along with participant validation, I considered the responses of anonymized peer reviewers regarding a handful of transcripts, coding frameworks, thematic notes, and summaries. They were to verify if the evidence supported the themes and if I maintained coherence and consistency on the internal structure of the analysis. Because the reviewers focused on the data, the study was transparent rather than based on speculation (McLeod, 2024;

Nowell et al., 2017). I was able to ensure that the interpretations I developed in this research were anchored on the participants' narratives and were substantiated with reliable and traceable documentation through those processes.

Role of the Researcher

Being the main researcher, I had several responsibilities during my study. I engaged in the conduct of individual interviews and focus group discussion (FGD) to find out the way Grade 10 learners conceptualized and experienced *Edukasyon sa Pagpapakatao* (EsP) curriculum. In these discussions, I was trying to facilitate an atmosphere of candidness whereby the learners would speak out without restraining their mind. My work was not limited to asking questions but also listening, hearing and facilitating contemplation and giving each participant a room to talk about their experiences.

The recordings were transcribed word-to-word after every interview and FGD to ensure that every single statement was accurate. I used to focus on the specific words, pauses, repetitions, and tones of the learners. In the case of participants speaking the local dialect, I translated their answers into Filipino or English and attempted to maintain the figurative expressions and contextual meaning of their answers. Besides vocal material, I have observed and recorded nonverbal expressions like expressions, gestures, tone variations and silence. Such minor understanding allowed me to comprehend the emotional richness and intensity of their thoughts on values and moral experiences.

Coding and analysis of data were also part of my job. I have also gone over the transcript multiple times, coded them first, and sorted the transcripts into general patterns to determine the themes that were emerging. I always contrasted the observations of the learners on the interviews, FGD, and field notes so that my interpretation of the same would be based on a variety of data. This process has helped me gain a better insight into how learners internalized values, how they related EsP lessons with their real-life experiences and how they learned to make moral decisions in their school setting.

Most significantly, I had the obligation as ethical guardian during the research process. I made sure that informed consent was obtained and all transcripts were anonymized to ensure the privacy and identity of all respondents. I maintained their dignity, ensured that no data was accessed by unauthorized parties and maintained high ethical standards that need to be followed in qualitative research. I was determined during the investigation to give their perspectives in pure form without imposing political, theoretical, and moral imposition thus, letting their experience shape the results of this study.

Ethical Considerations

This research and data collection was conducted in alignment with the policies of the University of the Immaculate Conception and the national policies on research with human subjects. All reasonable efforts were made to address the ethical dimensions of the research. Before data collection began, the study was submitted to the University of the Immaculate Conception Research Ethics Committee (UIC-REC) to obtain ethical approval. The UIC-REC confirmed that the research was guided by the ethical principles of respect for persons, beneficence, and justice and that the participants' rights were safeguarded with respect to informed consent, voluntary participation, and the collection, use, and disclosure of personal information with privacy and confidentiality. The protocol code was included in the pre-final version of the manuscript.

The researcher continued to demonstrate commitment to integrity at every stage of the study. As the researcher, having been provided with the appropriate academic preparation, methodological competence, and skills to undertake the inquiry, carried out the investigation with an appropriate degree of supervision from the research adviser and evaluation panel to provide for methodological rigor and scholarly merit at each stage. During the research, the University of the Immaculate Conception Library and the subscribed online databases, and other research facilities were accessed to complete the study. In conjunction with the adviser and panel members, which provided the expert guidance thus ensuring that the research was methodologically competent, ethically sound, and met the academic standards of the University.

RESULTS

Presented in this chapter are the themes generated from the thematic analysis of the responses of the participants

in this qualitative investigation.

Profile of the Participants

Shown in Table 1.1 the profile of the participants in the study. A total of 17 public Grade 10 junior high school learners from selected educational institutions within the Division of Tagum City participated in the research. Among them, 10 learners engaged in IDI, while seven participated in the FGD. The table further showed that most of the respondents were female, with a smaller proportion represented by male learners.

Table 1.1 Profile of the Participants

Participant's Code	Gender	Division
IDIP1	Female	Tagum City
IDIP2	Female	Tagum City
IDIP3	Female	Tagum City
IDIP4	Female	Tagum City
IDIP5	Female	Tagum City
IDIP6	Male	Tagum City
IDIP7	Male	Tagum City
IDIP8	Male	Tagum City
IDIP9	Female	Tagum City
IDIP10	Female	Tagum City
FGDP1	Male	Tagum City
FGDP2	Female	Tagum City
FGDP3	Female	Tagum City
FGDP4	Female	Tagum City
FGDP5	Female	Tagum City
FGDP6	Male	Tagum City
FGDP7	Male	Tagum City

The Perception of Grade 10 Learners as Regards the Relevance of Values Education

Presented in Table 1.2 are the perspective of the learners on Values Education. Through thematic analysis, four key themes were generated: fostering holistic character formation, cultivating social responsibility, nurturing conscience-guided judgment, and inspiring personal transformation. These themes underline the significant contribution of Values Education in nurturing the moral and social development of learners. The findings also reveal that Grade 10 learners regard Values Education as vital in shaping individuals who possess moral awareness, empathy, social engagement, and a readiness to participate as responsible and well-rounded members of the community.

Table 1.2 The Perception of Grade 10 Learners as Regards the Relevance of Values Education

Essential Themes	Core Ideas
Foster Holistic Character Formation	Provides practical knowledge that helps them act appropriately in real-life situations.
	Teaches the principles of being human and living with integrity.
	Shapes them into better individuals in school, home, and society.
	Core values highlighted include respect, honesty, empathy, and kindness.
	Seen as a foundation for becoming a better person, not just a better student.
Cultivate Social Responsibility	Fosters respect towards parents, teachers, and elders.
	It emphasizes being good not only to oneself but also, to others and the community.
	It encourages better interaction, accountability, and contribution to society.
	It highlights becoming responsible and functioning member of society.
	Teaches learners how to make sound decisions.
	Provides a framework for ethical judgment.

Nurture Conscience-Guided Judgment	Helps learners make ethical and responsible decisions.
	Lessons on konsensya, accountability, and pananagutan emphasize the importance of reflecting before acting.
	Provides a moral compass for real-life situations, not just academics.
	It serves as a reminder to live out values in actions, not just words.
Inspire Personal Transformation	Gives enlightenment, reflection, and realizations about life.
	Inspires and motivates them to correct mistakes, change for the better, and strive for self-improvement.
	Learners feel uplifted, guided, and emotionally strengthened after classes.

Foster Holistic Character Formation. Values Education has provided learners with practical tools that helped them navigate various situations in life; thus, learners considered it the foundation of holistic character formation. Learners stated that the lessons taught the principles of being humane, morally living, and the ability to make responsible ethical decisions. Through its teachings, Values Education enables learners to be better individuals in school, at home, and in the community. The subject also reinforces the basic elements of respect, honesty, empathy, and kindness that are to be practiced in daily life. As expressed by the participants:

Dili siya same sa ubang subject kay ang ESP gina tudluan ta unsaon pag handle ang mga certain situations, gina pa think ug unsay mga possible consequences sa desisyon. (IDI # 5)

It is not the same as other subjects because ESP teaches us how to handle certain situations, make us think about what is right and wrong, and helps us consider the possible consequences of our decisions.

Values Education Sir, for me it is learning the right principles and attitude that guide us to become a better individual in school at home and society. **(IDI # 8)**

My understanding about ESP is, it helps us shape our principles and actions not only for the betterment of ourselves, but for the betterment of the people around us and for this country. **(FGD # 1)**

Cultivate Social Responsibility. When the learners shared how Values Education developed social responsibility within them, they spoke on how the subject has facilitated the expression of appreciation towards their parents, teachers, and elders. Learners valued simple acts comprising of greeting, listening, and helping them recognize their significance. They stated that the subject motivates them to transcend personal gratification to help other people and recognize the consequences of their actions on their peers and the broader community. Through discussions and activities, learners developed a responsible spirit of engagement and commitment to the common good, and in doing so, embraced the principles of the subject. Thus, they came to view that the subject Values Education conveying the lesson that a community is dependent on the efforts of individual members and that to be responsible in a community requires actively contributing to its upliftment. As articulated by the learners,

When I hear the subject Values Education, the things that comes in my mind...for me it's respect, honesty and responsibility. Things that shape who you truly are as a person. **(FGD # 1)**

Nagbibigay sa atin ng turo na humuhubog sa kung ano ang meron tayo at nagpapa-alala na kailangan nating maging mabuti hindi lamang sa ating sarili kundi pati na rin sa ibang tao. (FGD # 3)

It gives us lessons that shape who we are and reminds us that we need to be good not only to ourselves but also to others.

More on personality and about sa community nga makabalo unsaon nato pag communicate ang ubang tao. **(IDI # 1)**

It focuses more on personality and the community, helping us learn how to communicate with other people.

Nurture Conscience-Guided Judgment. Learners stated that Values Education helps in nurturing conscience-guided judgment because it helps them make ethical choices in life. It provides a foundation for moral reasoning which helps them think, reflect, and listen to their conscience. The lesson on accountability deepen their understanding that every decision made will have a consequence. For most, Values Education serves as a moral compass which helps them in real-life situations with integrity. It reminds them that real values are shown through actions, and in turn helps them become ethically responsible. As revealed in the narratives of the learners,

Aside from naa kay ma learn, ang ESP kay maconnect nimo siya sa imuhang ginabuhay in real- life situations which is helpful. (FGD # 3)

Aside from what you learn, ESP can be connected to what you do in real-life situations which is helpful.

Akong na feel sir is mas ma inspire pako na magtoonsa values education and I apply pasiyasa community pati dria sa school. (FGD # 5)

What I felt sir, is that I became more inspired to study Values Education and to apply it not only in the community but also here in school. *tinutulungan kami sa Edukasyon sa Pagpapakatao kung ano ang dapat gawin at paano magiging mabuti at paano maging totoo at pagiging respetado in a good way. (IDI # 7)*

ESP teaches us what we should do, how to be good, how to be true, and how to be respectful in a good way.

Inspire Personal Transformation. Learners explained how Values Education can inspire personal transformation because of the opportunity that enable them to reflect on the meaning of their lives and their experiences. They described how the lessons brought new understandings and realizations that helped them to appreciate themselves more and identify areas for potential growth. Through meaningful discussions and reflections, they became inspired to recognize mistakes and wrongdoing, understand the necessity for personal change, and the hope of self-improvement. Many learners expressed that after each class, they feel uplifted, reminded of their self-worth, and emotionally strengthened. They do not perceive Values Education as an ordinary subject. Rather, they appreciate the subject as a profound journey toward inner change and moral character. As shared by the learners,

For me sir, kadtong topic about accountability kay mostly sa mga kabataan karon kay dili na kaayo accountable sa ilang aksyon... nakatabang siya nga ma-correct akong mga sayop. (IDI # 5)

For me, sir, that topic about accountability is important because most young people today are no longer very accountable for their actions... it helped me correct my mistakes.

When I attend Values Education classes, I think more about my actions, and it makes me want to become a better person. (FGD # 2)

Aside from naa kay ma learn, ma-connect nimo siya sa imuhang ginabuhay in real life, which is helpful. (FGD # 3)

Aside from learning something, you can connect it to what you do in real life, which is helpful.

Principles of Values Education that Guide

Participants In their Day-to-Day Interactions

Displayed in Table 2 are the results showing how the learners described the importance of Values Education in relation to their educational experiences and personal reflections. The thematic analysis produced three fundamental themes: living out core moral values, guiding in ethical judgment, and fostering moral growth. These findings underscore how learners recognize Values Education as a vital avenue through which moral principles can be internalized and acted upon and how integrity and moral character can be developed. All

findings indicate the importance of Values Education in shaping the moral character of learners.

Table 2 The Principles of Values Education Guiding the Participants in their Day-to-Day Interactions

Essential Themes	Core Ideas
Living Out Core Moral Values	Respect is expressed through greetings, obedience to parents and teachers, treating others with dignity, and recognizing equality.
	Honesty is shown by avoiding cheating, returning lost items, and being truthful in words and actions.
	Responsibility is manifested in leadership roles, classroom tasks, helping others, and accountability for mistakes.
	Stand against bullying, practice empathy, and give advice to peers struggling with life problems.
	Treat others with kindness, fairness, and equality, regardless of differences or shortcomings.
Guide in Ethical Judgment	Learners apply conscience, critical reflection, and prayer when faced with difficult choices.
	They use values to mediate conflicts, promote peace, and listen fairly in disagreements.
	The principle of accountability shapes how they evaluate actions and consequences.
Foster Moral Growth	Motivates them to become better persons through lived application of values.
	Recognize that mistakes and temptations are part of growth, but applying values helps them correct themselves and strive for improvement.
	Fosters a sense of inner discipline, humility, and resilience when facing pressures or challenges.

Living Out Core Moral Values. Learners highlighted that Values Education helps them embody the fundamental moral directives that govern their conduct and speech. Their understanding of respect includes courteously greeting others, following the rules of parents and teachers, and recognizing the dignity and equality of all people. They stated that honesty consists of being truthful, avoiding deceit, and restoring lost items, while responsibility includes leadership, completing classroom tasks, aiding others, and acknowledging own mistakes. They learn to oppose bullying, empathize, and offer support to peers in distressing situations. Values Education teaches these learners that knowing what is right is insufficient; every act must be infused with kindness, fairness, and integrity. They understand that moral principles are best appreciated when they are internally possessed and externally manifested in earnest practices, character, and moral relationships with others. As stated by the learners:

As a person na gina value ang respect especially sa among pamilya, naa mi bisita, i-greet sila ug tarong, mag amen ug diri sa school gina observe pud nako ang maayong pamatasan. (IDI # 3)

As a person who values respect, especially in our family, I greet our visitors properly, like doing the bless gesture. The same goes here at school—I also practice good manners and proper behavior.

Sa mga exam or quizzes usahay ma tempt ko na mag cheat pero ma realize nako na dili dapat kay wala baya ta gitudluan ug mga ing ana na butang ug di pud makaya sa akong konsensiya. (IDI # 3)

In exams or quizzes, I sometimes get tempted to cheat, but I realize that I shouldn't because we were not taught to do such things, and my conscience wouldn't allow it.

Naa koy classmate na gi bully sir like kadto ana ko ganina na empathy, kay wala siyay ginabuhay and ning sugot ra pud siya na bullyhon so ako ang nag stand up para sa iyaha. (FGD # 5)

I have a classmate who was being bullied sir...just like what I mentioned earlier about empathy. He wasn't doing anything and just allowed himself to be bullied, so I stood up for him.

Guide in Ethical Judgement. Learners acknowledge that Values Education is instrumental in teaching rational ethical discernment, guiding them to make prudent and responsible choices in the face of dilemmas. They described the process in this discipline as one of conscience application, critical contemplation, and the invocation of prayer in moments of indecisiveness. These methods encourage the formation of the habit of rational reflection and moral determination in challenging situations through the constructive and deliberative process of seeing, willing, and acting even within people. Learners indicated the importance of discipline in fostering the practice of the principle of accountability which nourished the process of evaluating their behavior and the effects of it. The discipline of Values Education forms the core of their moral and ethical thinking. It strengthens their disposition to act with justice, equity, and compassion in their everyday life. As clearly expressed in the narratives of learners,

Sir naga pray ko kay Lord na tabangan ko niya unsaon pag desisyon ug tama, para guide ko niya ug dili sad ko mag pa tempt sa unsay mali dapat mo stick gyud ko unsay tama. (IDI # 8)

Sir, I pray to the Lord to help me make the right decisions, so that He can guide me and I won't be tempted to do what is wrong. I should always stick to what is right.

Like sa amoang balay dili gyud maiwasan na magkagubot pero as a kuya sir naga paubos lang ko para pud makita pud sa nila sir. (IDI # 6)

At home, conflicts can't really be avoided, but as an older brother, sir, I choose to stay humble so that they can also see and learn from my example.

kadtong naay conflict sa amoang room and as a peace officer naminaw ko sa ilahang sides para makabalo ko kung kinsa gyud ang naay sala adto....using active listening. (FGD # 6)

There was a conflict in our classroom, and as the peace officer, I listened to both sides so I could understand who was truly at fault by practicing active listening.

Foster Moral Growth. Value Education also illustrates how the moral development of learners through insightful integration of morality and practical values. They stated that the subject motivates them to improve as individuals, not through perfection, but through the process of self-critique and self-valorization. Concerning moral values, learners contain and regulate mistakes and strong temptations. Furthermore, learners spoke of the appreciation of moral values, enduring inner discipline of sustained self-control, humility, and moral reasoning, which aids in the true moral principles in the face of challenges. For learners, moral development is achieved not only through decisive actions but also through the commitment to uphold moral principles. Values Education has motivated them in the belief that moral improvement is a continuous process, fluctuating through periods of moral crisis improvement, and self-assertion. As vividly shared by the learners,

I always revert to what values education has taught me, what my religion has taught me, what is morally correct to do in that situation, even if it hurts me, even if it hurts others. (FGD # 1)

kadtong paghilak niya sir didto nako na realize naa didto ang makataong kilos ug taking responsibility sa akong nabuhat since naa koy pananagutan kay mali akong nabuhat. (FGD # 4)

When she cried, sir, that's when I realized that it was a humane actions and taking responsibility for what I did, since I had to be accountable for the wrong, I committed.

Ang lesson na akong makuha is gina apply nako sa akong sarili ug unsa akong nahibal an sa values ug gina pakita nako sa uban para maka sundog pud sila sa maayong pamatasan. (IDI # 1)

The lessons I learn, I apply to myself, and I show the values I've learned to others so that they, too, can be inspired to follow good behavior.

Insights Shared by the Learners to the Academe and the Community

The participants appreciated the importance of Values Education in their studies and lives, and the various dimensions of its importance in Table 2. The four central themes that came from the thematic analysis are: promoting experiential and relatable value learning, upholding role modeling in values formation, promoting community-based value formation, and reinforcing home-school partnership in values formation. The themes reveal that practical and experiential learning, modeling by teacher and peers, and collaborative efforts of home, school, and community integration towards character formation, are the pillars of meaningful Values Education from the learners' perspective.

Table 3 Insights Shared by the Learners to the Academe and the Community

Essential Themes	Core Ideas
Promoting Experiential and Relatable Value Learning	The subject is well-taught but not all students apply them consistently in real life.
	Encourage more practice and activities beyond lectures to ensure values are lived out, not just heard.
	The need to make lessons more engaging and relatable to their generation to capture attention and improve internalization.
Upholding Role Modeling in Values Formation	Teachers and school leaders play a pivotal role as role models, since students often imitate what they see.
	They value supportive teachers who encourage, motivate, and recognize positive behavior.
	Role modeling, consistency, and real-life examples in teaching make lessons more meaningful.
Promoting Community-Based Value Formation	Students suggested creating programs, activities, and outreach initiatives to strengthen values education beyond the classroom.
	They see the need to involve out-of-school youth, at-risk students, and gang members in values formation programs.
	Values education should not remain only in school but should also reach homes, families, and communities to make a broader impact.
Reinforcing Home-School Partnership in Values Formation	Learners recognize that values education plays a critical role in addressing social issues.
	They view the subject as a way to promote respect, responsibility, unity, peace, and morality in their communities.
	That values must begin at home and be reinforced by the school to create stronger, value-oriented individuals.

Promoting Experiential and Relatable Value Learning. Values Education fulfills a vital function by encouraging active and meaningful value learning. Learners identify a gap that requires more sustained and deeper integration of learning into practice, defining walking the talk as a persistent gap. Several learners identified the need for more real-life hands-on integration of activities to allow problem solving exercises focused on values to encompass real-life practice. The need for more constructive activities that foster problem solving and integration of values was framed in the language of community service, service learning and other reflective activities and integration that promote meaningful engagement within community. For learners, Values Education truly transforms and deeply impacts lived experience when teaching involves meaningful activities that not only promote critical thought but also integration of practice. As repeatedly emphasized by the learners:

Okay lang ang patudlo sa teacher, pero naay classmates na gina palapus lang sa dalunggan unsa ang lesson sa values mao nang maka buhat gihapon ug mali. (IDI # 2)

It's fine to be taught by the teacher, but some of my classmates just let the values lessons go in one ear and out the other, which is why they still do wrong things.

yes masabtan nimo pero dapat I apply sa atong kaugalingon, unsaon man na nato ang natun an ug dili nato na ma apply sa atoang kinabuhi. (FGD # 5)

Yes, you can understand it, but if we don't apply it to ourselves, what's the use of what we've learned if we can't put it into practice in our own lives?

Mag create ug program sir na involve ang moral or values education or responsibility. (IDI # 6)

Create a program, sir, that involves moral or values education and promotes responsibility.

Upholding Role Modeling in Values Formation. According to learners, the most impactful Values Education occurs when teachers and school leaders embody role modeling within formation of values. They highlighted the educators as moral figures within the school as learners often replicate behaviors they observe rather than instructed to perform. Learners voiced admiration and appreciation for teachers who are consistently supportive, encouraging, and motivating, especially admire and recognize learners even the smallest acts of goodness. They emphasized that lessons are much more meaningful when values are demonstrated and lived rather than merely talked about. For many learners, witnessing their teachers practicing values such as honesty and compassion made a stronger case for the importance and necessity of living those values. They stated, and most likely believe, that role modeling is most powerful and influences how they think and how they try to be responsible and act as a value-centered person. As frequently expressed by the learners,

By promoting good manners *dapat ang* teacher and school leaders *kay sila pud ang* role model *kay gina sunod sila sa mga tao ug estudyante. (IDI # 8)*

By promoting good manners, teachers and school leaders should also be role models because people and students look up to and follow them.

Para sa ako sir... teachers dapat mahimong good example sa ilang mga students... bisag negative na ang nahitabo sa surroundings dapat mahimong positive gihapon sila. (FGD # 6)

For me, sir, teachers should be good examples to their students. Even when negative things happen around them, they should remain positive.

Ginamotivate ko nila sir ug dili ka mag think ug negative Kundi think always positive. Kay ako naga think gyud ko ug negative pero gina ingnan ko nila na kaya lagi na nimo. (IDI # 7)

They motivated me, sir, not to think negatively but to always think positively. Because I often think negatively, but they keep telling me, "You can do it."

Promoting Community-Based Value Formation. Learners stated that genuine values integration was not a simple lesson at the classroom level but one that needed to be manifested and followed in society. They highlighted that there should be programs and outreach activities that allow learners to put into practice what they have learned in the classroom by offering real service and interaction opportunities. To the learners, the introduction of Values Education to cover family members, out-of-school youths and other marginalized persons in the community offers means through which ethical values can be developed together. They argue that the partnership of schools and communities in the developmental process of the cultivation of compassion, discipline, and empathy will have a tremendous and long-term impact on the values integration not solely on the learners but the whole community making them strong agents of social change. As clearly expressed in the learners' narratives,

Maghimo ug program about values education... pwede i-apil ang wala na nag skwela. Then tudluan sila unsa ka importante ang values education kay tanan man ta sir pwede mag bag o. (FGD # 2)

Create a program about values education that can also include those who are no longer in school. Then teach them how important values education is because, sir, everyone can change.

Okay lang ang patudlo sa teacher pero naay mga classmates na gina palapus lang sa dalunggan unsa ang lesson... dapat i-apply gyud ang lesson sa adlaw- adlaw.(IDI # 2)

It's fine to be taught by the teacher, but some classmates just let the lessons enter in one ear and out the other the lessons should really be applied in daily life.

they provide examples, they provide real life examples, they learn to it, but it's just how students kumbaga sudlon sa ilahang huna huna sudlon sa ilahang pagkatao. (FGD # 4)

They provide examples, real-life examples, and students learn from them — but it depends on how the students take it in, whether they truly let it sink into their minds and character.

Reinforcing Home-School Partnership in Values Formation. Learners stressed the importance of home-school partnership in the most effective formation of values. They appreciate that the schools conduct structured lessons focusing on values such as respect, responsibility, unity, peace, and morality; however, they contend that these values need to be dialed in and emphasized in the home for them to take root more deeply. Learners perceive that parents and teachers have a collaborative equally vital role in the youth moral formation in character and virtue teaching, correcting, and reinforcing all lessons consistently in both places. They communicated the idea that values education in more meaningful and transformative ways becomes anchored on the integrity and compassion with which families and schools unite in helping children cope with real-life situations. They contend that the partnership most enhances character and renders the community more peaceful and more moral. As frequently expressed by the learners,

It plays an important role sa komunidad especially kay daghan na mga isyu, so ang ESP na lesson is importante kaayo sa katilingban. (IDI # 3)

It plays an important role in the community, especially now that there are many issues, so the ESP lesson is very important for society.

Ang role sa values education sa community kay para masabtan nato unsa gyud ka importante ang values... kung walay values education naa bay pag sinabtanay?" (FGD # 2)

help us understand how important values truly are. Without Values Education, would there really be understanding among people?

Values education helps build a community where people practice respect, unity and responsibility. (IDI # 8)

DISCUSSION

Presented in this chapter is a detailed discussion of the findings that are generated from the qualitative data analysis. The presentation includes the interpretation of the results, supported by relevant literature, to provide a comprehensive understanding and to establish the credibility and validity of the research findings.

The Perception of Grade 10 Learners as regards the Relevance of Values Education

From the analysis of the responses, the perceptions included Fostering Holistic Character Formation, Cultivating Ethical and Social Responsibility, Nurturing Conscience-Guided Judgment and Inspiring Personal Transformation.

Foster Holistic Character Formation. It made learners understand that a portion of their development was moral, emotional and social and was an inseparable part of their development to their education. The results showed that social responsibility, moral uprightness, and empathetic respect that were manifested during the subject aided the students in becoming whole individuals. This contributed to supporting the idea of teaching and living the moral principles beyond the classroom environment which helps strengthen the notion of practicing those principles to the students so that they can appreciate their principles. This highlighted the necessity to educate Values Education more towards the practical part to provide a community of caring and morally upright citizens.

This result confirms with the study of Kilag et al (2023), which stated that contextualized interdisciplinary Values Education, which actively play a role in promoting holistic character development by connecting moral principles to real-life meaningful situations, reinforcing the internalization of learners of key moral values. The outcome also validates in the study of Balong et al. (2024) who claimed that the combination of values in instruction and effective execution of instruction ethics played a significant role in raising the attitudes and the morality of learners. Moreover, the discovery validates the assertion of Book et al. (2025) that the experiences of the Values Education practitioners were radically transformative and that the transformative potency of Values Education had a profoundly positive impact on the entire character growth of the individual, especially regarding

the moral and social sensitivity.

Moreover, the results can be reinforced by Nasar et al. (2024) as the authors have stated that character education based on meaningful activities, especially in the conditions of responsible digital engagement, can reinforce positive conduct of the learners and lead to their overall moral formation. Similarly, Ayon et al. (2024) noted that good awareness and practice of the DepEd core values of Maka-Diyos, Makatao, Makakalasan, and Makabansa are known to improve the behavior of the learners and are one of the key factors to a well-rounded individual. These observations attest to the fact that Values Education instills integrity, empathy and a sense of responsibility in learners and such factors drive their character development within and outside the school environment.

Cultivating Ethical and Social Responsibility. The results of the current investigation highlight the contribution of Values Education to the shaping of learners into being morally aware and socially accountable members of society. When learners engage with civic-spirited instructional materials that emphasize equity, compassion, and respect, this facilitates the active participation in civic and community affairs of morally virtuous citizens. This suggests that the aim of Values Education encompasses the cultivation of individual ethics, personal virtues, the social sense of conscience, and the civic ethics of community and nation. This aim remains pertinent today and in need of attention.

These findings support prior studies. When the thinking of the learners and action frameworks combine and interface various instructional elements, as described in Kilag et al. (2023), the process actively contributes to cultivating ethical and social responsibility and leads to a more pronounced development of moral reasoning and responsible social action of learners. The Values Education dimension of the MATATAG Curriculum, as stated by Maguate (2024), also focuses on the advancement of character and competence, thus integrating moral citizenship with 21st century skills. In the same direction, Balong et al. (2024) showed that the ongoing infusion of positive values within instructional frameworks nurtures empathy and accountable citizenship as core elements of social responsibility.

Furthermore, the finding aligns with the research conducted by Book et al. (2025) which emphasized that teachers are key constituents of the framework of ethics, molding learners' behavior through ethical modeling. Likewise, the research Integration of Teacher and Manifestation of Student of DepEd Core Values (IJMRAP, 2024) discovered that the deliberate and harmonious embedding of the core values within instruction prompted students to display increased participation, cooperation, environmental stewardship, and morally aligned behaviors—actions of social responsibility and behaviors of social responsibility.

Nurture Conscience-Guided Judgment. Evidence has shown that Values Education continues to enable learners to render moral judgments by conscience, reflective, and rational evaluations. Learners assessed their actions on and beyond the rules, just omitting the moral particularism and balancing laws to the consequentialism, generic human dignity and the common good frameworks. This means that the Values Education framework enhances moral reasoning and reflective thinking which constitute the conscience which fosters ethically considerate actions and responsible participation in society.

This finding correlates with the study of Maguate (2024) who stated that the components of the MATATAG Curriculum are designed to equally develop character alongside competence, a process that helps nurture conscience-guided judgment by ensuring that students are equipped with the necessary moral reasoning to accompany decisive actions. Moreover, this study also corroborate with study of Kilag et al. (2023) who reported that contextualized and integrated Values Education fosters moral awareness and ethical decision-making of learners in real-life situations. In the same spirit, the result conform to the contention of Hatmono et al. (2025) who reported that Value Clarification Techniques (VCT) foster conscience-oriented decision-making and moral reflection on multiculturalism issues.

Furthermore, Meylani and Juwita (2020) stated that the combination of Value Clarification Technique (VCT) and role-playing facilitates internalization of moral values of learners and the application of ethics in their relationships with their peers. Along the same lines, Parmiti (2018) demonstrates that the application of this Value Clarification Technique (VCT) in instruction improves moral sensitivity and social responsibility in relation to decision making that is anchored in values.

Inspire Personal Transformation. According to the findings, Values Education within the curriculum enables students to develop personal skills which include personal adaptability, appreciation, and self-awareness. They self-evaluate and can recognize their attributes, weaknesses, and willingness to engage in self-initiated improvement. They can feel positive and empowered psychologically to deal with personal and social problems. Learners undergo changes in their educational experience due to Values Education, and the skills in adjustment, positive change in actions, and resilience exemplify the change achieved.

These findings are supported in the research made by Belen and Ricafrente (2023), who asserted that personal values are developed in the student development process, a progression that helps inspire personal transformation as these values are continually nurtured through Values Education. Further, Guerrero and Estera (2025) emphasized values taught in the advocacy of teacher change justify decisive action and self-critique. The International Journal for Multidisciplinary Research (2025) supports this argument by asserting Values Education nurtures logical moral reasoning and emotional maturity in students when the logic and the emotional aspects are relevant and integrated into the student experience, thereby confirming the educational change is fundamental.

Additionally, in the study conducted by Shrestha and Gupta (2023), the authors mentioned that Values Education teaches learners to demonstrate compassion, foster integration and supports them in exercising these behaviors in their daily social interactions. Similar findings were reported by Kilag et al. (2023), who claimed that real integration of these values in instruction enhances transformative learning by enabling students to incorporate the values needed for moral and emotional growth. This alongside the earlier cited research underscores the transformative impact of Values Education on students.

The Principles of Values Education in Guiding the Participants in their Day-to-Day Interactions

From the analysis of the responses, the principles of Values Education that guided the participants in their day-to-day interactions included Living Out Core Moral Values, Guiding Ethical Judgment and Fostering Moral Growth.

Living Out Core Moral Values. Students demonstrate daily behavior characterized by respect, honesty, responsibility, and, additionally, compassion and kindness. These attributes governed and delineated behavior both singularly and collectively, exercised and manifested through interpersonal relations, and within the rational, communal, and civic spheres. This strongly indicates that the moral principles taught in the Values Education class do extend beyond the classroom, as students engage in ethically and morally guided behavior in various daily activities and situations.

The finding supports in the study conducted by Guerrero and Estera (2025) who averted that Values Education raises the ethics of students and the quality of their social relations, which reflects living out core moral values, further establishing the moral traits of honesty, kindness, and responsibility. The results similarly conform to notion of Shrestha and Gupta (2023) who said that moral instruction improves students' ethics by helping them internalize traits of compassion, fairness, and cooperation. Similarly, it resonates in the study Belen and Ricafrente (2023), who identified that the value students formed in moral instruction improves their behavior on a personal and social level.

Moreover, Kilag et al. (2023) emphasized the value of integrating values consistently across all learning areas to support the organic development of the consciousness of morality and the instinctive tendency to behave ethically. In the same way, the International Journal for Multidisciplinary Research (2025) noted that when learners understand the importance and utility of Values Education, they are most likely to practice the fundamental moral principles in their everyday lives.

Guide in Ethical Judgment. The results showed that Values Education helped learners develop morals by forming their decision-making around conscience, reflection, and accountability. Learners adjudicated cases of moral problems, prayed or reflected before deciding, upheld fairness, and peacemaking during conflicts. They showed moral responsibility by considering the consequences of their actions. This suggests that Values Education continues to enhance the moral dimension of reasonably complex decisions and empowers learners to act morally and ethically in everyday situations.

This is aligned with the findings on the study of Mohamad et al. (2021), where teachers recognized the foundation of Values Education as an essential foundation to guide in ethical judgment, supporting learners in building moral and responsible decision-making. Further, the results substantiated in the research of Monzaga et al. (2024), who reported that effective and well-trained teachers particularly in the field of Values Education were instrumental in enhancing moral reflection and accountability of the students. This also support the study *Primary School Teachers Explain How They Promote Values to Their Students* (2024) where teachers promote moral reasoning by direct teaching and through the demonstration of ethical behavior and shown how the moral practice of the school shaped the conscience and critical reflection of the students.

Moreover, the findings of Balong et al. (2024) highlighted that the integration of teaching values with instruction in the classroom develops ethical consciousness and helps learners assimilate fairness and accountability in their decision-making. This also built the case with *The Value of Values Education in the Virtual Classroom* (2022), which shows that, even in the discourse of digital pedagogy, learners are continuously confronted with values education which develops moral consciousness and reflective judgment. This provides ethical guidance in all situations.

Fostering Moral Growth. The study found that Values Education facilitates moral development during the formative periods by enhancing the conscience, strengthening moral discernment, and cultivating the active appreciation of everyday existence. Moral perseverance was noted, which is the capacity of learners to uphold the moral principle for the sake of the principle even in the face of difficulties. Emerging moral identity, endurance of moral dissonance, ethical weighing of interpersonal conflict, and reasoned moral judgment in complex social interactions all testify to the social conscience's development and the capacity for complex moral problem solving.

The result supports the study made by Guerrero and Estera (2025) who argued that Values Education assists learners in the growth of moral responsibility and the ability to identify and address moral dilemmas and ambiguities. Additional to this, findings corroborate what Belen and Ricafrente (2023) observed that the repeated execution of morally oriented action is a contributor to the reinforcement of moral behavior, whereas Feliza (2025) asserted that the explanation of morally ethical conduct is particularly important for students in the process of developing and practicing positive values. All these studies taken together suggest that Values Education strengthens moral resilience and ethical grounding.

Moreover, embedding ethical values within a structured educational system can strengthen positive behavior and moral character of the learners (Balong et al., 2024). In parallel, the principles of planned character education and intentional curriculum design, emphasized by Mendrofa (2024), provide learners with meaningful opportunities to cultivate essential virtues and participate in value-driven activities. This line of reasoning reinforces that purposefully teaching Values Education is necessary to foster responsible action and continuous moral growth among learners.

Insights Shared by the Learners to the Academe and the Community

From the analysis of the responses, the insights shared by the learners to the academe and the community included Fostering Experiential and Relatable Value, Upholding Role Modeling in Values Formation, Promoting Community-Based Value Formation and Reinforcing Home-School Partnership in Values Formation.

Fostering Experiential and Relatable Value. This part focuses on the importance of integrating authentic contextual experiential elements in Values Education. While students could grasp the moral issues at hand in theory, there

were inconsistencies in the application of those moral issues in practice, pointing to the conclusion that practice is viewed narrowly in Values Education. Active participation needs to include scenarios in which learners can enact and practice psychologically pertinent and ethically pertinent situations and internalize the value concepts.

These results resonates with the ideas of Kilag et al. (2023), whose findings highlighted that fostering experiential learning and relatable value emerge as a crucial factor in strengthening the moral learning of every learner. Through contextualized and cross-disciplinary value integration, learners became more proactive in applying values in real-life situations, leading to a deeper internalization and sustained retention. Similarly, Esli

(2023) emphasized that many students were able to engage in and internalize the underlying critical moral reasoning of the learning activities of which were designed at the higher levels of critical thinking. These premises are based on Bandura (1977) Social Learning Theory which argues that engaging in moral behavior constructs value systems much more than in the case of passive acquisition.

Furthermore, teachers who practice values and create participatory learning ambience significantly assist students in the internalization and integration of the behavioral moral values in the values and virtues framework (Feliza 2025). Along the same lines, Ramadhani (2024) illustrated the relevance of character education through experience and the ethics of service learning in cultivating moral consciousness and ethical concern in the students. All these studies, therefore, emphasize the need to develop moral values through experience and practice.

Upholding Role Modeling in Values Formation. This part describes the impact of educators and administrators on the ethical growth of students by means of behavioral modeling. The results showed that students are perceptive of the conduct and the relational patterns that teachers have among themselves. Such scrutiny greatly shapes the students' valuing, internalization, and embodiment of behavior. Therefore, the moral authority of the teachers indeed helps the students in moral development and serves the flourishing of Values Education.

This understanding is further complemented by Feliza (2025), who indicated that upholding role modeling in values formation is essential as the character and moral conduct of teachers impact the discernment of morality and the integration of character of every learner. The same was stated by Putri (2022), who noted that the practical demonstrations of values embedded in the interactions of teachers, and everyday relationships with students, provide illustrations of responsible and morally oriented behavior. Likewise, Al- Thani et al. (2025) stated that the social and personal values of a teacher shape the pedagogical style, creating moral atmosphere of the school and emphasizing the holistic impact of Values Education.

Moreover, Löper and Hellmich (2024) described the impact of teachers' exemplification of the role of a moral pedagogue on the interpersonal relationships and social behavior of their pupils as the moral influence transcending the domain of instructional learning. Similarly, Kalita (2015) stated that values, "are more often caught than taught," which serves to highlight the moral authenticity and moral consistency of teachers as the most powerful and relentless form of character education.

Promoting Community-Based Value Formation. The extension of Values Education beyond the classroom refers to working with families and the community. The participants recognized the importance of social interactions, as well as the inclusion of the constructive values of respect, responsibility, and empathy. They observed that morally sustaining outreach initiatives, along with service-learning, and partnerships with the community, extend beyond the confines of the school. This means that the goal of morally ethical behavior community approach outreach should include families, teachers, and systems of learning working together to incorporate school values at different levels.'

This resonates with the study of Furco (2023), who asserted that promoting community-based value formation emerges from experiential engagements in service-training allows participants to practice and incorporate values in a community setting. Similarly, Choi et al. (2023) highlighted community-based learning frameworks, which engaged youth in cooperative and socially purposeful action, including elements of moral responsibility and socio-emotional growth. In Maguate's (2024) focus on the Philippines, he commented on the MATATAG Curriculum which advocates for the partnership of schools, families, and communities in the character and competency development of learners.

Kilag et al. (2023) and Fajri (2025) offer additional empirical support showing that the integration of community and contextualized values instruction increases civic participation, moral awareness, and socially responsible actions. In Fajri (2025), it is also noted that goal and value congruent parental participation—through influence, reinforcement, and value modeling—greatly impacts students' moral behavior by aligning the school and home moral expectations. These studies assert that the sustained formation of values in students is best accomplished through active cooperation and partnership of the school, community, and family.

Reinforcing Home-School Partnership in Values Formation. The study shows that students see the importance of Values Education in dealing with and solving social issues in their communities and fostering civility,

responsibility, unity, peace, and morality. The finding reveals that values are primarily nurtured and developed at home according to students and are further strengthened through school initiatives. This implies the 'dynamics of home and school partnerships' as vital to the consistent and daily embodiment of nurtured values for the moral and socially responsible individual to be formed.

This study supports the study of Zhu et al. (2022) who affirmed that the combination of the involvement of parents and school resources significantly shaped the moral disposition and social skills of the learners, reinforcing home-school partnership in values formation, and showing that home influences are strong enough to shape the character of the learners that complements the character development fostered by teachers in the classroom. The result concurs what Suharta et al. (2025) had emphasized that this collaboration is essential for structured and sustainable character formation. Within the Philippine context, the finding reinforces the views of Maguate (2024) who explained that the integration of Values Education within the MATATAG Curriculum distributes the responsibilities of character and competence formation equally to the families and school and embodies the character responsibility in the focus of the school system and curriculum.

Additionally, the work of Li and Wang (2024) and Fajri (2025) highlight the ways in which home-school collaboration aids effective values formation. According to Li and Wang (2024), relations between parents and teachers improve moral and emotional development of the students. Fajri (2025), in contrast, noted that ethical development in children and adolescents derives from modeling behaviors of parents, giving moral guidance, and consistent reinforcement of values at home.

Implications for Educational Practice

The findings confirm the importance of Values Education in producing socially responsible and ethically grounded learners. The participants did not just see the subject as an academic requirement but as preparation towards responsible living in the family, school and the community. Such an acknowledgement indicates the significance of long-term school and home relationships, in which moral education is a collaborative effort between teachers, parents, and school administrators. Once the values taught in school are always reinforced at home, the learners will tend to internalize the values and apply them in their day-to-day lives.

Additionally, the study highlights the fact that experiential and reflective learning exercises are necessary in fostering moral development. The combination of parental modeling of respect, responsibility, and empathy combined with collaborative and service-oriented activities, reinforces self-discipline and responsible behavior in learners. These results suggest that an institutionalized, whole school approach to Values Education that integrates the curriculum, promote value-based teaching methods, and establish community partnerships to inculcate integrity, compassion, and responsibility among learners.

Recommendations for Future Research

Given the current Expanded Curriculum, the school system may aim to provide the learners with opportunities to participate in community service and extra-curricular activities that allow them to demonstrate the core values such as *maka-Diyos*, *makatao*, *makakalikasan*, and *makabansa* in a meaningful way. These engagements can support learners in differentiation and internalization of values beyond theoretical discussions. Teachers may continue to make stronger character interactions with the learners and facilitate reflective moral dialogues and positive ethical modeling inside and outside the classroom. In addition, school leaders are encouraged to enrich the moral atmosphere of their institutions that integrate the school community in preserving moral character development, and with policies and programs that promote integrity, accountability, and responsible behavior so that moral character development of every learner is prioritized consistently across all grade levels.

At the institutional level, stronger collaboration between home and school is recommended to better understand how parental guidance and community influences shape the daily moral conduct of every learner. Additionally, future researchers may explore differences in moral reasoning and value internalization of learners across grade levels, as well as implement longitudinal to examine how the values of the learners evolve over time. Lastly, quantitative and mixed method designs to strengthen empirical evidence about behavioral impact and educational outcomes of Values Education. Such scholarly efforts would help adapt and improve curriculum design, enhances instructional practices, and affirm the role of Values Education in developing socially responsible citizens.

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Concluding Remarks

As I went through this research, I understood the depth of what it means to teach Values Education. Listening to the public Grade 10 junior high school learners, I understood the essence of how values influence the way people make certain decisions, treat people, and how they perceive and relate to themselves. I realized that Values Education goes beyond the teachings that are confined to the classroom. It comes out through encounters, connections, and self-reflections through one's inner voice. Their painful sincerity made me recall that teaching is one of the professions that extend beyond the realms of scholarship. We teach by the lives we lead, and the lessons we present. This experience confirmed my notions that education is most valuable when it goes beyond the intellectual to the emotional.

I have come to realize that shaping character is a function of the school, community, and family all at once. It is evident that children learn values in school and excel when these values are reinforced at home and in the community. Hence, I realized the importance of partnering with parents and creating a caring classroom. The students' reflections made me realize that for me to teach the values I want them to have, such as respect, kindness, honesty, and empathy, I should have them as a foundation in my character. It is amazing how the learners appreciated the small things that their teachers did. I understand the values of kindness and empathy as values that I want to live every day. I understand that every moment can shape a generation of people who have a purpose.

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APPENDICES

Appendix A

Permission Letters

	University of the Immaculate Conception
	<p>Shantala Street, Divina City 8000, Philippines (63-402) 227-1871 local 240 / (63-402) 227-3704 (63-402) 222-3919 www.uic.edu.ph dean-graduate@uic.edu.ph</p>
	Office of the Dean of Graduate School

August 20, 2025

ALONA C. UY, CESO V
Schools Division Superintendent (SDS)
Division of Tagum City
Tagum City, Davao del Norte

Dear Mr/Ms. **CESO**,


The University of the Immaculate Conception Graduate School Department is excited to connect with you regarding an important research initiative.

We kindly request your support and approval for **MR. EDWARD P. SARAMOSING**, one of our dedicated students who is pursuing his *Master of Arts in Education Major in Values Education*, to conduct a study that will involve selected Grade 10 students from three public secondary schools in the Division of Tagum City.


This request is in line with his/her research study entitled "**Exploring the Relevance of Values Education Through the Lens of Grade 10 Learners**".

Your support in approving this research will help us foster a collaborative effort, encouraging innovation and academic growth.

We look forward to your positive response and sincerely appreciate your approval in advancing this meaningful endeavor.

Sincerely,

DR. MARY JANE B. AMOGUIS
Dean, Graduate School

CHED Full Autonomous Status • PAASCU Accredited, Institutional Accreditation Status
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MEMBER: Catholic Educational Association of the Philippines (CEAP) • Association of Catholic Universities of the Philippines (ACUP) • ASEAN University Network (AUN-QA, Associate Member) • University Mobility in Asia and the Pacific (UMAP) • Association of Southeast and East Asian Catholic Colleges and Universities (ASEACCU)

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Barfaco Street, Davao City 8000, Philippines
(61-082) 227-1373 local 240 / (83-882) 227-1394
(61-082) 222-0905
www.uic.edu.ph
dean-graduate@uic.edu.ph

Office of the Dean of Graduate School

August 20, 2025

DR. DIONISIO B. SIGLOS

Principal IV
Tagum City National High School
Tagum City, Davao del Norte

Dear Mr/Ms. **SIGLOS**,

The University of the Immaculate Conception Graduate School Department is excited to connect with you regarding an important research initiative.

We kindly request your support and approval for **MR. EDWARD P. SARAMOSING**, one of our dedicated students who is pursuing his *Master of Arts in Education Major in Values Education*, to conduct a study that will involve selected Grade 10 students from three public secondary schools in the Division of Tagum City.

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Sincerely,


DR. MARY JANE B. AMOGUIS
Dean, Graduate School






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 Bonifacio Street, Davao City 8000, Philippines
 (05-882) 227-1573 Local 240 / (05-882) 227-1794
 (05-882) 222-8888
 unimac@unimac.ph
 unimac-graduate-school.unimac.edu.ph

Office of the Dean of Graduate School

August 20, 2025

DR. JEFFREY C. VILLAROSA

Principal IV

Tagum City National Comprehensive High School
Tagum City, Davao del Norte

Dear Mr/Ms. **VILLAROSA,**

The University of the Immaculate Conception Graduate School Department is excited to connect with you regarding an important research initiative.

We kindly request your support and approval for **MR. EDWARD P. SARAMOSING**, one of our dedicated students who is pursuing his *Master of Arts in Education Major in Values Education*, to conduct a study that will involve selected Grade 10 students from three public secondary schools in the Division of Tagum City.

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Sincerely,


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Dean, Graduate School

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Don Bosco Street, Davao City 8000, Philippines
(+63-082) 227-1577 local 240 / (+63-082) 227-4794
(+63-082) 222-3888
www.uic.edu.ph
theo-graduate-school@uic.edu.ph

Office of the Dean of Graduate School

August 20, 2025

MR. ROGER A. MARTINEZ, MITE

Principal IV
Tagum National Trade School
Tagum City, Davao del Norte

Dear Mr/Ms. **MARTINEZ,**

The University of the Immaculate Conception Graduate School Department is excited to connect with you regarding an important research initiative.

We kindly request your support and approval for **MR. EDWARD P. SARAMOSING**, one of our dedicated students who is pursuing his *Master of Arts in Education Major in Values Education*, to conduct a study that will involve selected Grade 10 students from three public secondary schools in the Division of Tagum City.

This request is in line with his/her research study entitled "**Exploring the Relevance of Values Education Through the Lens of Grade 10 Learners**".

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We look forward to your positive response and sincerely appreciate your approval in advancing this meaningful endeavor.

Sincerely,



DR. MARY JANE B. AMOGUIS
Dean, Graduate School

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✉ (63-082) 222-3606
🌐 www.uic.edu.ph
📧 dean-graduateschool@uic.edu.ph

Office of the Dean of Graduate School

August 20, 2025

DR. JEFFREY C. VILLAROSA

Principal IV
Tagum City National Comprehensive High School
Tagum City, Davao del Norte

Dear Mr/Ms. **VILLAROSA**,

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We look forward to your positive response and sincerely appreciate your approval in advancing this meaningful endeavor.

Sincerely,



DR. MARY JANE B. AMOGUIS
Dean, Graduate School





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Appendix B

Ethical Clearance

	<p>University of the Immaculate Conception P.O. Box 10, St. Joseph Bldg., Bonifacio Street, Davao City 8000, Philippines 032-4284 6041/211 032-4284 221-221/88 www.uic.edu.ph uic@uic.edu.ph</p>
<p>Research Ethics Committee</p>	
<p>ETHICAL CLEARANCE</p>	
<p>August 19, 2025</p>	
<p>EDWARD P. SARAMOSING University of the Immaculate Conception Bonifacio St., Davao City</p>	
<p>Re: EXPLORING THE RELEVANCE OF VALUES EDUCATION THROUGH THE LENS OF GRADE 10 LEARNERS</p>	
<p>Protocol Code: GS-ER-08-25-0349</p>	
<p>Subject: Ethical Clearance</p>	
<p>Dear Mr/Ms. Saramosing:</p>	
<p>UIC-REC acknowledges the receipt of the following documents on August 17, 2025: Revised manuscript: version2_Manuscript_Saramosing ICF: version3_ICF ENG_Saramosing (August 19, 2025) version3_ICF FIL_Saramosing (August 19, 2025)</p>	
<p>These new documents have incorporated the recommendations of the UIC-REC, as stipulated in the DECISION LETTER emailed to you, to improve the initial protocol and ICF that you submitted earlier for EXPEDITED review, which took place on August 11, 2025.</p>	
<p>Upon further scrutiny of and deliberation on the revised documents, the UIC-REC is convinced that your research/investigation embodies a process that is responsible and ethically accountable; thus, ETHICAL CLEARANCE with a validity period of one year, August 20, 2025 to August 20, 2026 has been granted.</p>	
<p>Please be advised to submit the Final Report Form once you completed the study. Likewise, submit a report using the forms should any part of your research methodology and ICF, as outlined in your submitted approved documents, change in any way.</p>	
<ul style="list-style-type: none"> A. Protocol Amendment B. Progress Report C. Protocol Deviation/Protocol Violation D. Negative Event Report E. Early Study Termination Report F. Application for Renewal of Ethical Clearance two months before expiry 	
<p>The UIC-REC wishes you all the best with this research undertaking.</p>	
<p>Very truly yours,</p>	
<p> Maria L. Lopez, PhD Chair, UIC-REC</p>	
<p><small>CHED Full Autonomous Status - PAMCIS Accredited, Institutional Accreditation Status Bureau of Investigation Accredited + Designated to offer ETESAP + Science Research Center, DENR Recognized MEMBER: Catholic Educational Association of the Philippines (CEAP) + Association of Catholic Universities of the Philippines (ACUP) + ASEAN University Network (AUN-Cd, Associate Member) + University Mobility in Asia and the Pacific (UMAP) + Association of Southwest and East Asian Catholic Colleges and Universities (ASSECCU)</small></p>	
<div style="display: flex; align-items: center;">  <div> <p>Management System ISO 9001:2015</p>  </div> </div>	

Appendix C

Endorsement for Pre-final Defense



University of the Immaculate Conception

📍 Rm 10, 3F, St. Joseph Bldg., Bonifacio Street, Davao City 8001, Philippines
☎ 227-8286 local 211
📠 (63-082) 227-37-94
🌐 www.uic.edu.ph
✉ rec@uic.edu.ph

Research Ethics Committee

ENDORSEMENT FOR PRE-FINAL DEFENSE

October 28, 2025

EDWARD P. SARAMOSING

University of the Immaculate Conception
Bonifacio Street, Davao City

Re: **EXPLORING THE RELEVANCE OF VALUES EDUCATION THROUGH THE LENS OF GRADE 10 LEARNERS**

Protocol Code: **GS-ER-08-25-0349**

Subject: **UIC-REC Endorsement for Pre-final Defense**

Dear **Mr. Saramosing**:

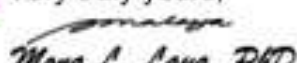
This is to acknowledge receipt of the following supporting documents on October 28, 2025.

- **Filled out Protocol Final Report Form**
- **Signed ICF**

Upon the verification of the submitted terminal documents, the UIC-REC officially approves and releases the Endorsement for Pre-final Defense for your study titled **EXPLORING THE RELEVANCE OF VALUES EDUCATION THROUGH THE LENS OF GRADE 10 LEARNERS**.

The UIC-REC commends your commitment to assure the technical and ethical merits of your investigation.

Very truly yours,


Mona L. Laya, PhD
Chair, UIC-REC

Appendix D

Informed Consent Form

	University of the Immaculate Conception Research Ethics Committee (REC) Bonifacio Street, Davao City, Philippines	REC_FO_0031 Control No.: _____
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Ethics Informed Consent Form (ICF)

Informed Consent Form for _____

Name of the Researcher(s): EDWARD P. SARAMOSING

Institution: UNIVERSITY OF THE IMMACULATE CONCEPTION

Research Title: EXPLORING THE RELEVANCE OF VALUES EDUCATION
THROUGH THE LENS OF GRADE 10 LEARNERS

INTRODUCTION

You are invited to participate in a research study entitled *Exploring the Relevance of Values Education Through the Lens of Grade 10 Learners*, conducted by Edward P. ~~Saramosing~~ at the University of the Immaculate Conception, because you meet the inclusion criteria as a potential informant of this study.

Your participation in this study is completely voluntary. Please carefully read the information below and feel free to ask questions about anything you do not understand before deciding whether to participate. Take as much time as you need to review this consent form, and you may also choose to discuss participation with your family or friends.

If you decide to participate, you will be asked to sign this form. A copy of the signed form will be provided to you for your records.

PURPOSE OF THE STUDY

The purpose of this study is to examine the relevance of values education as construed by public Grade 10 learners in the Division of Tagum City, specifically aiming to investigate the way learners perceive the influence of values education on their decision-making, social relationships, and conduct. Through descriptive qualitative inquiry using in-depth interviews (IDIs) and focus group discussions (FGDs), the study aims to learn a detailed account of learners' understanding of how values education influences their personal and social development and involvement. This aligns with pursuing Sustainable Development Goal (SDG) 4—



the promotion of inclusive and equitable quality education and the promotion of lifelong learning opportunities for all (United Nations, 2015). This is explored as forms of ethical reasoning and civic participation in relation to values education and its meaning for the holistic development of responsible and socially involved citizens.

STUDY PROCEDURES

If you volunteer to participate in this study:

- You will be asked to take part in either an In-Depth Interview (IDI) or a Focus Group Discussion (FGD), which will be conducted by the researcher, Mr. Edward P. ~~Saramosing~~ ~~Saramosing~~.
- The interview or discussion will be guided by approximately 12–15 open-ended guide questions that focus on your experiences and perceptions of Values Education.
- The session will last for about 30–45 minutes and will be conducted only once, at a schedule most convenient for you.
- With your permission, the session will be audio-recorded to ensure the accuracy of the data, and no recording will take place without your consent.
- Your participation is voluntary, and you have the right to withdraw at any time without any penalty or negative consequence. Your decision to withdraw will not affect your academic standing, grades, or relationship with the school in any way.

POTENTIAL RISKS AND DISCOMFORTS

- While the topic of this study is not considered sensitive, your comfort and well-being are of utmost importance. Should any of the questions cause discomfort, you are free to skip them. Additionally, you may withdraw from studying at any time should you feel unable to continue.
- Your participation is deeply appreciated, and your well-being will remain a top priority throughout the course of this study.



University of the Immaculate Conception
Research Ethics Committee (REC)
Bonifacio Street, Davao City, Philippines

REC_FO_0031
Control No.: _____

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

This study gives Grade 10 learners the opportunity to reflect on their lived experiences regarding Values Education. Through their involvement, learners might obtain more self-awareness and understanding of how values affect their behavior, choices, and relationships with others. It may also further reaffirm the significance of their personal integrity, respect, and social accountability, thus contributing to their character development.

Educators and school leaders will also be able to use the data collected for this study as it provides insights into learners' perspectives on the importance and impact of Values Education. The findings can help inform teaching methods, refine instructional design and course planners to develop relevant, student-centered, situated responses about learners' moral dilemmas. This can help facilitate student engagement with the Edukasyon sa Pagpapakatao curriculum and facilitate the integration of core values across learning areas.

On a broader level, the study contributes to the strengthening of values-based education as a foundation for responsible citizenship and social transformation. By supporting the moral formation of youth, the research aligns national goals such as DepEd's MATATAG agenda and the promotion of Good Manners and Right Conduct (GMRC). Ultimately, this research aims to promote a values-driven society through the holistic development of learners who are committed to the common good.

DATA PRIVACY AND CONFIDENTIALITY

The study will ensure the privacy and confidentiality of your information. Following the Data Privacy Act of 2012, the researcher will adhere to the protection of your human rights to information. Your responses will be treated with the highest respect, and your identities will be safeguarded, enabling you to participate without fear. In this study, any identifiable information obtained in relevance to the study will remain confidential, except if necessary to protect your rights or welfare. This section of the informed consent will ensure that the researcher will resist the release of information about your participation to people who are not connected with the study. Files containing your information will also be named in a way that is only recognizable by the researcher; further,



when the results of the research are published or discussed in research conferences, no identifiable information will be used.

VOLUNTARINESS OF PARTICIPATION AND RIGHTS TO WITHDRAW FROM THE RESEARCH

Participation in this research study is entirely voluntary. Declining to participate will not result in any penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent and discontinue your participation at any time without incurring any penalty. Please be assured that your involvement in this study does not waive any of your legal rights, claims, or remedies

REIMBURSEMENT AND COMPENSATION

To recognize your valuable time and contribution to this study, each participant will receive a uniform incentive of ₱100.00. This will be provided through GCash. For this purpose, participants will be asked to voluntarily provide their GCash number only for the purpose of transferring the incentive. The information will be treated with strict confidentiality, used solely for the incentive distribution, and will not be linked to your responses in the study. After the incentive has been successfully sent, your GCash details will be securely deleted from the researcher's records to protect your privacy in compliance with the Data Privacy Act of 2012.

INVESTIGATOR'S and ADVISER'S CONTACT INFORMATION

For inquiries or concerns regarding this study, you may contact the researcher, Edward P. Saramosing, through his mobile number 0927-686-0059 or via email at esaramosing_230000003081@uic.edu.ph. Should you wish to raise further concerns, you may communicate with his research adviser, Dr. Thelma Alderite, Research Consultant of the University of the Immaculate Conception Graduate School, Bonifacio Street, Davao City, through her email at talderite@uic.edu.ph.



University of the Immaculate Conception
Research Ethics Committee (REC)
Bonifacio Street, Davao City, Philippines

REC_FO_0031
Control No.: _____

RIGHTS OF RESEARCH PARTICIPANT

If you have questions, concerns, or complaints about your right as a research participant or the research in general and are unable to contact the research team, or if you want to talk to someone independent of the research team, please contact the University of the Immaculate Conception Research Ethics Committee at 227-4880 or 2061- local 211.

RESEARCH PARTICIPANT'S CONSENT

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form. I can withdraw my consent at any time and discontinue participation without penalty.

Signature above Printed Name of Participant

Date Signed

To be accomplished by the Researcher Obtaining Consent:

I have explained the research to the participant and answered all of his/her questions. I believe that he/she understands the information described in this document and freely consents to participate.



EDWARD P. SARAMOSING

Name of Person Obtaining Consent

Date Signed



Validation Forms



University of the Immaculate Conception
GRADUATE SCHOOL

DGS – FO – 022
Rev. 01 / 10/01/2016
Approved by: IQAC

VALIDATION FORM FOR THE QUALITATIVE RESEARCH GUIDE QUESTIONNAIRE

Control No.: _____

Name of Evaluator: **Lilibeth R. Lozada**

Degree: _____

Position: _____

Number of Years in Teaching and Research: **28**

To the Evaluator:

Using this assessment form, kindly determine the validity of the attached instrument in relation to the purpose of the study; specifically with regard to the research questions as stipulated (See also the attached documents revealing the Title and Purpose of the Study). There are three areas to be examined, namely, Introduction Key Components, Questions, and Closing Key Components. The question items must be evaluated in terms of their clarity, suitability, understandability, and ability to elicit personal narratives, comments, opinions, and insights from the research participants. Please check the corresponding rating and write the necessary remarks.

SECTIONS	ITEMS	EVALUATION		
		YES	NO	REMARKS
Introduction Key Components	1. Is there an opening statement expressing gratitude to the research participant for his or her willingness to join the session?	/		
	2. Does this section of the questionnaire reveal the name of the researcher? (i.e the researcher introducing himself or herself)	/		
	3. Is the purpose explicitly stated?	/		
	4. Is the duration of the session clearly stipulated?	/		
	5. Is there a statement assuring the research participant of the confidentiality of his or her responses?	/		
	6. Does this section explain how the in-depth interview or the focus group discussion be conducted?	/		
	7. Does this section include a statement assuring the research participant of his or her opportunity to be clarified further	/		



University of the Immaculate Conception
GRADUATE SCHOOL

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Rev. 01 / 10/01/2016
Approved by: IQAC

VALIDATION FORM FOR THE QUALITATIVE RESEARCH GUIDE QUESTIONNAIRE

Control No.: _____

	before proceeding to the intended activity?			
	8. Does this section provide spaces for the signature of the research participant?	/		
	9. Does it require a witness to sign?		X	NOT INDICATED IN THE DOCUMENT
	10. Does this section stipulate the need for a legal guardian to sign as in the case of a research participant under 18 years of age?	/		
Questions	11. Are there no more than 15 questions (i. e. no more than 3 research questions with no more than 5 probing questions each)?	/		
	12. Are factual questions asked first before the probing questions?	/		
	13. Are there questions requiring the participant to describe his or her experiences?	/		
	14. Are there questions requiring the participant to explain the meaning of his or her shared experiences?	/		
	15. Are the vocabulary level and language structure of the questions appropriate to the age and capability of the research participant?	/		
	16. Are the questions clear and understandable?	/		
	17. Do the questions possess the ability to elicit qualitative data relevant to the attainment of the objectives of the study?	/		




University of the Immaculate Conception
GRADUATE SCHOOL

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Rev. 01 / 10/01/2016
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VALIDATION FORM FOR THE QUALITATIVE RESEARCH GUIDE QUESTIONNAIRE

Control No.: _____

Closing Key Components	18. Does this section guarantee the participant of his or her chance to give additional comments?		x	NOT EXPLICITLY STATED IN CLOSING
	19. Does this section inform the research participant of the researcher's plan regarding the data being collected, its analysis, and the corresponding report and what the researcher would do next?	/		
	20. Does this section of the questionnaire express gratitude to the research participant?	/		


Lilibeth R. Lozada
Evaluator's Name and Signature



University of the Immaculate Conception
GRADUATE SCHOOL

VALIDATION FORM FOR THE QUALITATIVE RESEARCH GUIDE QUESTIONNAIRE

DGS – FO– 022

Rev. 01 / 10/01/2016

Control No.: _____

Name of Evaluator: Dr. MONA LAYA

Degree: PhD – Organization Study

Position: Faculty

Number of Years in Teaching and Research: 20

To the Evaluator:

Using this assessment form, kindly determinality of the attached instrument in relation to the purpose of the study; specifically with regard to the research questions as stipulated (See also the attached documents revealing the Title and Purpose of the Study). There are three areas to be examined, namely, Introduction Key Components, Questions, and Closing Key Components. The question items must be evaluated in terms of their clarity, suitability, understandability, and ability to elicit personal narratives, comments, opinions, and insights from the research participants. Please check the corresponding rating and write the necessary remarks.

SECTIONS	ITEMS	EVALUATION		
		YES	NO	REMARKS
Introduction Key Components	1. Is there an opening statement expressing gratitude to the research participant for his or her willingness to join the session?	/		
	2. Does this section of the questionnaire reveal the name of the researcher? (i.e the researcher introducing himself or herself)	/		
	3. Is the purpose explicitly stated?	/		
	4. Is the duration of the session clearly stipulated?	/		
	5. Is there a statement assuring the research participant of the confidentiality of his or her responses?	/		
	6. Does this section explain how the in-depth interview or the focus group discussion be conducted?	/		
	7. Does this section include a statement assuring the research participant of his or her opportunity to be clarified further before proceeding to the intended activity?	/		
	8. Does this section provide spaces for the signature of the research participant?	/		
	9. Does it require a witness to sign?		/	
	10. Does this section stipulate the need for a legal guardian to sign as in the case of a research participant under 18 years of age?		/	



University of the Immaculate Conception
GRADUATE SCHOOL

DGS – FO– 022

Rev. 01 / 10/01/2016

VALIDATION FORM FOR THE QUALITATIVE RESEARCH GUIDE QUESTIONNAIRE

Control No.: _____

Questions	11. Are there no more than 15 questions (i. e. no more than 3 research questions with no more than 5 probing questions each)?	/		
	12. Are factual questions asked first before the probing questions?	/		
	13. Are there questions requiring the participant to describe his or her experiences?	/		
	14. Are there questions requiring the participant to explain the meaning of his or her shared experiences?	/		
	15. Are the vocabulary level and language structure of the questions appropriate to the age and capability of the research participant?	/		
	16. Are the questions clear and understandable?	/		
	17. Do the questions possess the ability to elicit qualitative data relevant to the attainment of the objectives of the study?	/		
Closing Key Components	18. Does this section guarantee the participant of his or her chance to give additional comments?	/		
	19. Does this section inform the research participant of the researcher's plan regarding the data being collected, its analysis, and the corresponding report and what the researcher would do next?	/		
	20. Does this section of the questionnaire express gratitude to the research participant?	/		


Signed : DR. MONA LAYA

Signature over printed name



University of the Immaculate Conception
GRADUATE SCHOOL

VALIDATION FORM FOR THE QUALITATIVE RESEARCH GUIDE QUESTIONNAIRE

DGS – FO– 022

Rev. 01 / 10/01/2016

Control No.: _____

Name of Evaluator: Dr. Sylvia J. Pidor

Degree: PhD

Position: Graduate School Faculty

Number of Years in Teaching and Research: _____

To the Evaluator:

Using this assessment form, kindly determine the validity of the attached instrument in relation to the purpose of the study; specifically with regard to the research questions as stipulated (See also the attached documents revealing the Title and Purpose of the Study). There are three areas to be examined, namely, Introduction Key Components, Questions, and Closing Key Components. The question items must be evaluated in terms of their clarity, suitability, understandability, and ability to elicit personal narratives, comments, opinions, and insights from the research participants. Please check the corresponding rating and write the necessary remarks.

SECTIONS	ITEMS	EVALUATION		
		YES	NO	REMARKS
Introduction Key Components	1. Is there an opening statement expressing gratitude to the research participant for his or her willingness to join the session?	/		
	2. Does this section of the questionnaire reveal the name of the researcher? (i.e the researcher introducing himself or herself)	/		
	3. Is the purpose explicitly stated?	/		
	4. Is the duration of the session clearly stipulated?	/		
	5. Is there a statement assuring the research participant of the confidentiality of his or her responses?	/		
	6. Does this section explain how the in-depth interview or the focus group discussion be conducted?	/		
	7. Does this section include a statement assuring the research participant of his or her opportunity to be clarified further before proceeding to the intended activity?	/		
	8. Does this section provide spaces for the signature of the research participant?	/		
	9. Does it require a witness to sign?		N/A	
	10. Does this section stipulate the need for a legal guardian to sign as in the case of a		N/A	



University of the Immaculate Conception
GRADUATE SCHOOL

VALIDATION FORM FOR THE QUALITATIVE RESEARCH GUIDE QUESTIONNAIRE

DGS – FO– 022

Rev. 01 / 10/01/2016

Control No.: _____

	research participant under 18 years of age?			
Questions	11. Are there no more than 15 questions (i. e. no more than 3 research questions with no more than 5 probing questions each)?	/		
	12. Are factual questions asked first before the probing questions?	/		
	13. Are there questions requiring the participant to describe his or her experiences?	/		
	14. Are there questions requiring the participant to explain the meaning of his or her shared experiences?	/		
	15. Are the vocabulary level and language structure of the questions appropriate to the age and capability of the research participant?	/		
	16. Are the questions clear and understandable?	/		
	17. Do the questions possess the ability to elicit qualitative data relevant to the attainment of the objectives of the study?	/		
Closing Key Components	18. Does this section guarantee the participant of his or her chance to give additional comments?	/		
	19. Does this section inform the research participant of the researcher's plan regarding the data being collected, its analysis, and the corresponding report and what the researcher would do next?	/		
	20. Does this section of the questionnaire express gratitude to the research participant?	/		



Signed : SYLVIA J. PIDOR

Signature over printed name

Appendix F

Research Instruments

Interview Guide Questionnaire For IDI & FGD

Research Title: Exploring the Relevance of Values Education Through the Lens of Grade 10 Learners

Researcher: Edward P. Saramosing

Dear Participant,

Good day!

I am Edward P. Saramosing, a graduate student currently conducting a research study entitled "*Exploring the Relevance of Values Education Through the Lens of Grade 10 Learners*." This study aims to understand how students like you perceive and apply the lessons of Values Education in your daily life, as well as the insights you can share with the school and wider community.

You have been selected as one of the participants in this study because your voice is important in making Values Education more relevant and meaningful. As you are under 18 years of age, your parent or legal guardian has already given consent for your participation by signing the Informed Consent Form.

Please be assured that your participation in this study is entirely voluntary. The interview will take approximately 30 to 45 minutes. All your responses will be treated with the utmost confidentiality, and your name or identity will not be revealed in any part of the research report. You also have the right to skip any question or withdraw from the interview at any time without any penalty.

With your permission, the interview will be audio-recorded to ensure that your thoughts are captured accurately. If you have any questions or concerns, you may contact me at the details below:

Name: Edward P. Saramosing

Email: esaramosing_230000003081@uic.edu.ph

Mobile Number: 0927 686 0059

Thank you very much for your time and valuable contribution to this research.

Sincerely,

Edward P. Saramosing

Researcher

Section A: Perceptions on the Relevance of Values Education

Main Question 1: What are the perceptions of Grade 10 learners regarding the relevance of Values Education?

1. What is your understanding about values education?
2. What are the things that comes to your mind if you hear the subject values education?
3. How do you find values education as a subject in school? (relevance)
4. What lessons or topics in Values Education do you find most helpful or meaningful? Why?
5. How do you feel after attending Values Education classes?

Section B: Application in Daily Interactions

Main Question 2: How do the principles of Values Education guide the participants in their day-to-day interactions?

1. How do you share your experience in your Values Education classes?
2. How do you use values like respect, honesty, or responsibility in your everyday choices?
3. Can you share a situation where you applied in your life what you learned from Values Education?
4. How do you treat your classmates, teachers, or family members based on what you've learned in values education?
5. What do you do when you face conflict or pressure to do something wrong? Can you tell me more about how you made that decision?

Section C: Insights into the School and Community

Main Question 3: What insights can these learners share with the academe and the community?

1. What do you think can be improved in the way Values Education is taught in school?
2. How can your teachers or school leaders support you in practicing values more often?
3. What role do you think Values Education should play in your community?

Thank you very much for sharing your thoughts and experiences. Everything you said is important and will help make Values Education more relevant and effective for learners like you.

Your responses will be analyzed to identify common themes and included in my academic research report. All information will be kept confidential, and your name will not appear in any report.

Participant's Name : _____

Participant's Signature : _____

Date: _____

Appendix G

AI Compliance Certificate

	<div data-bbox="359 302 1029 403"><p>University of the Immaculate Conception Basilica Street, Davao City 8001, Philippines CHD 0803 327 1573 local 999 / CHD 0801 327 0794 CHD 0803 327 3000 www.uic.edu.ph dean-graduateschool@uic.edu.ph</p></div> <div data-bbox="933 380 1284 403"><p>Office of the Dean of Graduate School</p></div> <div data-bbox="678 425 1013 448"><p>AI Compliance Certificate</p></div> <div data-bbox="311 470 1300 716"><p>This is to certify that the AI-generated content within this thesis/dissertation titled <u>EXPLORING THE RELEVANCE OF VALUES EDUCATION THROUGH THE LENS OF GRADE 10 LEARNERS</u> authored by <u>EDWARD P. SARAMOSING</u> of the <u>MASTER OF ARTS IN VALUES EDUCATION</u> program is compliant with the allowable percentage of AI usage as specified by the Policies and Guidelines on Academic Integrity of the Graduate School Department. Specifically, the AI-generated content does not exceed 20% of the total content, in accordance with the applicable standards and regulations.</p></div> <div data-bbox="311 728 1300 817"><p>All AI-generated content has been reviewed and validated for accuracy and reliability. Human oversight and verification have been conducted to ensure that the AI-generated content adheres to the quality and ethical standards expected.</p></div> <div data-bbox="311 817 1300 884"><p>This hereby affirm that the AI usage within this thesis/dissertation is in compliance with the specified guidelines and has been managed responsibly.</p></div> <div data-bbox="311 896 646 952"><p> DR. THELMA ALDERITE Thesis/Dissertation Adviser</p></div> <div data-bbox="933 896 1252 952"><p> DR. THELMA ALDERITE Program Coordinator</p></div> <div data-bbox="630 996 981 1041"><p>Dr. Mary Jane B. Amoguis Dean, Graduate School</p></div>
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Appendix H

Similarity Index Report



Page 1 of 122 - Cover Page

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- My Files
- University of the Immaculate Conception

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Page 2 of 122 · Integrity Overview

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A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Appendix I

Editing Certificate

Appendix J

Certificate of Originality



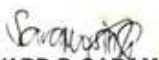
UNIVERSITY OF IMMACULATE CONCEPTION
Bonifacio Campus, Davao City

CERTIFICATE OF ORIGINALITY

Date: October 27, 2025

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief. It contains no material previously published or written by another person nor material to which a substantial extent has been expected for award of any degree or diploma of a university or another institute of higher learning, except where due acknowledgement is made in the text.

I also declare that the intellectual content of this thesis is the product of my work, even though I may have received assistance from others on style, presentation and language expression.


EDWARD P. SARAMOSING
Name and Degree of Candidate

October 27, 2025
Date


DR. THELMA ALDERITE
Name of Adviser

October 27, 2025
Date



EDWARD P. SARAMOSING

Teacher I

☎ (063)927-6880-0501

✉ edwardsaramosing@depd.gov.ph

📍 Pk. 3B, Apokon, Tagum City
Davao del Norte

EDUCATION

**BSED MAJOR IN VALUES
EDUCATION (EARNING UNITS)**
Anlesgado Foundation College Inc.,
2016 - 2017

**BACHELOR OF ARTS
MAJOR IN PHILOSOPHY**
Queen of Apostles College Seminary
2010 - 2014

EXPERTISE

Interpersonal and Intrapersonal
Skills

Basic Knowledge in Microsoft
Word, Excel and Powerpoint

Leadership Skills

LANGUAGE

English

Tagalog

Cebuano

Experience

○ November 2021- Present

Tagum City National High School (Tagum City)

Professional Teacher

A professional teacher must possess a variety of talents, including subject-matter knowledge, pedagogy, and interpersonal skills. Teachers have a crucial role in influencing the intellectual, social, and emotional growth of their pupils by creating a safe and engaging learning environment.

○ 2016-2021

GV APPLIANCE CORPORATION | TAGUM CITY

Human Resource Assistant

1. Recruitment Support: Help with resume screening, interview scheduling, and publishing jobs on many platforms. Throughout the hiring process, communicate with candidates and hiring managers.
2. Onboarding and Orientation: Arrange orientation sessions, prepare documentation, and make sure all necessary paperwork is completed in order to facilitate the onboarding of new employees. Help in the orientation process, which introduces new hires to the policies and processes of the company.
3. HR Record-Keeping: Keep accurate and current records of all employees, including personal data, attendance records, and performance reviews. Verify adherence to confidentiality guidelines and data protection laws.
4. Benefits Administration: Assist employees with inquiries on various benefit programs, such as health insurance, retirement plans, and leave policies. Processes include enrollment, benefit adjustments, and resolution of benefit-related issues.

Reference

Sherry Mae Teves

Teacher II

Phone: (063)927-687-572

Email: sherrymae.teves@depd.gov.ph

Marvin P. Megallos

Teacher I

Phone: (063)926-1275-935

Email: marvin.megallos@depd.gov.ph