

Pedagogical Content Knowledge of Christian Values Educators in King's College of The Philippines: A Case Study

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Abstract

This study determined the Christian values taught in Christian Values Education Subject at King's College of the Philippines. It further looks into the reasons for selecting such Christian values, the strategies employed and the challenges encountered during the conduct of such strategy as well as the teachers' recommendations on how to address the challenges and problems encountered.

Key informants in this study were the Christian Values Education teachers of King's College together with the concerned administrators. Purposively, the key informants were teachers from kindergarten to college teaching the subject. Structured and semi-structured interviews, observations, group discussions, and content analysis of the participants' narrative reports were conducted to gather pertinent data. Then, content analysis of the participants' narrative reports was also utilized.

Findings revealed that teachers teach Christian values in an integrative way and it is based on general principles. It is also seen that the reasons for choosing Christian values are considered to be cardinal with other unmentioned values. Remarkably, teachers of CVE are using different teaching strategies to teach the content of CVE which includes both modern and conventional.

The teachers encountered several challenges in employing the teaching strategies in facilitating Christian Values Education subject, which, are context-driven, purpose-driven, and mission-driven. Finally, the recommendations made were directly related to the challenges enumerated.

Keywords: Christian Values Education, Teaching Strategies, Challenges Encountered, Reasons for Selecting values

Introduction

When the subject of effective teaching-learning is concerned, the pedagogical content knowledge of teachers cannot be ignored. The daily challenge of a teacher upon entering the four corners of the classroom is how he/she will make the learners care about what is going to be taught or the lessons they are going to learn. Pedagogical content knowledge is all about communicating specific lessons effectively to a certain group of learners which requires knowledge of how learners think before grasping the lesson and what they think while they are learning (Ball, et.al, 2008).

With the complexity of the ecosystem of teaching and learning, careful planning is very important. Teachers as grassroots need to plan since they are the scaffolds on which the learners are dependent. For instance, if the teacher has a wide scope of knowledge about the subject and knows when and how to introduce it to the learners have a greater chance of being effective as compared to teachers who possess

lesser knowledge. Jones and Moreland (2003) argued that pedagogical content knowledge is a major determiner of teaching practice and is central to teachers' curriculum decision-making at the classroom level.

Over the past decades, researchers found out that teachers play a very important role in the academe in which their pedagogical content knowledge directly affects the success and the achievement of learners' progress (Hattie, 2009). Thus, teachers must plan and design their lessons in a way that will cater to the learners' needs despite their learning styles. With the learners' diversity, teachers are put in the crucial area by which learners need to best satisfy their learning needs (Gregory and Chapman, 2013). It is therefore important for teachers to be careful about the teaching strategies to be employed so that the learning needs will be met accordingly regardless of the subject matter.

In the United States, the National Council for Social Studies or NCSS, (2014) has acknowledged the importance of teaching religion as part of their curriculum and even offered institutionalized Christian values subject to many Christian private schools due to the decrease in morality. However, Akers and Moon (2008) pointed out that the single most important concern of a Christian Institution should be the integration of learning, faith, and practice (values) in every aspect of the curriculum. Clayton (2009) also claimed that students' moral development is best served when educators create a comprehensive approach that includes a Christian moral framework. As such, the importance of a curriculum framework plays a significant role in the planning of the teacher before teaching.

In the discussion paper presented by Cates (n.d.), he said that a God-centered pattern of education demands that the Christian educator spell out the processes involved in the total structure of the curriculum. He added that the implications of having a sound biblical base for the educational process are many. It is the process by which the Christian philosophy of education is implemented in the classroom. Chancey (2007) stated that the need for a framework is an utmost concern. With the ability of every individual to think rationally, educational arenas need to furnish such guidelines, structure, and a primer for a certain curriculum. Hence, the formal training of every learner starts inside the classroom. The curriculum is the best means for the overall development of every human being; a teacher is the mediator between the curriculum and students (Jadhav and Patankar, 2013).

In the delivery of specific values, teachers at the grassroots play a vital role in delivering the daily specific planned content for specific grades. As global stakeholders strive for quality education, teachers of direct interaction with the learners need to dynamically teach through various strategies (Chewning and Brown, 2001). Teaching strategy is any teaching maneuver being utilized to facilitate students' learning. It comes from varied methods in which teachers' choice is vis-à-vis the learners' learning styles.

Teaching strategies vary depending on the learners' style of learning. Jalbani (2014) affirmed that students have different learning styles in which they learn in different ways. Hence then, it is left for teachers to use appropriate strategies to teach content with different learners of different learning styles. In Turkey, studies have shown that teachers need to act favorably as role models reflecting values, creating ethical classroom environments, and using different strategies to provide children with different value-related experiences formally in the classroom and informally outside the classroom (Yildirim, 2009).

Dorgu (2015) also revealed that teaching strategies bridge learning to communicate ideas and skills to students. With proper appropriation of teaching strategies, smooth learning is carried throughout. This shows that the importance of teaching strategies is directly intertwined with the successful learning of the students across subjects. Castillo (2003) affirmed that strategies are an important tool that facilitates

teaching and learning in such a way that involves creativity so that educators can look at things in a different light, and think outside the box.

Moreover, Awang et al., (2013) claimed that effective teaching strategies encourage the learning behavior of the learners. In addition, good teaching strategies bridge learners to better learning academically. However, teachers lose focus on their teaching strategies and assume that learners' difficulties are due to the content (Jalbani, 2014). Hill and Crevola (2003) said that most teachers aim to improve their teaching practices by developing sound knowledge of content. Thus, teachers' pedagogical content knowledge is very important and needs to be addressed.

In Turkey, there is a manifestation that the pedagogical content knowledge of the teachers is to be addressed due to the learners' low academic performances as revealed in the study conducted by Turnuklu and Yesildere (2007). This is the same case in the Philippines wherein, a study conducted by Macha, et al (2018) shows that learners have a very low learning and limited reasoning when it comes to values subjects which directly affects the morality in the country.

The findings of this study may serve as scientific grounds for administrators and other stakeholders who plan and design curriculum programs, assessments, and evaluations. In addition, the findings of this study can reveal implications for practices by which administrators and stakeholders seek the most probable ways to invest in teachers and learners. Lastly, the findings of this study may help in determining the teachers' success in facilitating the learning of the students that enhance teaching effectively.

Conceptual Framework

When examining the pedagogical content knowledge (PCK) of Christian values educators, several theoretical frameworks provide insightful information on the challenges associated with successfully instructing religious subjects. A cornerstone of teacher education is Shulman's PCK theory, which emphasizes the necessity for instructors to have both pedagogical skills and a deep comprehension of the subject matter. In the framework of Christian values education, Shulman's theory emphasizes how crucial it is to communicate Christian ideals in a way that students can relate to, which will increase their comprehension and involvement. Expanding on Shulman's paradigm, Subject Matter Didactics explores the particular knowledge and abilities needed to teach a particular subject, offering crucial direction to Christian values educators who want to present engaging and memorable teachings. Furthermore, Religious Education Didactics guides how to handle the particular difficulties associated with teaching religious subjects, with a focus on faith integration, critical thinking, and responding to student questions. These foundations are further enhanced by Culturally Responsive Pedagogy, which promotes the modification of teaching methods to students' cultural backgrounds. This increases relevance and creates stronger connections with the subject matter. Finally, Transformative Learning Theory provides a lens through which Christian values educators can create transformative learning experiences that support students' holistic development and critical reflection. It highlights the potential of learning experiences to challenge students' preconceptions and foster personal growth. When combined, these theoretical frameworks offer a thorough framework for investigating and comprehending Christian values educators' pedagogical subject knowledge and how it affects student learning results.

Shulman's Pedagogical Content Knowledge (PCK) hypothesis

Introduced by Lee Shulman in 1987, Shulman's Pedagogical Content Knowledge (PCK) hypothesis is a fundamental component of teacher education. It emphasizes how important it is for teachers to have pedagogical knowledge and PCK, or the ability to teach a subject in a way that makes sense to students and keeps them interested, in addition to having a thorough mastery of the material. Within the framework of your investigation into the pedagogical content knowledge of Christian values educators, Shulman's theory emphasizes the importance of educators' capacity to communicate Christian values in a way that students can relate to, hence promoting comprehension and involvement.

The theory of Subject Matter Didactics expands on Shulman's PCK by exploring the specific knowledge and abilities needed to teach a certain subject well. Subject matter didactics for Christian values educators would entail investigating the complex ways and strategies needed to impart Christian principles in an engaging and lasting way.

Religious Education Didactics Theory

Moreover, Religious Education Didactics provides a targeted investigation of the particular difficulties and factors associated with teaching religious education. This theory, as presented by Grimmit (2002), offers helpful insights into how Christian values educators can successfully navigate the complexities of teaching religious content, with a focus on encouraging critical thinking, integrating faith into daily life, and responding to student inquiries about religious concepts.

Another relevant idea that emphasizes the significance of adapting teaching strategies to students' cultural backgrounds and experiences is called Culturally Responsive Pedagogy. This theory, developed by Ladson-Billings (1995), can shed light on how King's College Christian values educators can modify their pedagogical practices to better suit the cultural context of their students, increasing the material's relevance and encouraging more in-depth connections.

Jack Mezirow's Transformative Learning Theory

Last but not least, Jack Mezirow's Transformative Learning Theory (1978) emphasizes how learning experiences have the power to refute students' preconceptions and promote personal development. This theory can be used in the context of your research to investigate how PCK is used by Christian values educators to create learning experiences that encourage critical reflection and transformation in students' faith understanding, ultimately promoting their overall personal development.

Figure 1 presents the schematic diagram of Christian values being taught, reasons for selecting the Christian values, teaching strategies employed, the challenges encountered in the conduct of such strategy, and recommendations made by teachers teaching CVE subject in KCP. It is believed that as teachers, regardless of various strategies employed; there are still challenges and problems encountered by teachers in teaching CVE and thus, intervention in the challenges and problems encountered by teachers in teaching CVE in KCP is needed.

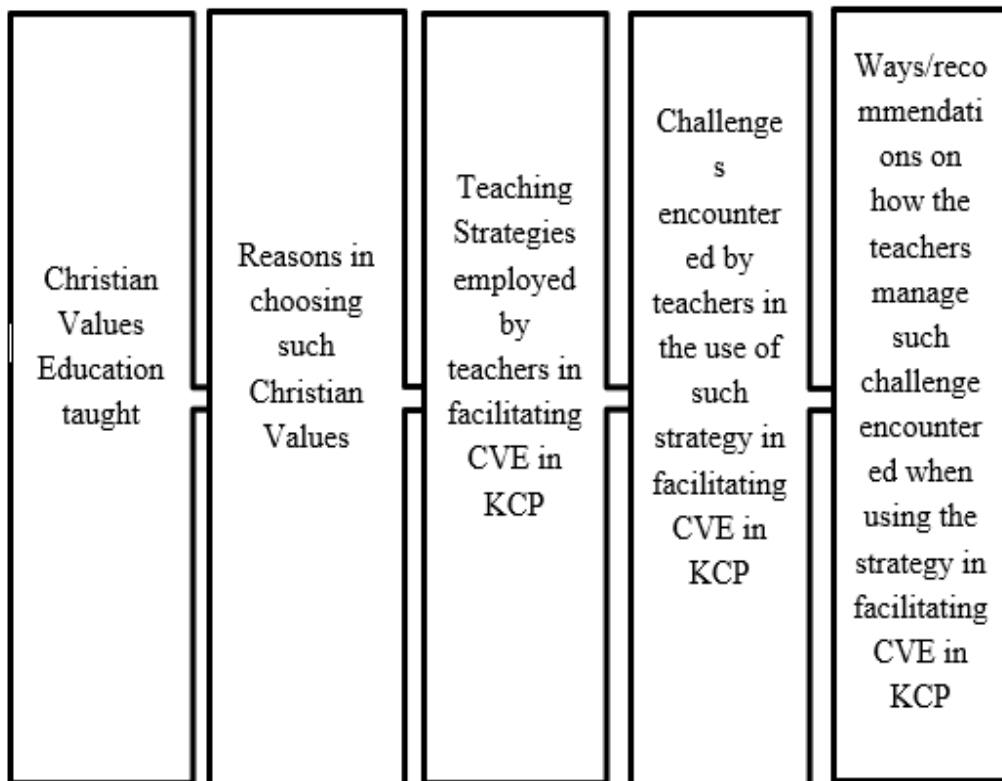


Figure 1. Schematic diagram of the study

Statement of the Problem

The main objective of the study is to determine the Pedagogical content knowledge of Christian Values Educators in KCP. Specifically, it seeks to answer the following questions:

1. What are the Christian values being taught in the CVE subject?
2. What are the reasons for selecting the Christian values in facilitating Christian Values Education?
3. What are the teaching strategies of teachers in facilitating the content of Christian Values Education?
4. What are the challenges and problems encountered by teachers in facilitating the content of Christian Values Education Subject?
5. What are the teachers' recommendations on how to address the challenges in the conduct of the strategies in facilitating the content of Christian Values Education?

Research Design

The nature of the problem leads to a holistic approach including discovery. The design of the study is a qualitative case study. A case study is an inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals bounded by time and activity. The researcher collects detailed information from the participants through a variety of data collection procedures over some time (Creswell, 2013).

Population and Locale of the Study

This study was conducted at King's College of the Philippines, Pico Road, La Trinidad, Benguet. The key informants were the bible doctrine teachers teaching CVE kindergarten to college level having more than one year in teaching Christian Values Education Subject and the administrators of the concerned program.

The teachers of the CVE are all graduates of Bachelor in Theology in the same institution. In addition, the key informants took their Licensure Examination for Teachers majoring in Values Education.

Data Collection Instruments

The study uses a total enumeration sampling in which the primary data gathering tool utilized in the study is a semi-structured interview or in-depth interview. Fraenkel et al., (2012) stated that the –in-depth interview is to find out the key informants of what they think or how they feel about something. A semi-structured or in-depth interview was used in this research to gain in-depth and clear information from the key informants (Hatch, 2002). As stated in Hatch (2002), in a semi-structured interview, the researcher comes to the interview with guiding questions and records the interview. In this research, a one-to-one interview was conducted.

Data Collection Procedure

The researcher asked the president of the school for his approval. After receiving consent, the researcher asked the Divine Service Committee for permission to interview each significant informant one-on-one at a time that worked for them. To help with preparation, practice questions were sent out prior to the interview. Additionally, a record cassette was employed for documentation. A follow-up interview via a group discussion was also carried out to ensure the accuracy and dependability of the data.

Treatment of Data

From the raw data, coding was applied to process the data. Data analysis is facilitated by the analytical process of coding. The researcher used Microsoft Word to code the transcriptions to categorize. The development of open code came after the transcribing. According to Straus and Corbin (2000), open coding is the act of dissecting, analyzing, contrasting, conceiving, and classifying data. The technique of connecting categories and concepts by applying deductive or inductive reasoning is known as axial coding. The themes of the study were derived via axial coding.

Results and Discussion

This section contains the presentation, analysis, and interpretation of the data gathered from the key informants to answer the concern regarding the Christian values being taught, the reason for teaching such selected Christian values, the teaching strategies employed, the challenges encountered in the use of such strategy as well as the recommendations made to address the particular challenge encountered in the use of such strategy in facilitating CVE subject.

Christian Values Taught in CVE Subject

Teaching religion is open to public and private schools as enclosed in the Philippines Constitution. However, there are no adjacent implementing guidelines on how and what to teach the subject. Hence, it is left for private schools to craft a framework for such a curriculum. This status quo authorizes to seek the Christian values taught by the key informants in teaching Christian values education at the elementary level, Junior High School, Senior High School level, and then the college level.

It could be derived that the key informants' interpretation congruently pointed to three interrelated views relational values, Agape values, and personal values. It has been deductively stated by the key informants that some values need to be inculcated among the learners. Relational values are about the values needed

to mingle with other people harmoniously; Agape values are all about the values needed to enhance the relationship with God and lastly, the personal values which it is more about developing one's self.

Relational values

It is gleaned from the key informants' responses that the relational values they are teaching are as follows- respect, obedience, love, being gentle, kindness, cooperation, and teamwork. This implies the key informants prioritize teaching these values to help individuals develop healthy and constructive relationships with others. To support this finding, the following are the statements from the key informants under the relational values. Key informant 2 has stated that the value of respect has been taught. "Respect and obedience are also being taught to them in more, deeper concepts according to their level." More so, key informant 6 exclaimed, "I teach my students the values like respect..." The value of love is also being taught in CVE as forenamed by the key informants. Love is the practicality of showing affection to other people. Two of the key informants adjacently agreed that they are teaching the value of love inside their classroom. To attest to the findings, below are the responses from the key informants during the interview. Key informant 2 avouched, "I teach the value of love toward ...and neighbors. Love is showing others that you care for them." Again, the key informant said, "I teach them, the practicality of Christian living to their environment such as loving other people..."

Likewise, being gentle is also inculcated in the students in JHS when teaching CVE subjects. Being gentle is a way of showing kindness to other people. The values- cooperation and teamwork are also taught in the CVE subject. Cooperation is all about doing things together with others or doing work together by teamwork or group. Key informants have attested to the finding that they are inculcating these Christian values inside the classroom. The following proposition supports it. Key informant 9 testified, "I integrate them the values such as relational skills of teamwork, and cooperation..."

Agape values

On the other hand, the values under the Agape are love towards God, faith in God, thankfulness to God, trusting God, satisfaction with God's love, submission to Christ's leadership, and reverence to God. The implication is that individuals who adhere to these values prioritize their connection with the divine and seek to cultivate a deeper relationship with God or their spiritual beliefs.

The second category of Christian values being taught in the CVE subject is the Agape values. To reiterate, Agape values are the Christian values needed to strengthen the relationship with God. These are the following- love towards God, faith in God, thankfulness towards God, trusting God, fear of the Lord, satisfaction with God's love, and submission to Christ's leadership. According to the key informants, these are the Agape values they are teaching inside the classroom. To attest to the findings, the following are propositions from key informants 2, 5, 7, and 9 respectively. "The core of our curriculum is to emphasize the love of God."

"Teaching faith in the classroom is letting them embrace that faith is very important since it believes in one thing that you did not see. It is trusting God." "I also teach thankfulness or gratitude towards God. Thankfulness is giving thanks to the blessing He has given to us." "I am teaching my students reverence to God, trust and fear of the Lord, faith, satisfaction to God's love, obedience, and commitment and satisfaction to God's love." "In teaching the higher level, I integrate them the values such as submission to Christ's leadership..."

Personal Values

Personal values taught in CVE according to the key informants cover shortcoming awareness, knowing good and bad, confidence, humility, self-control, and commitment. CVE teachers are inculcating personal values inside their classrooms. These are as follows- short coming awareness, knowing good and bad, confidence, humility, self-control, and commitment respectively. It was realized that such values are very important for learners nowadays. Shortcoming awareness is the ability to overcome challenges, especially during teenage. Knowing good and bad is the ability to distinguish right from wrong. Humility is the state of staying humble in any circumstances. Self-control is also the ability to control one's emotion to a certain cause and commitment is being committed in a relationship or bond no matter what. The following premises can support the findings.

Reasons for Selecting Christian Values in Facilitating Christian Values Education

In every part of a curriculum, the rationale is very important since it leads to which is the desired outcome. It can be gleaned that the reasons for selecting the Christian values in facilitating CVE are categorized- as context-driven, purpose-driven, and mission-driven. Context-driven are the reasons such as being prescribed in the curriculum and part of the mission vision. Mission-driven is concerned with what the school envisions and its mission as well as the great commission. While the purpose-driven is rooted in one's purpose. It is sub-categorized into two- the need-driven purpose and the personal-driven purpose. The need-driven is all about the needs of the learners and the personal-driven purpose is all about the teachers' philosophy in teaching. Overall, this implies that the rationale for selecting Christian values in CVE is multifaceted, incorporating considerations of institutional context, mission, and vision, as well as the specific needs of learners and the personal beliefs of educators.

Context-driven reason

The context driven according to the key informants is the reason by which the curriculum is already prescribed wherein they cannot do about it but abide. Second, it is what the Bible teaches. Third, it is what the higher-ups have prescribed. The following are statements from the key informants that can corroborate the context-driven reason. Key informant 2 positively said that the basis for choosing such values is the curriculum they are following and the bible. This is also backed up by key informant 5's statement which is, "The book they using is the bible, though they have a curriculum for Bible Doctrine (CVE), the stories in the bible are where teachers learn more and using the bible stories, teachers can teach these." In addition, key informant 7 stated, "It's what the lesson uncovers and therefore, challenges students to acquire such." With this, it unanimously shows that CVE teachers consider the curriculum when teaching the topics in every grade level. This is supported by the idea of Flinders' staff (n.d.) that curriculum is important to ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic, and professional learning and development. As Simons (2019) agrees a curriculum is of the utmost importance, as it mandates, among other things, how teachers and students will spend their time.

Purpose drive reason

The purpose-driven reason as gleaned in the interview is also one reason why teachers choose such values in facilitating CVE. Accordingly, key informants consider the needs of the learners and at the same time consider their work philosophies. This passage implies that in addition to broader institutional and

mission-driven reasons, individual teachers also have their purpose-driven motivations for selecting Christian values in facilitating Character and Values Education (CVE). These purpose-driven reasons are gleaned from interviews with teachers and reflect their personal beliefs and philosophies in teaching. This can be corroborated by the following statements of key informant 1 that the reason for choosing such values is,

“It is what they need” and also enlightened by key informant 2 when saying that, “to build the students, that they may live a life that will be a message to others as well.”

Key informant 5 and key informant 6 also supported that the reason for teaching CVE is because of moral responsibility and passion as they posited that, “for students to gain or catch values from everything being taught.” Key informant 6 said that the reason for teaching such values is “moral obligation or responsibility.” “I have this passion somehow. Sharing, sense of fulfillment when you know you did your part.”

According to the author of *The Purpose-driven Life*, one must live with a purpose or do things with a purpose. In the context of CVE, key informants have pointed out that teaching CVE starts with their purpose or even their passion to teach or mold young minds.

Teaching Strategies of Teachers in Teaching the Content of Christian Values Education

In the academe, teaching strategies play a very important role in transmitting the needed information so that smooth learning will transpire. In the academe, there are many teaching strategies that teachers can choose about what they believe is soothed for the learners. Brady (2011) explicitly stated that it is very essential for teachers to examine the teaching strategies in facilitating values learning. In teaching CVE in KCP, key informants have revealed during the conduct of interviews that they are using varied teaching strategies in facilitating CVE subjects at all levels. It can be gleaned from the key informants who have blended the conventional and contemporary teaching strategies. It can be themed into two namely- the modern strategies and the conventional strategies. Modern strategies are the most employed strategies of teachers in facilitating the content of CVE while conventional strategies as employed by the teachers ranked second. The implication of the statement is that individual teachers' intentions and views have an impact on the choice of Christian ideals for supporting Character and ideals Education (CVE), in addition to larger institutional factors. It implies that educators actively choose which values to emphasize in light of their individual teaching philosophies and their comprehension of the requirements of their students. It also suggests that instructors consider a variety of reasons when deciding which Christian values to include in CVE, including their own professional beliefs and principles and how they see the needs of their students. This calls for a customized and nuanced approach to CVE that considers the unique viewpoints of instructors as well as the larger educational setting.

Modern Strategies

Modern strategies involve much of the pupils' involvement and thus use simple educational technologies. The modern strategies compose the following; creating a craft in which there are majority of CVE teachers or key informants are employing it, together with using journal writing group discussion, sharing of testimonies, role-playing, games, reporting, movie and video clips, and then scenario analysis. This passage implies that modern strategies for Character and Values Education (CVE) prioritize active involvement of pupils and utilize simple educational technologies.

Research conducted by Barberos et al., (2018) in one of the schools in the United States shows that 60% of their respondents said that their teachers presented the lessons in many ways. Meaning, teachers are very particular in diversifying teaching strategies. In addition, the effectiveness of teaching strategies and tools represents an area of importance as shown in the study conducted by Shinn (2001).

Creating a craft

Using arts and crafts in the classroom can be an excellent way to facilitate lessons inside the classroom. According to Trowbridge (n.d.) arts and crafts can supplement a course book which isn't always appropriate for all students with mixed age and level classes. It is letting the students produce an output using simple arts and crafts. Key informants use this teaching strategy inside the classroom when teaching CVE subjects.

Key informant 2 strung that, "Creating a craft. Creating a craft is that I let them make simple art about the topic discussed and to let them creatively express their ideas." Key informant 6 also vocalized, "art or craft, I let them express their ideas through drawings, coloring and others."

The reason why arts and crafts are used as a strategy is that it holds so much potential for the classroom. Since, it is the power of art to engage students in experiential learning, which is the process of making meaning directly from the learning experience. Mitchell and Christenbury (2000) affirmed that a successful teacher uses art and craft that can motivate and inspire a group and get the members, at times almost despite themselves, to work and achieve and also feel a sense of satisfaction in the process. As such, this teaching strategy is commendable to all types of learners.

Journal writing

Journal writing is also a strategy used by teachers in facilitating CVE as revealed by the key informants during the interview. Journal writing as extracted from the key informants is a way of expressing the learners' ideas in a written form. This is to give the students a chance to say what they think the topic is all about. It is also exercising their metacognition as they write reflections on the topic. To corroborate, the following are the ideas from key informant 6 and key informant 7 respectively. "Journal writing, letting the students write their reflections regarding the topic discussed."

"Journal writing, letting the students write their reflection or what they learned in a certain lesson and even going beyond to what is asked. Actually, in their journal, I let my students write even their issues in which they want me to help with."

This is even supported by the idea that journal writing is the process of recording personal insights, reflections, and questions on assigned or personal topics. This may include your thoughts about daily experiences, reading assignments, and others. It is a form of reflective writing, in that you can use them to consider and respond to something you have read or taught (Taylor, 2019).

In addition, Walker (2006) stressed out that journal writing can facilitate reflection and allow students to express feelings regarding their educational experiences. Meaning, that through journal writing, students can be able to express their feelings which are sometimes not being told inside the classroom. According to the Education World, one of the best things about journal writing is that it can take many forms. Teachers can use journal writing to meet specific goals. Some teachers check journal writing and work on polishing skills; others use journals as the "uncorrected" form of writing that students produce. Some teachers provide prompts to help students begin their writing.

Group Discussion

This strategy as employed by teachers in teaching the content of CVE has also a common denominator among the key informants. Most of them use this strategy in CVE subjects. Group discussion as a common understanding of the key informants is giving the group a task to discuss freely as they express their ideas among themselves. This can be supported by the response gathered from key informant seven - "Discussion and group sharing, giving groups to students and letting them share their ideas in their groups."

Kukreja (2019) stated that group discussions are a creative and dynamic activity that stimulates reflective thinking among the members. With this, an individual's thought process is influenced by the views and opinions of the other members. In addition, teachers who provide daily practice in responding to group discussion prompts produce confident critical thinkers. Hence, this strategy can let the learners bring out and discuss ideas in a wider way. Wambui and Amukowa (2013) presented that teachers use different teaching strategies in teaching Christian Values Education with the following; 41.1% used group work, 20.1 % used question and answer method, only 9.6% used individual presentation, and 11.9 used class discussion and 4.1% used storytelling.

In addition, the effectiveness of teaching strategies and tools represents an area of importance as shown in the study conducted by Shinn (2001). The result shows that the strategies used by most teachers include group discussions.

Sharing of testimonies

One of the strategies gleaned from the key informants is the sharing of testimonies. This is the process by which the teacher gives the students time to share their experiences related to the topic and even beyond. Sharing a testimony is more of a biblical and Christian way of showing how God shows His compassion and grace in one's life. Most of the key informants have a common understanding of this strategy. To support the finding, key informant 2 stated that "Sharing testimonies, they share the personal testimonies to the class in a particular topic."

Role-Playing

Role-playing strategy is also being employed by CVE teachers in teaching the content of the subject in elementary grades. Role-playing according to them is simulating a certain trait or scenario in a topic. They use criteria as their guide in assessing the students. This is to boost their confidence inside the classroom and to encourage them as well. It is perceived then that this strategy can help with building and enhancing the students' courage and confidence. A deduction from the key informants can attest to this finding.

Key informant 2 said, "I let my students do a short drama or role play portraying the lesson they learned so that their confidence will be boosted since there are some who are good at it. And we are using also criteria."

The success of learning somewhat lies in teachers' choice of teaching strategies. Dorgu (2015) shows also that there are many teaching strategies employed by teachers in Nigeria one is role-playing. This is to let the learners develop their creativity and action as well. In addition, Blatner (2002) strongly agrees that role-playing strategies can be used to develop skills needed to make learned information useful in the real world. Meaning, strategies help learning to be realized in the educational world.

Games

One way to promote smooth learning and boost students' motivation is using games as a strategy. This is using a play to catch up with students' motivation to stay on the horizon of learning. As confirmation, key

informant 7 expressed during the interview that, “I use games, to let the students have fun through games about the topic. So that they will be motivated more to learn the lessons especially since there are some who are new in biblical lessons)”

Boctor (2012) stated that games as strategies are relatively easy to develop and are fun ways for faculty to challenge students and provide immediate feedback so students can assess their own comprehension. Furthermore, in a study to ascertain the extent to which games could enhance adult learners' learning, it was found out that the use of games was a useful teaching strategy that conveyed information in a stimulating and appealing manner. And is a very useful method in teaching for understanding for adult learners (Gonzalez, 2018).

Reporting

The use of this strategy is somewhat employed by the teachers of CVE. Key informants have mentioned that reporting is done for collaboration. One of which rationale is to enhance the students' public speaking and gifts in teaching.

Key informant 6 reinforced the premise by saying that, “reporting is giving topics to students by group, then they collaborate for example researching and let them report in front. In reporting, I assign the reporters or sometimes they choose their reporter.”

Movies and video clips

Using movies and video clips is also a strategy employed by CVE teachers. Movies and video clips are done when previewed by teachers before letting it be watched inside the classroom. Accordingly, this is to supplement or introduce new biblical lessons that it needs for the furtherance of explanation. Key informant 6 supported this when saying, “In movie viewing, it lets the students view a movie related to the topic for a clearer view. What I am doing is a preview before letting it be watched inside the classroom for time management and appropriateness to their level.”

Scenario Analysis

This strategy is somewhat employed by the teachers in the CVE subject. Scenario analysis gives the students a situation and lets them analyze which is the right thing to do or the proper action to be done. Key informant 6 exclaimed that “scenario analysis is giving situations similar to real happening and lets the students analyze it and give possible and practical solutions.

Dudhagundi (2016) affirmed that scenario analysis is a way of teaching or skill using interactive and problem-based contexts. Wherein, this involves learners working their way through a problem, which they are expected to solve. In scenario analysis, learners must apply their prior experience, schema, critical thinking, and problem-solving skills in a risk-free environment. With this, it allows them to acquire the necessary skills needed to deal with similar problems at work.

The following strategies as said by the key informants are based on their teaching experiences since there are no specific guidelines as to what strategies are used in teaching the content of CVE in KCP.

Another strategy that the teachers of CVE are employing is the conventional strategy. Takhur (2011) affirmed that in most parts of our country, conventional teaching strategies are used in educational institutions. In conventional teaching strategies, teachers illustrate the concept to the students with the help of chalk and blackboard. Key informants have pointed out that they are also using modern strategies in teaching CVE.

Conventional Teaching Strategies

Moreover, conventional teaching strategies are also used by the key informants in teaching the content of CVE. It can be gleaned from the key informants that lecture is the number conventional strategy employed by teachers in facilitating the content of CVE followed by storytelling, class discussion, and memory verse respectively.

Lecture

This is the most commonly used strategy used in the teaching world. The teacher presents or explains the concepts and does the discussion. This can be used by a large number of students. It gives the students in listening and provides an opportunity for better clarification of topics. Almost all of the key informants have utilized this strategy. Key 7 informant agreed with the finding by the statement that “I do lecture in my class. It explains the topic to the students in a clearer manner and will help me save time since the subject is one per week. It is good especially if the students are many.” As surveyed by Young (2003); it was found that most teaching strategies used are lectures.

Storytelling

According to the key informants, this strategy is well-liked at the elementary level though it can be also rarely used at a higher level. Storytelling is the manner of narrating a story in an active way inside the classroom. It is said to be the oldest way of teaching. Key informants have agreed that they utilize this strategy to enhance the listening skills of the students. Key informant 6 divulged that, “I use storytelling. I tell biblical stories to the class especially in elementary grades because it fits their level. This is also to check their hearing ability on how they respond to verbal.”

Dujmovic (n.d) supported that story telling strategy can motivate and can help develop positive attitudes toward learning. In addition, stories exercise the imagination. Wherein, children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations.

Class discussion

Class discussion is also a conventional strategy in which the key informants claimed they are utilizing it to convey lessons in the CVE subject. This is similar to lecture but in class discussion, the participation of the students is included. Students can give their ideas to what is being discussed by the teacher. Class discussion is done instead of lecture to avoid the boredom of the students at any grade level. This premise can be corroborated by the statements from key informants 6. “Class discussion, discussing topics or lessons in the class with their involvement to avoid boredom since students nowadays are very active. Well, I can involve my students during discussions. I let them share their ideas about the lesson too.”

Weimer (2019) stated that class discussion will help the students stay on the right track, add interest to the topic, and allow reinforcement of the lesson. Class discussion is also a good and effective teaching strategy as said by Dorgu (2015) since it refines students’ motivation and interest in learning new ideas. Further, Mensah and Akorful (2018) found that class discussion is effective in teaching religious classes because, among many reasons, it allows students to participate in the lesson.

Memory verse

This is a unique teaching strategy employed by the key informants in facilitating the content of CVE. This is how the teacher chooses a bible verse from the bible that is related to the topic and will let the students memorize it. One purpose of bible verses is to enhance the memory and retention span of the students since nowadays; they are not fun to memorize. In addition, memory verse as a strategy helps them remember the important verse in the bible which can be applied in their daily lives. Key informant 2 has supported the idea by stating the following premises. “I sometimes use memory verses to encourage my students to memorize the bible verse. Sometimes, knowledge is very importance since we believe that we need first to know so that we can apply.”

Challenges and Problems Encountered by Teachers in Teaching the Content of Christian Values Education Subject

In teaching CVE teachers inevitably have experienced different challenges in the conduct of strategies. Findings show that teachers have experienced it whether it is an internal determinant or external determinant. Internal determinants are the challenges and problems that come from the students. On the other hand, external determinants are those that are outside the students.

It can be deduced from the key informants’ responses that the challenges and problems they encounter in the conduct of such strategies are present and are being experienced commonly. The internal determinants are those that are elicited from the students like their participation, religious belief, and religious experiences. Accordingly, these are the most experienced by the key informants regardless of which strategies are employed.

Students’ Participation

One of the challenges encountered by teachers in CVE in the conduct of such a strategy is the student’s participation. It was commonly vented out during the interview that most of them are experiencing this challenge. The following statements can prove the finding regarding the student’s participation.

Key informant 2 said that “some are not participating especially that the subject is all about bible doctrines. They say that it is not their belief.” More so, key informant 9 agreed with this when saying, “Students are not participative.”

Sometimes, challenges inside the classroom underlie the learners themselves. It is the reality that even if the teacher prepares the lesson well; there are still students who do not want to draw their attention. Increasing student participation is an utmost concern to the teacher. One of the advocacies of St. Louis’ Washington which supports this is ideally, the goal of increasing participation. Wherein, is not to have every student participate in the same way or at the same rate. Instead, it is to create an environment in which all participants have the opportunity to learn and in which the class explores issues and ideas in depth, from a variety of viewpoints.

Religious Background

To continue, it was observed by the key informants’ religious background of the students in one way or another has challenged them in teaching the content of Christian values education subject. Key informant 3 and key informant 8 agreed with the experiences that the fact students have different religious beliefs leads them difficulty to in inculcating the desired learning outcomes. “I think it is on how to deal with learners since they have their own beliefs.” “Some students who are not Christian or born again rather think of their religious freedom whether to attend or not. With this thinking, they have lesser participation or even do not want to involve themselves during discussion and activities.”

Educators also affirm that religious differences are one of the many challenges inside the classroom. In a religious class, this challenge is inevitable. However, Pisano (2018) said that this diversity can lead to a greater chance of learning from others as well. It was found that in the United States, religious differences are an advantage since the teacher can promote learning and development for students with different religious backgrounds. In addition, it is an avenue for innovations of strategies and techniques in teaching.

Religious experiences

One more thing that challenges the teachers in the conduct of different strategies inside the classroom is the students' religious experiences. According to the key informants, students' religious experiences affect their teaching. They stressed that different religious experiences have been their concern since some are religiously advanced and some are not, some have already the knowledge and some do not. Swinburne (n.d.) said that a religious experience is an experience with religious significance like the act of worship in a religious setting. One more thing to consider is that teaching CVE is all about biblical teachings in which everyone has his/her own beliefs. To corroborate; key informant 5 stated that, "one of the problems I encounter is that some students who do not have experiences or knowledge about biblical facts cannot relate. Sometimes, their religious experiences in what they believe and pay less attention to the lesson.

This shows that different religious experiences may hamper the learning of the students in CVE subjects. However, James (2014) strongly believes that these religious experiences can gage into learning provided that teachers will help the learners in the process of unlearning to relearning and vice versa.

Another challenge and problem encountered by the teachers in the conduct of such strategy in facilitating CVE are the external determinants which are beyond the control of the learners. These are as follows- time, resources, and content delivery. Key informants have commonly shared that they have experienced challenges and problems in the CVE subject.

Time

Among the external challenges encountered by teachers in the conduct of different teaching strategies in the CVE subject is time. Most of the key informants have agreed that it is difficult for them to complete time since the subject is only for 1 hour and is only done once a week. Accordingly, there is a deficit when it comes to time. The following responses can affirm the findings. Key informant 6 said, "Sometimes I am having over time but not always since they have other subjects.)" Key informant 1 also agreed with this statement, "I think it's the time since the subject is once a week and it's only 1 hour."

Meaning, that teachers are hard on what to do especially during limited which can again lead to another problem. Boakye and Ampiah (2017) stated that teachers face some challenges when employing different strategies; including time management. However, this can be solved when teachers know the law of balance. This can further enhance teachers' and students' ability to use time wisely.

Content delivery

This is an undeniable challenge underlying in the academe including the CVE subject as pointed out by the key informants. One of which reasons is that stories are foreign to the students or terms are theological. This finding was affirmed by key informants 1, 4, and 2 with the following statements respectively. "There is if the story is foreign to them. They are hard up to relate."

“Maybe it’s how to teach the subject itself since there are I think doctrines wherein students can hardly understand.” “There are those who find it difficult since the book given is from England and the terms used are theological.”

This is further corroborated by the findings of Wambui and Amukowa (2013) that teachers teaching Christian Religious Education encounter several challenges in the use of life approach in teaching the subject. One of the independent Catholic schools in rural Australia revealed that one of the challenges encountered by teachers in teaching values education is how the subject is being taught wherein this includes the inappropriate discussions held in class by the sisters. In this case, learners are out of balance in learning since the topic per se is not within the prescribed framework of the subject in that particular grade.

Teachers’ Recommendations on How to Address the Challenges in the Conduct of the Strategies in Teaching the Content of Christian Values Education

To combat the challenges and problems encountered by the teachers in the conduct of such a strategy in facilitating CVE, they have mentioned some of the recommendations on how to address such. It can be gleaned from the key informants that teachers’ recommendations are branched out into two namely, short-term remedy and long-term remedy. Short-term remedy includes contextualization simplification; and time management wherein. As such, long-term remedy covers orientations and seminars.

Contextualization and Simplification

According to the key informants, contextualization of lessons is a way to combat the student’s difficulty in the CVE subject which they have made. Contextualization is putting foreign ideas into what is applicable in society according to the key informants. To attest to this idea, below is the statement of key informant 1. “I simplify by giving definitions of terms. I am not using the theological terms. I addressed and explained to them through definitions of terms. I contextualized it also. Contextualization is that I let the foreign ideas be put in the context of the place where the students can relate. I localize my examples. As such, contextualization is very important in the teaching-learning process since it can be seen that it transits the learning smoothly. Boakye and Ampiah (2017) corroborated this finding. They both agree that contextualization and simplification lead to a higher chance of grasping the ideas being inculcated into learners. In addition, Sibayan (1993) strongly agrees that in contextualization, students’ motivation to learn new ideas will guarantee it.

Time management

To combat challenges encountered by teachers in dealing with time, time management is the ultimate solution they employ. It can be gleaned that the key informants do time remedies to ease their problem regarding time. The following affirmations are from key informant 1 and key informant 5 respectively. “I divide the time. 20 minutes lecture, 20 minutes practice, and then the remaining will be for the presentation of their outputs. Sometimes, the activity passed serves as their attendance also.” “Usually, I give a time limit for every activity they make.”

Orientations and Seminars

Learning is a lifelong process. So long as we want to... orientations and seminars are the most tallied recommendations from the key informants. It can be supported by the following statements from key informants 2 and 8 respectively. “In addition, we need further ways such as orientation and seminar about

the subject and we need simpler lessons which will cater to the level of the pupils.” “We can have seminars such as how to teach Christians to Christians with different beliefs.”

Hill and Crevola (2003) stated that seminars for teachers are needed to enhance one’s complementary strategies and personal development. In addition, a study conducted in Bulacan revealed that teachers need seminars and training to combat the challenges encountered in teaching values education (Eschevarra, 2003).

Summary

The study was pursued to determine the Pedagogical Content Knowledge of Christian values Education in KCP. The following are the salient findings of the study;

1. The key informants are teaching Christian values which are categorized in to 3 namely- personal, relational, and Agape in an integrative way.
2. There are reasons in which the informants have considered in choosing such Christian values in teaching CVE are categorized into three- Context-driven reason, purpose-driven reason, and mission-driven reason. Most of these are because a) it has been prescribed to them, b) students’ needs, and c) passion.
3. The teachers are employing several strategies in teaching the content of CVE. Teaching strategies employed by CVE teachers in teaching CVE are modern strategies and conventional strategies.
4. The key informants have experienced challenges and problems encountered by the CVE teachers in the conduct of the teaching strategies which are internal determinants and external determinants. Internal determinants include students’ participation in religious belief and religious experiences. External determinants also include time, resources, and content delivery.
5. The teachers have recommended how to address the challenges encountered in teaching CVE which include short-term and long-term. Short-term includes time management, contextualization, and simplification. Long-term includes orientations and seminars.

Conclusions

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

1. Teachers’ choice in integrating Christian values is based on and determined by their perceptions of what the applicable values to be integrated from the general principles.
2. The key informant’s reason for selecting the Christian values is based on what is needed.
3. The teachers’ choice in employing the teaching strategies is based upon their choice and considered learners.
4. The challenges and problems encountered by the teachers in the conduct of such strategies can be short-term and long-term.
5. The recommendations made by the teachers are based upon the challenges encountered in the conduct of such a strategy which led them to request seminars.

Recommendations

Based on the summary and conclusions of the study, the following recommendations are offered:

1. There is a need for a modified and well-constructed curriculum guide for the CVE subject.
2. There is a need for a standardized subject description unto which rationales will be anchored.

3. There is a rising need for teachers training as to how to teach CVE among learners.
4. There is an underlying need for orientation to further encourage and intensify teachers on how to combat the challenges encountered.
5. During the INSET planning, administrators may consider the need for separate training for CVE teachers of KCP.

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