

Exploring the Relevance and Impact of Values Education on Students' Ethical Behavior

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Abstract

Values Education has long been perceived as crucial component of holistic student development, especially in molding ethical behaviour and character. In the Philippines, the Department of Education (DepEd) has integrated Values Education into the curriculum to foster moral integrity, social responsibility, and constructive interaction among students. The relevance of Values Education becomes notably important in the context of challenges faced by students. As young individuals progress through their formative years, the principles imparted through Values Education can function as guiding compass, directing them towards ethical conduct both personal and in general context. However, there is a growing concern that values are deteriorating, particularly among the younger generation. By integrating Values Education into the academic curriculum, we can provide students with a foundational framework on values. This research examined the influence of Values Education on the ethical behaviour of the students, in alignment with DepEd Values Education program to nurture moral and ethical development in learners. The researcher employed the mixed methods design using the Sequential Explanatory Design. The quantitative design allowed the researcher to rigorously evaluate the impact of Values Education on students' ethical behaviour alongside qualitative for deeper understanding. Data were gathered using the Survey-Questionnaire, interview and observation checklist. Findings revealed that Values Education program under the recalibrated MATATAG Curriculum of DepEd is effectively supporting students in developing ethical awareness and practical life skills. Although students strongly associate the relevance of Values Education with personal development, other stakeholders like parents, teachers, and guidance counselors perceived a much weaker or negligible impact.

Keywords: MATATAG Curriculum, Values Education, ethical behavior

Introduction

Values Education is fundamental in nurturing responsible and compassionate members of the society, because it plays a pivotal role in how they connect with the rest of the world. Just as Nelson Mandela once remarked, "Education is the most powerful weapon which you can use to change the world". Such an assertion demonstrates the optimism of education in being able to change how people actually behave and make decisions, throughout the development of values.

Values education is a vital component in attaining holistic learning, that positively influence the moral and ethical growth of students. We are in a period characterized by the quick shift of technological advancement and cultural orientation, therefore, infusing core values such as empathy, integrity and responsibility is pivotal to raise well-rounded individuals.

The impact of values education among students extends beyond their educational excellence as it shapes their moral sense, ushering them to come up with upright decision throughout their lives. By incorporating values education within our curriculum, our educators prepare students with the necessary skills and resources to essentially examine their actions, promoting a generation of learners who are ethically responsible individuals.

In addition, the relevance of values education is very certain in its ability of promoting a respectful and inclusive community, where unity amidst differences is celebrated and ethical behavior is its standard. On that account, values education is not just a part of the educational system, but a vital foundation in order to develop individuals who are ethically aware and socially conscious individuals.

In recent years, there has been an evident decline on the ethical behavior of students and this deterioration presents a significant problem in the family, community and nation as a whole. Let me cite the immortalized line of what our national hero, Dr. Jose Rizal once said, “Ang kabataan ang pag-asa ng bayan (The youth is the hope of the motherland.)” Therefore, I chose the topic of exploring the impact and relevance of values education on students’ ethical behavior to highlight the urgent need as educators that we need to prepare our students to embody the ideal of youth described by Dr. Jose Rizal.

This research aims at exploring the significance and the effect of values education with regard to the students' character. Moreover, this exploration will provide a basis for formulating some new mechanisms that can make the Values Education program more effective in developing a balanced person who is capable of being a constructive agent in his or her society. The findings of the entire study will not only present the current state of Values Education but will also create opportunities for expansions in the content. It is therefore the intention of the researcher to formulate a new understanding of Values Education which is suited to the current needs of the society. It is at the very least researcher’s intention to advance the cause of a holistic approach to education that does attend to development of the mind as well as the cultivation of virtue so that the upcoming generation is able to withstand the challenges associated with the changes of lifestyle that occur frequently.

Research Questions

The main objective of the study was to explore the relevance and impact of the Values Education Program on students’ ethical behavior.

The study intended in particular to find answer to the following questions:

1. What is the demographic profile of the respondents?

- 1.1 Students:

- a. Age
- b. Gender
- c. Religion

- 1.2 Teachers:

- a. Age
- b. Gender
- c. Religion

- d. Years of teaching experience
- e. Highest educational attainment
- 1.3 Parents:
 - a. Age
 - b. Gender
 - c. Religion
- 1.4 Guidance Counselors/Prefect of Discipline/ Coordinator:
 - a. Age
 - b. Gender
 - c. Religion
 - d. Years of experience
 - e. Highest educational attainment
- 2. What are the perceptions of teachers, parents, and guidance counselors on the relevance of Values Education Program to the student's ethical behavior in terms of:
 - 2.1 character and competence
- 3. To what extent has Values Education Program influenced students' ethical behaviour, according to the:
 - 3.1 teachers
 - 3.2 parents
 - 3.3 guidance counselors?
- 4. What are the perceptions of the changes in students' ethical behavior after participating in the Values Education program, as observed by:
 - 4.1 students
 - 4.2 teachers
 - 4.3 parents
 - 4.4 guidance counselors?
- 5. Is there a significant difference between the demographic profile of the respondents and the perception among the different group of respondents on the relevance of the Values Education Program?
- 6. Is there a significant relationship between the perceptions on the relevance of Values Education and the perceptions of the changes in students' ethical behavior?
- 7. What is the impact of Values Education program on students' ethical behavior?
- 8. Is there a significant relationship between the perception on the relevance of Values Education and the impact of Values Education on students' ethical behaviour?
- 9. Based on the results, what innovative strategies can be proposed to further improve the Values Education Program?

Hypotheses of the Study

This study tried to test the following null hypotheses:

Hypothesis 1: There is no significant difference between the demographic profile of the respondents and the perception of teachers, parents, and guidance counselors on the relevance of Values Education Program

Hypothesis 2: There is no significant relationship on the perception and Values Education Program and influence on students' ethical behavior

Hypothesis 3: There is no significant relationship between the perceptions on the relevance of Values Education and the perceptions of the changes in students' ethical behavior.

Methods

This study employed the mixed methods research design using the Sequential Explanatory Design. Qualitative and quantitative research methods were chosen to comprehensively explore the relevance and impact of Values Education program on students' ethical behavior. The mixed methods design recognizes that each methodology has its unique strengths and limitations, and by integrating both research methods gained richer insights of the study. The combination of qualitative and quantitative data enhanced the validity and reliability of the research findings.

For the quantitative approach, this study employed a descriptive design. It started with a survey to collect data using closed-ended questions from respondents which in this case are students, parents, teachers, guidance counselors/prefects of discipline/coordinators on their perceptions of Values Education, its relevance, and impact on the students' ethical behavior. This study used statistical analysis to identify trends and correlations.

For the qualitative phase, the researcher used the narrative approach. This approach emphasized understanding in interpreting individual experiences, making it particularly well-suited for exploring the relevance and impact of Values Education on students' ethical behavior. This study employed interviews and observations using checklist to allow deep exploration of participants' thoughts, feelings, and experiences providing qualitative data.

The study took place in selected public and private schools located in Division of City of Meycauayan, Region III and Division of Valenzuela City, NCR Philippines. Focusing on these areas allowed deeper engagement with the local community, providing richer qualitative data and fostering relationships that could benefit this research. Selecting these schools ensured that data collection was logistically manageable and feasible. This involved considerations for travel, accessibility, and resource availability of the researcher.

Table 1 Setting of the Study

These are the list of schools where the study was conducted:

Public School	Private School
Caingin Bayanihan	Nazareus Hospital and Colleges Foundation, Inc.
Malhacan Integrated School	St. Mary's College of Meycauayan
Meycauayan West Central School	Meycauayan College
Bancal Integrated School	St. Michael Academy, Inc.
Veinte Reales National High School	The Cardinal Academy Inc.

The research participants were composed of selected Grade 7 pupils, parents, Values Education teachers, guidance counselors/prefects of discipline/coordinators. Grade 7 students represent a unique group of participants in research studies, often characterized by a heightened vulnerability due to their transitional stage between childhood and adolescence.

Grade 7 students represent a unique group of participants in research studies, often characterized by a heightened vulnerability due to their transitional stage between childhood and adolescence. To address the vulnerabilities of Grade 7 participants in the study, the researcher ensured that both students and their

parents/guardians fully understand the study's purpose, procedures, risks, and benefits through an informed consent and assent forms.

For the teachers as respondents, the criteria included all Grade 7 Values Education teachers with at least 1 year of teaching experience, teaching in public/private schools where the study was conducted. They were asked to answer the questionnaire. In addition, they were provided with a checklist as a tool in observing the students' ethical behavior.

For the parents/guardians as respondents, there was a total of 52 parents/guardians of Grade 7 pupils from private schools and 195 parents/guardians of Grade 7 students from public schools as respondents.

For Guidance Counsellor/Prefect of Discipline/Coordinator as respondents, the criteria included just one of the mentioned school personnel with at least 2 years of experience in the field.

The participants for the quantitative inquiry are the 52 Grade 7 students from private schools and 195 Grade 7 students from public schools; all Grade 7 Values Education teachers where the study was conducted; 52 parents/guardians of Grade 7 pupils from private schools and 195 parents/guardians of Grade 7 students from public schools and Guidance Counsellor/Prefect of Discipline/Coordinator where the study was conducted.

The participants for the qualitative inquiry is composed of 20 Values Education teachers and 247 parents/guardians who were provided with a checklist as a tool in observing the students' Moral and Ethical Behavior, Social Responsibility, Emotional Intelligence, and Character Building.

Discussion:

Research Question 1: What is the demographic profile of the respondents?

1.1 Students:

a. Age

b. Gender

c. Religion

Table 2
Students' Age

Age		
	f	%
Under 12 years old	6	2.43
12 to 15 years old	230	93.12
16 to 19 years old	10	4.05
20 to 23 years old	1	0.40
Total	247	100

Table 3
Students' Gender

Gender		
	f	%
Male	86	34.82

Female	161	65.18
Total	247	100

Table 4
Students' Religion

Religion		
	f	%
Catholic	200	80.97
Born Again Christian	21	8.50
Iglesia Ni Cristo	13	5.26
Jehovah's Witness	2	0.81
Buddhism	1	0.41
MCGI	3	1.21
UPC	1	0.41
Muslim	2	0.81
Not Applicable	4	1.62
Total	247	100

The results show that majority of the students are aged 12 to 15 years old. The sample students are predominantly female with a smaller group of males. The findings revealed that Catholic is the dominant religion of the students.

1.2 Teachers:

- a. Age
- b. Gender
- c. Religion
- d. Years of teaching experience
- e. Highest educational attainment

Table 5 Teachers' Age

Age		
	f	%
Under 30 years old	2	20
31 to 40 years old	2	20
41 to 50 years old	1	10
51 to 60 years old	5	50
Total	10	100

Table 6 Teachers' Gender

Gender		
	f	%
Male	2	20
Female	8	80
Total	10	100

Table 7
Teachers' Religion

Religion		
	f	%
Catholic	8	80
Born Again Christian	1	10
The Church of Jesus Christ of Latter Day Saints	1	10
Total	10	100

Table 8
Teachers' Years of Teaching Experience

Years of Teaching Experience		
	f	%
2 to 5 years	1	10
6 to 10 years	2	20
11 to 15 years	2	20
16 years and up	5	50
Total	10	100

Most of the sample teachers are aged 51-60 years old. The results show that the teachers are predominantly female educators with a smaller group of males. The majority of the teachers identified themselves as Catholic. In terms of teaching experience, according to the result, majority of the teachers have been in professional practice for 16 and up years.

1.3 Parents:

a. Age

b. Gender

c. Religion

Table 9 Parents' Age

Age		
	f	%
Under 30 years old	32	12.96

31 to 40 years old	100	40.49
41 to 50 years old	86	34.82
51 to 60 years old	29	11.74
Total	247	100

Table 10
Parents' Gender

Gender		
	f	%
Male	59	23.89
Female	188	76.11
Total	247	100

Table 11
Parents' Religion

Religion		
	f	%
Catholic	198	80.16
Born Again Christian	27	10.93
Iglesia Ni Cristo	7	2.83
Jehovah Witness	2	0.81
Buddhism	3	1.21
MCGI	2	0.81
Muslim	1	0.40
Baptist	1	0.40
Protestant	1	0.40
Methodist	1	0.40
Not Applicable	4	1.62
Total	247	100

In terms of age of sample parents, majority aged 31-40 years old. The findings reveal that majority of the parents are female with a smaller group of males. The results show that Catholic religion dominates the sample parents.

1.4 Guidance Counselors/Prefect of Discipline/Coordinator:

a. Age

b. Gender

- c. Religion
- d. Years of teaching experience
- e. Highest educational attainment

Table 12

Guidance Counselors/Prefect of Discipline/Coordinator's Age

Age		
	f	%
Under 30 years old	2	13.33
31 to 40 years old	3	20.00
41 to 50 years old	3	20.00
51 to 60 years old	7	46.67
Total	15	100.00

Table 13

Guidance Counselors/Prefect of Discipline/Coordinator's Gender

Gender		
	F	%
Male	4	26.67
Female	11	73.33
Total	15	100

Table 14

Guidance Counselors/Prefect of Discipline/Coordinator's Religion

Religion		
	f	%
Catholic	11	73.33
Born Again Christian	3	20
The Church of Jesus Christ of Latter Day Saints	1	6.67
Total	15	100

Table 15

Guidance Counselors/Prefect of Discipline/Coordinator's Years of Teaching Experience

Years of Teaching Experience		
	f	%
2 to 5 years	1	6.67
6 to 10 years	3	20.00
11 to 15 years	4	26.67
16 years and up	7	46.67

Total	15	100
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Table 16

Guidance Counselors/Prefect of Discipline/Coordinator's Highest Educational Attainment

Highest Educational Attainment		
	f	%
Bachelor's Degree	14	93.33
Post-Graduate Degree	1	6.67
Total	15	100

According to the findings, majority of the respondents belong to 51-60 age bracket. The results show that sample is predominantly female with a smaller group of males. Based on the findings, the respondents preferred Catholic religion more than the other religion. In terms of teaching experience, most of the respondents are educators for 16 and up years. The sample respondents are predominantly having bachelor's degree over post-graduate degree.

Research Question 2: What are the perceptions of teachers and parents on the relevance of Values Education Program to the students' ethical behaviour in terms of:

2.1 character; 2.2 competence

Table 17

Teachers' Perception on the Relevance of Values Education Program

Statement	Mean	S.D.	Verbal Interpretation
The values the learner learns in the program are relevant to his/her everyday life.	3.10	0.32	Agree
Values education has helped the learners make more thoughtful decisions.	3.20	0.42	Agree
The program's lessons taught are applicable to both academic and personal challenges.	3.10	0.57	Agree
Relevance of Values Education Program	3.13	0.86	Moderately Relevant

	Verbal Interpretation
1.00 – 1.74	Not Relevant
1.75 – 2.49	Slightly Relevant
2.50 – 3.24	Moderately Relevant

3.25 – 4.00	Highly Relevant
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Based on the results, the teachers perceived that Values Education is moderately relevant to the everyday lives of the students in making thoughtful decisions. These results show that teachers acknowledged the relevance of Values Education in shaping the character and competence of the learners.

The relevance of teaching Values Education is supported by the study (Ching, T.et al., 2024) that as society advanced, imparting values and education became the crux of raising ethically balanced and responsible citizens. Therefore, the study investigated the significance of the Edukasyon sa Pagpapakatao subject, how students viewed it, its relevance, and its compensation on life.

Table 18

Parents' Perception on the Relevance of Values Education Program

Statement	Mean	S.D.	Verbal Interpretation
The values my child learns in the program are relevant to his/her everyday life.	3.27	.46	Strongly Agree
Values education has helped my child make more thoughtful decisions.	3.27	.46	Strongly Agree
The program's lessons taught are applicable to both academic and personal challenges.	3.24	.46	Agree
Relevance of Values Education Program	3.26	0.46	Highly Relevant

	Verbal Interpretation
1.00 – 1.74	Not Relevant
1.75 – 2.49	Slightly Relevant
2.50 – 3.24	Moderately Relevant
3.25 – 4.00	Highly Relevant

For the parents, they recognized that Values Education is highly relevant in the lives of their children in making thoughtful decisions.

Table 19

Guidance Counselors/Prefect of Discipline/Coordinator's Perception on the Relevance of Values Education Program

Statement	Mean	S.D.	Verbal Interpretation
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The values the learner learns in the program are relevant to his/her everyday life.	3.67	0.49	Strongly Agree
Values education has helped the learners make more thoughtful decisions.	3.40	0.51	Strongly Agree
The program's lessons taught are applicable to both academic and personal challenges.	3.67	0.49	Strongly Agree
Relevance of Values Education Program	3.58	0.49	Highly Relevant

	Verbal Interpretation
1.00 – 1.74	Not Relevant
1.75 – 2.49	Slightly Relevant
2.50 – 3.24	Moderately Relevant
3.25 – 4.00	Highly Relevant

On the part of the guidance counselors/prefect of discipline/coordinator, they perceived that Values Education is highly relevant to the students' ethical behaviour.

The findings suggest that the Values Education Program is effectively supporting students in developing ethical awareness and practical life skills. In reference to the study (Kilag, et al., 2024) the MATATAG Curriculum is anchored on its core character competencies that emphasize the place of Values Education in the overall development of the learners. In concentrating on character and competence, the MATATAG Curriculum intends to produce individuals who are not only good in their academics. They should also be socially conscious and possess a strong moral standing.

Research Question 3: To what extent has Values Education Program influenced students' ethical behavior, according to the:

3.1 teachers

3.2 parents

3.3.guidance counselors/prefect of discipline/coordinator?

Table 20

Teachers' Perception on the Influenced on Moral and Ethical Development of Values Education Program

Statement	Mean	S.D.	Verbal Interpretation
The program has enhanced my pupils' understanding of right and wrong.	3.30	0.67	Strongly Agree
Values education has positively influenced my pupils'	3.00	0.82	Agree

behavior in social settings.			
I feel my pupils to be more responsible and accountable after taking values education classes.	2.90	0.32	Agree
The program has helped my pupils' develop clearer sense of ethical behaviour.	3.40	0.97	Strongly Agree
Impact on Moral and Ethical Development	3.15	0.69	Moderately Influential

	Verbal Interpretation
1.00 – 1.74	Not Influential
1.75 – 2.49	Slightly Influential
2.50 – 3.24	Moderately Influential
3.25 – 4.00	Highly Influential

Table 21

Parents' Perception on the Influenced on Moral and Ethical Development of Values Education Program

Statement	Mean	S.D.	Verbal Interpretation
The program has enhanced my child's understanding of right and wrong.	3.41	.71	Strongly Agree
Values Education has positively influenced my child's behavior in social settings.	3.35	.73	Strongly Agree
I feel my child to be more responsible and accountable after taking Values Education classes.	3.37	.72	Strongly Agree
The program has helped my child's develop clearer sense of ethical behavior.	3.38	.69	Strongly Agree
Impact on Moral and Ethical Development	3.37	0.71	Highly Influential

	Verbal Interpretation
1.00 – 1.74	Not Influential
1.75 – 2.49	Slightly Influential
2.50 – 3.24	Moderately Influential
3.25 – 4.00	Highly Influential

Table 22

Guidance Counselors/Prefect of Discipline/Coordinator's Perception on the Influenced on Moral and Ethical Development of Values Education Program

Statement	Mean	S.D.	Verbal Interpretation
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The program has enhanced the pupils' understanding of right and wrong.	3.33	.49	Strongly Agree
Values Education has positively influenced the pupils' behavior in social settings.	3.47	.52	Strongly Agree
I feel the pupils to be more responsible and accountable after taking Values Education classes.	3.20	.41	Agree
The program has helped the pupils develop clearer sense of ethical behavior.	3.33	.49	Strongly Agree
Impact on Moral and Ethical Development	3.33	0.48	Highly Influential

	Verbal Interpretation
1.00 – 1.74	Not Influential
1.75 – 2.49	Slightly Influential
2.50 – 3.24	Moderately Influential

When it comes to the extent on how Values Education Program influenced the students' ethical behavior, it was found that according to teachers, the Values Education program has moderate influenced on students' ethical behavior. On the part of the parents, there was a high influenced of the program on their children's ethical behavior. Lastly, the Values Education Program was highly influential according to the guidance counselors/prefect of discipline/coordinators.

This part is supported by the study (Gomez, 2024) and revealed that values education can transform behavioral patterns, attitudes, and academic outcomes. These traits are necessary to these pupils' development and achievement in the educational institution and beyond. Furthermore, the findings express that individual's values has affect their learning patterns, decision-making, motivational sense, and academic achievement.

While according to the parents, the Values Education Program enhanced their child's understanding of right and wrong. Moreover, as for the guidance counselors/prefect of discipline/coordinator, it positively influenced the pupils' behavior in social settings. These explain that the program is effective in fostering moral awareness and behaviour among students. To support the Impact on Moral and Ethical development (Meyer, K. 2023), in the light of recent findings in moral psychology, encouraging such skills might in fact be insufficient for a more important goal - the moral education of students will argue against such pessimism by showing that the fostering of reasoning skills can still help realize the goals of moral education. To sum up, the development of ethical reasoning skills will provide the students a chance to reflect on their ethical beliefs in a critical way and enable them to discuss ethical questions in common conversation with others.

Research Question 4: What are the perceptions of the changes in the students' ethical behaviour after participating in the Values Education Program, as observed by:

4.1 students

4.2 teachers

4.3 parents

Table 23

Students' Perception on Behavioral Change after they Participated in the Values Education Program

Statement	Mean	S.D.	Verbal Interpretation
I became more respectful towards others.	3.18	0.85	Agree
I am now more empathetic and understanding of different perspectives.	3.25	0.91	Strongly Agree
I handle conflicts in a more peaceful and constructive way.	3.04	0.88	Agree
I demonstrate increased willingness to engage in community service.	2.94	0.87	Agree
Behavioral Changes Observed	3.10	0.88	Moderate Change

	Verbal Interpretation
1.00 – 1.74	No Change
1.75 – 2.49	Minor Change
2.50 – 3.24	Moderate Change
3.25 – 4.00	Significant Change

Table 24

Teachers' Perception on Students' Behavioral Change after Participated in the Values Education Program

Statement	Mean	S.D.	Verbal Interpretation
My pupils became more respectful towards others.	3.40	0.52	Strongly Agree
My pupils are now more empathetic and understanding of different perspectives.	3.30	0.67	Strongly Agree
My pupils handle conflicts in a more peaceful and constructive way.	3.30	0.67	Strongly Agree

My pupils demonstrate increased willingness to engage in community service.	3.33	0.71	Strongly Agree
Behavioral Changes Observed	3.33	0.64	Significant Change

	Verbal Interpretation
1.00 – 1.74	No Change
1.75 – 2.49	Minor Change
2.50 – 3.24	Moderate Change
3.25 – 4.00	Significant Change

Table 25

Parents' Perception on Students' Behavioral Change after Participated in the Values Education Program'

Statement	Mean	S.D.	Verbal Interpretation
My child became more respectful towards others.	3.45	0.76	Strongly Agree
My child is now more empathetic and understanding of different perspectives.	3.40	0.74	Strongly Agree
My child handles conflicts in a more peaceful and constructive way.	3.35	0.79	Strongly Agree
My child demonstrates increased willingness to engage in community service.	3.27	0.82	Strongly Agree
Behavioral Changes Observed	3.37	0.78	Significant Change

	Verbal Interpretation
1.00 – 1.74	No Change
1.75 – 2.49	Minor Change
2.50 – 3.24	Moderate Change
3.25 – 4.00	Significant Change

Table 26

Guidance Counselors/Prefect of Discipline/Coordinator's Perception on Students' Behavioral Change after they Participated in the Values Education Program

Statement	Mean	S.D.	Verbal Interpretation
The pupils became more respectful towards others.	3.27	0.59	Strongly Agree
The pupils are now more empathetic and understanding of different perspectives.	3.13	0.52	Agree
The pupils handle conflicts in a more peaceful and constructive way.	3.07	0.46	Agree
The pupils demonstrate increased willingness to engage in community service.	3.20	0.56	Agree
Behavioral Changes Observed	3.17	0.53	Moderate Change

	Verbal Interpretation
1.00 – 1.74	No Change
1.75 – 2.49	Minor Change
2.50 – 3.24	Moderate Change
3.25 – 4.00	Significant Change

After participating in the Values Education program, the data showed that there was a moderate change on the students' ethical behavior. The teachers' perceived a significant change on students' ethical behavior. On the part of the parents, there was a significant change in their children's ethical behavior after participating in the Values Education program. Lastly, as observed by the guidance counselors/prefect of discipline/coordinator perceived a moderate change on students' ethical behavior.

The findings are supported by the study (Nisa et al., 2020) regarding Social-Emotional Learning (SEL) which is a crucial element together with traditional academic achievement. SEL equips students with essential skills for emotional regulation, positive relationships, and sound decision-making. This article is pointing out the impact of SEL on academic success and overall student well-being in the classroom. Lastly, it helps to create environment that supports student's growth and resilience.

Based on the study (Perez R., & Martin, S. 2020), they believed that Values Education is a key in educating children and the youth regarding the values that are important in life, such as respect, responsibility, and empathy, among others. This points out the relevance and practices of the Values Education in the contemporary context.

This supports the theories (Zins et al., 2024), which states that it is vital in school education to determine the success of learning and enhance students' overall well-being. Social-Emotional Learning (SEL) describes the way children and adults acquire knowledge, attitudes, and skills that enable them to

understand self-awareness, self-management, social awareness, establish positive relationships, and responsible decision-making.

Values Education is believed to be an organized way of educating children and the youth concerning the values that are important in life, like respect, responsibility, and empathy, among others. Values Education in 21st century is at a fast pace to the global integration, technological change, as well as changing social structures and systems. This review will look at the relevance, issues, and practices of the Values Education in the contemporary context. (Perez R., & Martin, S. 2020),

Research Question 5: Is there a significant difference between the demographic profile of the respondents and the perception of teachers and parents on the relevance of Values Education Program?

Based on the results, it shows that there is no significant difference between the respondents' demographic profile (teachers, parents, guidance counselors /prefect of discipline/coordinator) and their perceptions regarding the relevance of Values Education.

Table 27

Difference of the Responses between the Different Groups of Respondents on their Perception of the Relevance of Values Education

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F-statistic	P-value	F-crit
Between Groups	0.022574	2	0.011287	4.580042	0.122254	9.552094
Within Groups	0.007393	3	0.002464			
Total	0.029967	5				

Based on the ANOVA result, it shows that the **p-value (0.122254)** is greater than the typical significance level of 0.05, which indicates that there is **no significant difference** between the demographic profile of the respondents (Teachers, Parents, etc.) and their perceptions regarding the relevance of the Values Education Program. Furthermore, the **F-statistic value of 4.58** is also below the critical value of 9.55, further confirming that the observed differences between groups are not statistically significant. Their views appear to be consistent regardless of these demographic factors, indicating a shared or common understanding of its value across different group.

Research Question 6: Is there a significant relationship between the perceptions on the relevance of Values Education and the perceptions of the changes in students' ethical behaviour?

Table 28

Relationship between the Perceptions on the Relevance of Values Education and the Perceptions of the Changes in Students' Ethical Behavior

			Relevance of Values Ed. Prog
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Students	Impact Moral	Pearson Correlation	.803
		V.I.	High Correlation
		Sig. (2-tailed)	.000
	Behavioral Changes	Pearson Correlation	.768
			Marked Correlation
		Sig. (2-tailed)	.000
Parents	Impact Moral	Pearson Correlation	.241
			Low Correlation
		Sig. (2-tailed)	.000
	Behavioral Changes	Pearson Correlation	.143
			Negligible Correlation
		Sig. (2-tailed)	.025
Teachers	Impact Moral	Pearson Correlation	.09
		Sig. (2-tailed)	0.0488
		N	Negligible Correlation
	Behavioral Changes	Pearson Correlation	.210
		Sig. (2-tailed)	0.029
		N	Low Positive Correlation
Guidance Counselors/Principal of Discipline/Coordinator	Impact_Moral	Pearson Correlation	-.144
			Negligible Correlation
		Sig. (2-tailed)	.609
	Behavioral Changes	Pearson Correlation	.101
			Negligible Correlation
		Sig. (2-tailed)	.720

The Pearson correlation results show a strong positive relationship between the perceived relevance of Values Education and its impact on both moral development and behavioral changes among students. With a Pearson correlation of **0.803** for moral impact and **0.768** for behavioral changes, both statistically significant ($p = 0.000$), students report a **strong connection between the relevance of the program and their moral and behavioral improvements**. These results suggest that when students perceive Values Education as relevant, they are more likely to experience positive changes in their moral behavior and overall actions. In contrast, parents report a weaker correlation, with a Pearson correlation of **0.241** for moral impact and **0.143** for behavioral changes, both of which are statistically significant, though much lower. This suggests that parents recognize **some influence but perceive the effects as less significant** compared to students' perspectives.

Teachers show even weaker correlations, with Pearson correlations of **0.09** for moral impact and **0.21** for behavioral changes, indicating only a mild perception of Values Education's effectiveness. The p-value for moral impact (0.0488) is significant, but the correlation remains low, suggesting teachers **don't see a strong relationship between the program's relevance and its outcomes**. Finally, guidance counselors show the weakest correlations, with Pearson correlations of **-0.144** for moral impact and **0.101** for behavioral changes, both not statistically significant, indicating that they perceive **little to no effect from Values Education on students' moral or behavioral development**. These findings highlight that while

students strongly associate the relevance of Values Education with personal development, other groups, such as parents, teachers, and guidance counselors, perceive a much weaker or negligible impact.

Research Question 7: What is the impact of Values Education program on students' ethical behavior?

Table 29

Students' Perception on the Influenced of Values Education on their Ethical Behavior

Statement	Mean	S.D.	Verbal Interpretation
I became more respectful towards others.	3.34	0.83	Strongly Agree
I am now more empathetic and understanding of different perspectives.	3.12	0.87	Agree
I handle conflicts in a more peaceful and constructive way.	3.13	0.83	Agree
I demonstrate increased willingness to engage in community service.	3.25	0.87	Strongly Agree
Behavioral Changes Observed	3.21	0.85	Moderately Influential

	Verbal Interpretation
1.00 – 1.74	Not Influential
1.75 – 2.49	Slightly Influential
2.50 – 3.24	Moderately Influential
3.25 – 4.00	Highly Influential

Table 30

Teachers' Perception on the Influenced of Values Education on Students' Ethical Behavior

Statement	Mean	S.D.	Verbal Interpretation
My pupils became more respectful towards others.	3.30	0.67	Strongly Agree
My pupils are now more empathetic and understanding	3.00	0.82	Agree

of different perspectives.			
My pupils handle conflicts in a more peaceful and constructive way.	2.90	0.32	Agree
My pupils demonstrate increased willingness to engage in community service.	3.40	0.97	Strongly Agree
Behavioral Changes Observed	3.15	0.69	Moderately Influential

	Verbal Interpretation
1.00 – 1.74	Not Influential
1.75 – 2.49	Slightly Influential
2.50 – 3.24	Moderately Influential
3.25 – 4.00	Highly Influential

Table 31

Parents' Perception on the Impact of Values Education on Students' Ethical Behavior

Statement	Mean	S.D.	Verbal Interpretation
My child became more respectful towards others.	3.41	0.71	Strongly Agree
My child is now more empathetic and understanding of different perspectives.	3.35	0.73	Strongly Agree
My child handles conflicts in a more peaceful and constructive way.	3.37	0.72	Strongly Agree
My child demonstrates increased willingness to engage in community service.	3.38	0.69	Strongly Agree
Behavioral Changes Observed	3.38	0.71	Highly Influential

	Verbal Interpretation
1.00 – 1.74	Not Influential
1.75 – 2.49	Slightly Influential
2.50 – 3.24	Moderately Influential
3.25 – 4.00	Highly Influential

Based on the data, there are multiple yet various impacts of Values Education on students' ethical behavior based on the different respondents. Likely, these impacts are referring to the respect, empathy, and understanding of different perspectives; handling conflicts; and willingness to engage in community activities.

To sum up, it concludes that the vast majority of the respondents observed that the impact of the values education program on students' ethical behavior is more about developing a deeper sense of respect and empathy towards others.

Values Education is an intentional and organized way of educating children and the youth concerning the values that are important in life, like respect, responsibility, and empathy, among others. The revolution in Values Education is happening in this 21st century at a faster pace owing to the global integration, technological change, as well as changing social structures and systems. This review will look at the relevance, issues, and practices of the Values Education in the contemporary context (Perez R., & Martin, S. 2020).

Research Question 8: Is there a significant relationship between the perception on the relevance of Values Education and the impact of Values Education to students' ethical behaviour?

Table 32

Summary of Perceived Relevance and Impact of Values Education

Variable	Count	Sum	Average	Variance
Perceived Relevance	519	1705.667	3.286448	0.348934
Impact of Values Education	519	1709.25	3.293353	0.474951

Table 32 provides a summary of the survey data on the **Perceived Relevance** and **Impact of Values Education** based on responses from 519 participants. The average rating for **Perceived Relevance** is 3.29, suggesting that respondents generally find Values Education somewhat relevant, while the **Impact** of Values Education on students' ethical behavior has a slightly higher average rating of 3.29. The variance for both of the variables is relatively small, indicating that most respondents shared similar views on the relevance and impact of Values Education, though there was slightly more variation in opinions about its impact.

Table 33

ANOVA Results for Perceived Relevance and Impact of Values Education

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F-statistic	P-value	F-crit
Between Groups	0.01237	1	0.01237	0.030029	0.862458	3.85045
Within Groups	426.7726	1036	0.411943			
Total	426.785	1037				

In conclusion, the table highlights the statistical findings from the ANOVA test, which show that the variation between the groups is **not significant**. The lack of a significant F-statistic and the high P-value

suggest that the perception of the relevance of Values Education and its impact on students' ethical behavior is similar across the four respondent groups, and there is no evidence to support that these perceptions significantly influence students' ethical behavior.

Research Question 9: Based on the results, what innovative strategies can be proposed to further improve the Values Education Program?

This section of the chapter provides the data presentation and interpretation of the interview answers of Values Education teachers/Values coordinator/guidance counselor through the analyses of themes that should explain how values—taught within particular private and public schools—are understood and put into practice by the participants. Furthermore, this qualitative interpretation, within a sequential explanatory research design, is a complementary piece to the recent quantitative data—using descriptive statistics—in determining, via narratives, the extent of influence Values Education has on Grade 7 students based on the perceptions of Values Education teachers. Qualitative data interpretation is based on the thematic analysis approach (Dawadi, 2020) that incorporates six phases: (1) data familiarization, (2) initial code generation, (3) theme identification, (4) theme review, (5) theme naming; (6) reporting.

Table 34: Phase One—Data Familiarization is purposed to determine the number of themes that could be revealed from the interview answers. Moreover, it is structured based on Dawadi's model (2020: 64) that organizes the interview questions and assigns codes—key concepts reduced into words and/or phrases—that provide a concise and comprehensive review of the qualitative content.

Table 34
Phase One—Data Familiarization

Research Questions	Codes
1. How is Values Education currently integrated into the curriculum?	Integration (INT)
2. In your opinion, how does Values Education influence students' behavior and decision-making?	Influence (INF)
3. What challenges do you think schools face in effectively teaching values?	Challenge (CHA)
4. How do you envision the future of Values Education in contributing to ethical behavior?	Future Value (FV)
5. What role do you think technology should play in teaching values?	Role of Technology (ROT)
6. What recommendations would you make to enhance the delivery and impact of Values Education?	Recommendation for Enhancement of Values (REV)

Each structured interview question is assigned a code—expressed in words, phrases, clippings, and acronyms—that should conveniently sort data based on homogenized, redundant, or differentiated answers.

Phase 2: Initial Code Generation presents the interview researcher for the purpose of identifying recurring features within the context of the assigned codes transcripts—shown from several tables—and their initial codes as reread by the researcher for the purpose of identifying recurring features within the context of the assigned codes in Table 34. The purpose is to present the interview transcripts and their initial codes

subject to thorough qualitative data analysis. Table 35 represents the general view of the coding process of phase 2.

Table 35
Phase 2—Initial Code Generation for INT

Data Extracts	Coded for
<i>Interview transcripts—bearing certain themes—are sorted here.</i>	<i>The initial codes anchored on Table 1—question # 1—is presented here with additional descriptions.</i>

Using Table 35, interview transcripts can be analyzed based on their semantic features expressed through reductive word formations.

Table 36
Phase 2— Initial Code Generation for Integration (INT) A

Data Extracts	Coded for
Almost all disciplines in the curriculum integrate Values Education. However, I believe that it should be done more intentionally in order to instill values more effectively.	Integration (INT) A Values Education is integrated within the overall curriculum framework.
Values Education is integrated in almost all the subjects. However, implementation of this integration needs to be monitored.	
To what I observed, Values Education was given an importance especially integrating it to different subjects. It is also embedded in other subjects such as Araling Panlipunan, Filipino, English and Science. It is not always a separate subject but it is included in everyday learning experiences and teacher student interactions.	
As an elementary teacher, Values Education is integrated throughout our lessons and activities. We teach valued like respect, kindness, and responsibility in daily routines, stories, and group work, helping students apply these values in real life.	
Through localization and contextualization.	
To what I observed, Values Education was given an importance especially integrating it to different subjects. It is also embedded in other subjects such as Araling Panlipunan, Filipino, English and Science. It is not always a separate subject but it is included in everyday learning experiences and teacher student interactions.	
The current integration of ValEd into the curriculum enriches entire curricula, across subject areas. Virtues such compassion, self-confidence, prudence, and among other target virtues to develop to our learners can be a good tool to teach not just the minds but also the hearts. This makes learning more meaningful and lasting.	
Values Education is currently integrated into the curriculum by	

using different techniques like role-playing, dramatization, reporting and discussion.

Values Education teachers conveyed that Values Education is generally integrated within the overall curriculum framework and they are taught across different disciplines (i.e. Araling Panlipunan, Filipino, English, and Science)—applied through different activities such as dramatization, reporting, and discussion—contextualizing common concepts in values such as respect, kindness, and responsibility, although some suggest that its implementation should be closely monitored.

Table 37

Phase 2— Initial Code Generation for Integration (INT) B

Data Extracts	Coded for
Values Education is integrated through the use of Character-Building activities. Some schools are incorporate ethical discussions and used real-life scenarios to reinforce the values.	Integration (INT) B Educators incorporate Values Education into daily lessons and activities.
Values Education is one of the subjects taught Junior High School, it is being taught five times a week in the MATATAG Curriculum.	
Based on the advocacy of DepEd to Values Education, teachers are integrating it to their subject areas as life learning.	
Values Education was integrated in different aspects. Each lesson objective targeted different values that students must learn, especially in real-life situations.	
Through a thoughtful exploration of moral principles and ethical dilemmas, students learn to navigate complex situations with confidence and integrity.	
Values Education is integrated through the use of Character-Building activities. Some schools incorporate ethical discussions and use real-life scenarios to reinforce the values.	

Table 37 revealed the integration of Values Education to daily lessons and activities within real-life situational experiences grounded on the discussion of complex ethics involving ethical dilemma and character development. Such discussions are taught five times a week and within particular subject areas. This is achieved through character-building activities Values Education teachers disclosed. In addition, INT B presents the consensus of the participants about the application of Values Education into daily lessons and activities.

Table 38

Phase 2— Initial Code Generation for Integration (INT) C

Data Extracts	Coded for
By embedding ethical discussions, real-world scenarios, and character-building activities across various subject areas.	Integration (INT) C There is no integration of Values Education in other subjects.

While INT A and INT B conveyed the integration of Values Education both in the curriculum and daily lessons, INT C, in Table 38, deviates from this as some participants expressed that there is no integration of Values Education in other subjects. This deviation complements the general answer in INT A wherein the participants expressed that “almost all disciplines integrate Values Education”. The interview transcript expressed the suggestion of ethical discussions, real-world scenarios, and character-building activities that should be essential in integrating Values Education in other subjects.

Table 39
Phase 2—Initial Code Generation for INF

Data Extracts	Coded for
<i>Interview transcripts—bearing certain themes—are sorted here.</i>	<i>The initial codes anchored on Table 1—question # 2—is presented here with additional descriptions.</i>

Interview transcripts were analyzed based on their semantic features expressed through reductive word formations. Here, the analysis focuses on Influence (INF).

Table 40
Phase 2—Initial Code Generation for Influence (INF) A

Data Extracts	Coded for
Values Education plays a major role in shaping students' behavior and in making decisions. When moral principles and awareness as well as sense of responsibility are instilled in them, they evaluate situations and make decisions based on their personal values. They become more mindful of their behavior and their contribution to the society.	Influence (INF) A Changes in students' behavioral and critical thinking.
Values Education helps an individual determine what is right from wrong.	
It encourages students think critically about their actions and their effects on others. By learning values, students become more aware of their responsibilities and are more likely to make thoughtful respectful and fair choices values education helps them to become self-aware.	

INF A identified how Values Education shaped students' behavioral and critical thinking. And this is anchored on their awareness of their moral principles, sense of responsibility, and established personal values. There is a perceived notion, according to the participants, that this helps learners determine the

dichotomy of right and wrong within the context of their own personal values. In addition, there is the impression that this fosters critical thought and self-awareness.

Table 41
Phase 2—Initial Code Generation for Influence (INF) B

Data Extracts	Coded for
When timely lessons are introduced, these can have a positive impact on our students' behavior and decision-making.	Influence (INF) B Foster traits such as honesty, integrity, empathy, respect, etc.
As a values education teacher, I see how teaching values help students make better choices. They learn to be respected, responsible, and kind, thinking about the impact of their actions and others. It guides them to make thoughtful decision in their daily lives.	
Values education helps the students to hone their moral reasoning, Empathy, and responsibility. It will guide them to make the right choices, promote kindness and respect, and encourage to contribute to the society positively.	
Values Education plays a crucial role in shaping students' behavior and decision-making by instilling moral principles, ethical awareness, and sense of responsibility.	
I think ValEd does influence student's behavior and decision-making by instilling students the target-virtues from each lesson they have. Like the virtues of prudence and compassion teach them to weigh things carefully before deciding or concluding and as well as understanding other's perspective for better decision and action.	
Providing them with a strong moral, enabling, to identify right from wrong, consider the consequences of their actions and make ethical choices, even in challenging situations.	

INF B revealed the conveyance of honesty, integrity, empathy, and respect within the influence of Values Education lessons. Participants expressed their shared belief that Values Education, within academic instructions, help foster the target virtues of learners and shape their values through interpersonal discourse such as the discussion of ethical choices, understanding other people's perspectives, and addressing challenging situations that require ethical choices.

Table 42
Phase 2—Initial Code Generation for Influence (INF) C

Data Extracts	Coded for
Values Education plays an important role in students' behavior and decision making. It serves as a light into their lives as they go through with their journey.	Influence (INF) C Values Education influences

If learners have strong Values Education foundation in school, they can assess their actions in a truthful and just way.	ethical decision-making and engagement in the community.
For me, Values Education influences students' behavior and decision-making by guiding their action, helping them shape their character and teach them the basic principles like respect, how to become humble and be forgiving.	

INF C conveyed the general perspective of the participants—on how Values Education is perceived to be a guiding agent for basic ethical principles. Participants firmly held the notion that Values Education influences ethical decision-making and positive social interactions such as engagement in the community, learning basic moral concepts like respect, humility, and forgiveness.

Table 43

Phase 2—Initial Code Generation for CHA

Data Extracts	Coded for
<i>Interview transcripts—bearing certain themes—are sorted here.</i>	<i>The initial codes anchored on Table 1—question # 3—is presented here with additional descriptions.</i>

Interview transcripts were analyzed based on their semantic features expressed through reductive word formations. Here, the analysis focuses on Challenge (CHA).

Table 44

Phase 2—Initial Code Generation for Challenge (CHA) A

Data Extracts	Coded for
Values are often reinforced in the home. Thus repeating/practicing them can often be a struggle.	Challenge (CHA) A Teachers may not have received formal training in Values Education making it difficult for them to integrate it effectively into their teaching.
Some teachers may struggle to integrate values to academic subjects effectively, and some schools may lack sufficient resources for experiential learning.	
One major challenge is the lack of consistency between what students learn in school and what they see at home or in society. Sometimes, cultural differences or conflicting messages from media can confuse students.	

CHA A underscores the notion provided by the participants that teachers may not have received formal training in Values Education which leads to the difficulty of integrating concepts in values effectively into their teaching practices. In line with this challenge, data saturation revealed that the establishment of values are often reinforced at home which leads to the idea that repeating/practicing values at school may prove as a struggle for teachers, insufficiency of resources for experiential learning is also a perceived

factor, and the lack of moral/ethical learning consistency—what students learn at home versus what the learn at school—poses as a challenge as well. In addition, cultural differences and conflicting messages from other sources of information (i.e. the media) are also seen as lingering challenges.

Table 45
Phase 2—Initial Code Generation for Challenge (CHA) B

Data Extracts	Coded for
Teachers' training, knowledge, and character have a huge impact in the effectiveness of teaching Values. Teachers should walk their talk. It is also imperative that teachers have thorough knowledge of the topic. How can you give if you do not have.	Challenge (CHA) B Students come from varied cultural and socio-economic backgrounds, leading to differing values and belief.
One major challenge that schools face in teaching values is that not all students come from the same background, so they may have different news or experience.	
Teaching values nowadays is challenging due to complexities of modern society, the fast influence of social media and technology, peer pressure and lack of parent's support in reinforcing values at home. The practice of living at the values and serving as role model is not being effectively demonstrated.	
Few teachers whose specialization is Values Education.	
Learners have their own values came from their families and lifestyle. This can be a problem in integrating new values to teachers.	
Students' behavior/ discipline	
. I think distractions such as smartphones and social media are few of the challenges schools face in effectively teaching Values of today's world. The readily available handheld device and the unlimited access to social media makes student vulnerable to the contents that are not appropriate for their age; These contents online them wonder to explore and experience the things they should do at their age or model from these social media influencers, for instance.	
Peer pressure and student differences.	
It includes conflicting societal norms, inconsistent application due to diverse students'	

background, peer pressure, limited time in the curriculum, inconsistent teacher practices.	
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CHA B conveyed the notion from the participants that varying cultural and socioeconomic backgrounds posed as another recurring challenge in teaching Values Education. This is, as the participants expressed, due to differing values and beliefs. In addition, the different existing settings of students—familial environment, peer environment, and school environment—shape their values, whether these can be considered as negative or positive settings. There is also the problem of distractions drawn from digital media as expressed by the participants. This may show that students' behavior and discipline are ultimately reliant on the environment they are living in and their interactions within this environment. On the other hand, teachers in Values Education may change this situation granted that they are well-trained and knowledgeable in facilitating learning in Values Education. But this poses as a problem as some participants express that there are only a “few teachers whose specialization is Values Education” highlighting a consistent problem in CHA B.

Table 46

Phase 2—Initial Code Generation for Challenge (CHA) C

Data Extracts	Coded for
Lack of consistency and follow up at home. Teacher preparedness and role modeling. Peer influence. Influence of technology and media.	Challenge (CHA) C Scarcity of teachers in Values Education.

Complementing the recent description in CHA B, data saturation reveals that Values Education teachers agreed that there is a scarcity of teachers in Values Education which leads to the perceived problem of the lack of consistency in teaching Values Education at school and at home and teacher preparedness and role modeling.

Table 47

Phase 2—Initial Code Generation for FV

Data Extracts	Coded for
<i>Interview transcripts—bearing certain themes—are sorted here.</i>	<i>The initial codes anchored on Table 1—question # 4—is presented here with additional descriptions.</i>

Interview transcripts were analyzed based on their semantic features expressed through reductive word formations. Here, the analysis focuses on Future Value (FV).

Table 48

Phase 2—Initial Code Generation for Future Value (FV) A

Data Extracts	Coded for
I envision Values Education helping students grow into responsible caring individuals. By teaching them	Future Value (FV) A

to make respectful, thoughtful choices. I believe they'll develop strong ethical behavior that will guide them throughout life.	Experiential learning opportunities, such as community service, real-world problem-solving projects
The future of Values Education will likely involve more interactive and technology in teaching because today's students have less attention span.	
Values Education will be the primary tool in guiding everyone on he/she acts ethically.	
Values Education will play a critical role in fostering critical behavior by adapting to modern challenges while strengthening moral foundations.	
I see values education becoming more student-centered where learners actively participate in projects that promote honesty, leadership, and compassion. I see values education helping build a more discipline and socially aware generation of Filipinos by promoting good citizenship, patriotism, and moral integrity. Values education can reduce problems like corruption, bullying, and disrespect in society.	
If Values Education will be implemented in schools effectively, learners will gain good ethical foundation.	
Values might expand to emphasize respect for cultural diversity, empathy, and fostering ethical behavior not only locally but also globally.	
By incorporating elements like digital ethics, global citizenship, environmental consciousness, and active engagement with real-world issues.	

FV A showed the participants' vision for the learners gaining experiential learning opportunities that include community service and real-world problem-solving projects, achieved through strong ethical behavior in general. Data saturation revealed that Values Education teachers firmly hold the belief that the basic principles of Values Education would serve as the "primary tool" of learners in acting ethically. In addition, this can be reinforced by interactive tasks and technology in teaching to answer the perceived problem of short attention span. Other concerns involving experiential learning opportunities involve student-centered engagements within the interpersonal setting such as honesty, leadership, and compassion. In addition, experiential learning opportunities and real-world problem-solving projects include cultural diversity, empathy, global citizenship, environmental consciousness, and active engagement with real-world issues.

Table 49

Phase 2—Initial Code Generation for Future Value (FV) B

Data Extracts	Coded for
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I am quite positive on the affirmative contribution of Values Education to ethical behavior.	Future_Value (FV) B
The future of values education is poised to play crucial role in shaping ethical behavior by integrating moral principle, critical thinking and empathy.	Envision the broader societal benefits of effective Values Education through technology

FV B conveyed the envision of the broader societal benefits of Effective Values Education through the integration of technology. This is backed up by the expression of optimism of the participants, generalizing that Values Education would play a crucial and affirmative role in shaping ethical behavior. And this shall be achieved through the integration of moral principle, critical thinking, and empathy.

Table 50

Phase 2—Initial Code Generation for Future Value (FV) C

Data Extracts	Coded for
Transforming lives is really challenging. Family, school, and church should go collaborate to mold our young learners.	Future Value (FV) C Values Education should be reinforced through the collaboration of schools, families, and communities.
If Values Education is properly and religiously taught in school it will reinforce positive conduct. Student will become role model themselves and they can contribute for the betterment of the society.	
Technology can enhance Values Education by providing engaging digital contents, interactive moral problems, and educational games that teach ethical decision-making.	
I envision the future of Values Education being fully integrated across subject areas.; situational based; community-based values; virtues that are contextualized from deep-rooted identity of unique and shared values (ethic, regional, national, and international) fostering mutual awareness, understanding and respect for multicultural diversity.	

FV C conveyed the idea that Values Education would only prove its affirmative shaping of learners' behavior should it be reinforced through the collaboration of schools, families, and communities. This is in terms of involving familial, academic, and community engagement with the contextualization of unique, diverse, and shared values through technological interventions. In addition, the participants envision Values Education to be fully integrated across subject areas which may only transpire through contextualized learning activities.

Table 51

Phase 2—Initial Code Generation for the Role of Technology (ROT)

Data Extracts	Coded for
<i>Interview transcripts—bearing certain</i>	<i>The initial codes anchored on Table 1—</i>

themes—are sorted here.

question # 5—is presented here with additional descriptions.

Interview transcripts were analyzed based on their semantic features expressed through reductive word formations. Here, the analysis focuses on the Role of Technology (ROT).

Table 52

Phase 2—Initial Code Generation for ROT A

Data Extracts	Coded for
The Internet is laden values infused videos and messages that can contribute meaningfully and powerfully in teaching values.	Role of Technology (ROT) A Can be used in Values Education as a platform for interactive learning that will enhance students' engagement.
I think technology can enhance values education by offering engaging tools like videos and games. It helps students better understanding and apply values in a fun, interactive way.	
Technology is one tool regardless of learning are that would help everyone.	
Technology can help Values Education teachers create interactive videos, digital tools modules, and online stories that reflect good manners/moral lessons.	
It can also connect students to values-based programs such as webinars, and e-learning platforms like DepEd commons or knowledge channel.	
For teachers, technology plays important roles in crafting relevant and responsive classroom instructions that are research-based, data-driven, and timely and relatable for students. For students, with the proper guidance with technology such as smartphones, and online information and educational applications can be learning tools to efficiently and effectively teach values.	
Today is Technology era, Technology makes the task of the students easy, at the same time it provides interactive activities to develop their critical thinking and ethical decision-making skills.	

ROT A conveyed the general idea of the participants that technology, with the proper guidance of teachers, may intensify Values Education learning—through interactive activities and engaging digital content—that is prospected to improve critical thinking and ethical decision-making skills. This suggests strongly that Values Education may be used as a platform for interactive learning.

Table 53

Phase 2—Initial Code Generation for ROT B

Data Extracts	Coded for
Technology can be a good venue to reinforce values. It has to be used to form and inform students with true facts and moral lessons taught in school.	Role of Technology (ROT) B Can be used for digital stories that reflect their values and experience
Schools should integrate values more consistently across subjects and encouraging parental involvement to make sure that the values are being achieved not just in school but also in home.	

ROT B, as data saturation revealed, can be utilized for digital stories that should reflect values and experiences. Participants conveyed that schools should reinforce this notion not just at school, but also at home for Values Education learning consistency.

Table 54

Phase 2—Initial Code Generation for ROT C

Data Extracts	Coded for
Technology will play a big part of teaching Values Education. This is platform that make students engage in listening, viewing, and eventually learning.	Role of Technology (ROT) C Technology enables the students to connect with peers and communities worldwide.
Technology should play a supportive and transformative role in teaching values education, making learning more engaging, interactive, and accessible.	
Technology can be used to easily spread awareness to learners in or out of school.	
Students can explore complex ethical dilemmas, collaborate with peers from diverse backgrounds and access a wealth of resources that enrich their understanding of core values.	
Providing accessible and engaging ways to expose students to diverse perspectives, real-world scenarios, interactive simulations and collaborative platforms.	

ROT C conveyed the notion of technology that enables students to connect with peers and communities worldwide. Its role is for interpersonal engagement and the participants see technology's transformative role in teaching values through its interactivity and accessibility. Moreover, technology paves the way to the exploration of complex ethical dilemmas and the exposure of diverse perspectives within real-life events that can be achieved through peer collaboration.

Table 55

Phase 2—Initial Code Generation for the Recommendation for Enhancement of Values (REV)

Data Extracts	Coded for
Integration of real-life scenarios, intensify visual learning strategies, reinforce real-life application of values, integrate technology, contextualize experiential learning; conducting seminars in Values Education	REV A Strategies for better preparations of Values Education Teachers
Include life style, intensify active involvement within the context of family, community, and school, peer discussion, parent involvement; teacher involvement	REV B Increase engagement with families and communities in teaching values
Teacher as a role model, teachers' concern for students' well-being, positive reinforcement consistency of values through actions; demonstrating good examples	REV C Conduct of educators towards student reflects the principles of values
Affirmative impression to Values Education which include interesting and engaging activities	REV D Satisfied with the Values Education Program and teaching

Table 55 embodies the answers of students, teachers, and parents (a total of 257 participants)—in private and public schools—recommending for the Enhancement of Values Education. From these answers, four initial codes were assigned drawn from the redundancy of answers following the data saturation rule of Patton (Marquez-Fong and Tigno, 2016): (1) REV A – strategies for better preparations of Values Education Teacher, (2) REV B – Increase engagement with families and communities in teaching values, (3) REV C – Conduct of educators towards student reflects the principles of values; (4) REV D – Satisfied with the Values Education Program and teaching. For REV A, students, parents, and teachers conveyed key concepts such as the integration of real-life scenarios, the intensification of visual learning activities, the reinforcement of real-life application of values that can be achieved via role play and other interpersonal and collaborative activities, the contextualization of experiential learning via concrete examples, and the need for conducting seminars in Values Education for the purpose of improving the skills of teachers facilitating the learning of Values Education across different disciplines. REV B calls for the increase of engagement with families and communities in teaching values which can be achieved by demonstrating affirmative life styles, intensifying active involvement in imparting Values Education through the collective effort of teachers, parents, the school, and the community. This is for the consistent teaching/sharing of diverse, unique, and shared values. REV C calls for the suggestion of educators as a positive role model as depicted in the code “Conduct of educators towards student reflects the principles of values”. From this, teachers are suggested to be the bearer of values—for consistency and positive actions—that students may or should follow. REV D conveys the affirmative impressions of the participants toward Values Education which include keywords such as interesting, engaging, and not boring.

Phase 3 of this qualitative research procedure pertains to Coding Identification wherein the researchers followed the qualitative data analysis (Dawadi, 2020) and (Maguire & Delahunt, 2017) bearing homogenized procedures in sorting, classifying, and interpreting open-ended data. Thematic analysis captures the patterns of the data (Maguire & Delahunt, 2017: 6). By pattern, it means the recurring

answers, the redundant concepts, and the collective ideas conveyed by the participants. This phase presents the tables for the identified themes in this study that should provide a clear understanding of the organized and classified data sets, demonstrating how Values Education shapes students' thoughts, behavior, and decision-making skills according to the perceptions of Values Education teachers.

Table 56

Thematic Identification for Integration (INT)

Theme: Values Education as a Catalyst Across Curriculum	Theme: Values Education as a Guiding Agent Across Multiple Disciplines	Theme: Values Education as a Subject in Need of Select Strategies
Code: Integration (INT) A	Code: Integration (INT) B	Code: Integration (INT) C

From the recurring collective answers of the participants, INT A shows that Values Education functions as a catalyst—that which brings about change or action—across curriculum as conveyed by the participants' answers: that of Values Education conveniently being integrated in almost every discipline. INT B complements this theme as its own depicts it as a guiding agent across multiple disciplines: for contextualization, interpersonal student engagement, and experiential learning opportunities leading to values formation of shared and varying kinds. INT C identifies the theme for improvement: the need for select strategies that should make Values Education applicable to every discipline.

Table 57

Thematic Identification for Influence (INF)

Theme: Values Education as an Influence in Ethical Decision-Making	Theme: Values Education as an Influence for Fostering Affirmative Traits	Theme: Values Education as an Influence in ethical decision-making and engagement in the community.
Code: Influence (INF) A	Code: Influence (INF) B	Code: Influence (INF) C

INF A identifies the theme of Values Education influencing how students decide within the context of complex ethical situations. INF B influences affirmative traits such as honesty, integrity, empathy, and respect. INF C influences students' application of ethical decisions within the community setting as discussed thoroughly in phase 2.

Table 58

Thematic Identification for Challenge (CHA)

Theme: Teachers' lack of training in Values Education	Theme: Students' diverse past and existing socioeconomic	Theme: Scarcity of Values Education Teachers
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	conditions	
Code: Challenge (CHA) A	Code: Challenge (CHA) B	Code: Challenge (CHA) C

The identified themes of CHA A and CHA C are complementary parts addressing the lack of training of teachers in Values Education based on the shared perspectives of the participants and the need for more Values Education teachers that should match the need in CHA B—Students’ diverse past and existing socioeconomic conditions—the need to address the challenges of students coming from different backgrounds and experiences shaped by their setting bearing cultural and socioeconomic nuances.

Table 59

Thematic Identification for Future Value (FV)

Theme: Values Education for Experiential Learning	Theme: Technology as a tool for furthering the Benefits of Values Education	Theme: The Reinforcement of Values Education through Familial, Institutional, and Community Collaboration
Code: Future Value (FV) A	Code: Future Value (FV) B	Code: Future Value (FV) C

FV A’s theme pertains to Values Education being tied to experiential learning which contextualizes real-life experiences, enabling learners to deal with complex ethical scenarios that involve critical decision-making skills. This is intensified through the theme of FV B wherein technology acts as a conduit to further the benefits (in shaping virtues and basic ethical principles, shared or diverse) of Values Education. FV C’s theme leads to the affirmative view that familial, academic, and community engagement with the contextualization of unique, diverse, and shared values through technological interventions would provide adequate growth for the learners as envisioned collectively by the participants.

Table 60

Thematic Identification for the Role of Technology (ROT)

Theme: Values Education as a Platform for Interactive Learning	Theme: Technology as a Digital Narrative Device for Stories Contextualizing Values Education	Theme: Technology as a Communicative Tool for Peer Learning in Values Education
Code: Role of Technology (ROT) A	Code: Role of Technology (ROT) B	Code: Role of Technology (ROT) C

ROT A is framed within the context of technology being its transformative tool for interactive learning. This complements ROT B whose theme refers to Technology as a Digital Narrative Device for Stories Contextualizing Values Education. From this, educators and students alike may use digital platforms to share stories with basic ethical principles essential for the learners’ moral/ethical development. ROT C’s theme pertains to technology’s fundamental function—to expand communication, but this time expanding communication on the discourse of Values Education. This should lead to the basic understanding of

diverse values drawn from different cultures and shared values by communities in a shared environment. This shows, according to the perspectives of Values Education teachers, that technology is a transformative tool for interpersonal engagement, paving the way toward Values Education learning opportunities.

Table 61

Thematic Identification for the Recommendation for Enhancement of Values (REV)

Theme: The Improvement of Teaching Strategies in Values Education	Theme: The Increase of Interpersonal Engagement for Values Education	Theme: Teachers as Role Models for Values	Theme: Values Education as a Satisfying Subject
Code: REV A	Code: REV B	Code: REV C	Code: REV D

Table 61 identifies the themes on how Values Education in select public and private schools can be improved. Drawn from the saturated data of 257 participants, four themes were identified in this study: (1) REV A – The Improvement of Teaching Strategies in Values Education, (2) REV B – The Increase of Interpersonal Engagement for Values Education, (3) REV C – Teachers as Role Models for Values; (4) REV D – Values Education as a Satisfying Subject. REV A, B, and C are complementary parts of the other themes: suggesting for the improvement of teaching strategies via seminars, trainings, and adequate materials, increasing interpersonal engagements with parents, teachers, and the local community; suggesting that teachers should serve as positive examples for good conduct and morally accepted actions and behaviors.

Following the qualitative analysis framework (Dawadi, 2021) and (Maguire & Delahunt, 2017), the researcher proceeded to accomplish the following phases: (4) theme review, (5) theme naming; (6) reporting. This segment, the final phase, reports the findings of the qualitative thematic analysis. In sum, the researcher's attempt at a qualitative analysis for how Values Education shapes the behavior, action, and decision-making skills of students within the moral/ethical context led to the identification of several themes with complementary and dynamic relationships.

(1) The integration of Values Education (INT A) functions as a catalyst across curriculum closely related to the holistic approach of Social and Emotional Learning (Zins et al., 2004)—a framework for educators that complement the theme of Values Education, a subject tapping the affective domain of learners, as a guiding agent across multiple disciplines (INT B). And while there is a need to add and improve teaching strategies in Values Education (INT C), Values Education teachers acknowledge that Values Education permeate other subjects given its self-reflective, autonomous, and interpersonal nature that sums up the five core competencies of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Zins et al., 2004).

(2) Based on the perceptions of the Values Education teachers, although there are several inconsistencies in teaching Values Education due to inadequate trainings and insufficient number of teachers, the influence of Values Education is still perceived to be evident as it influences ethical decision-making (INF A), fosters

affirmative traits (INF B), and involves community engagement in making ethical decisions (INF C). This at least reflects one of the core competencies of the MATATAG Curriculum in Holistic Development: beyond academic skills, the curriculum promotes the development of socio-emotional skills, values, and attitudes essential for personal growth and citizenship.

(3) This thematic analysis has also identified several challenges that should be addressed by educators and school administrators accordingly such as the lack of training of teachers in Values Education (CHA A) and the scarcity of Values Education teachers (CHA C). In addition, acknowledging the theme of students having diverse past and existing socioeconomic conditions (CHA B) could be remedied by having CHA A and CHA C solved given that diverse learners may, as an *a priori* statement, be managed by diverse teachers in sufficient numbers.

(4) The shared answers of Values Education teachers led to the generation of several themes with affirmative nuances such as envisioning Values Education for experiential learning (FV A), Envisioning the use of technology for furthering the benefits of Values Education (FV B), and seeing the strength of Values Education through the reinforcement of interpersonal relationships (FV C) which can be done through familial, institutional, and community collaboration.

(5) Several themes about the role of technology have been identified: values education functioning as a platform for interactive learning (ROT A) that can be achieved through technological intervention, technology as a digital narrative device for stories (ROT B) that aims to contextualize complex ethical situations, and technology as a communicative tool for peer learning (ROT C) within the context of values education.

(6) And based on the interview answers of 257 participants, four themes, recommending the enhancement of Values Education, were identified: the improvement of teaching strategies in Values Education (REV A)—which reflects INT A, B, and C—in public and private schools, the increase of interpersonal engagement for Values Education (REV B), teachers as role models for values (REV C), and the impression that Values Education is a satisfying subject.

The qualitative findings presented and interpreted by the researcher in this paper provides an extended discussion of how values—taught within particular private and public schools—are understood and put into practice by Values Education teachers.

The innovative strategies that can be proposed to further improve the Values Education Program are:

- a. making a curriculum plan—integrating interactive platforms, gamification, reflective practices, community involvement
- b. creating a development plan—focusing on teachers' training.

These proposed innovative strategies are the common problems in developing the Values Education Program. Through proposing these strategies, we are anticipating an exemplary output of the Values Education Program. The mentioned innovative strategies are supported by the study of Sun, J., & Chen, X. (2021). It was revealed that countering the effects of the globalization of education is an innovative way of preparing students for contemporary realities. The latter allows for the enhancement of critical as well as moral logic, which is important both from an individual as well as a societal perspective. The new adjustments in the aspects of online learning include interactive platforms, gamification, personalized learning, and global collaboration.

Conclusion

Based on the findings, the following conclusions were drawn:

1. The demographic data shows that the majority of students, teachers, parents, and school personnel such as guidance counselors are predominantly female and Catholic. Most students are aged 12 to 15, while teachers and coordinators are in the 51 to 60 age bracket, and parents fall within the 31 to 40 age group. While Catholic is the dominant religion in all groups, a variety of other faiths are present such as Born Again Christian, Iglesia Ni Cristo.
2. The study clearly presents that Values Education Program was highly perceived by parents and teachers. It definitely supports in promoting or shaping students' ethical behavior. This concludes that the program promotes moral or character development and makes responsible individuals.
3. Values Education Program has positively influenced students' ethical behavior, as observed by teachers and parents. Thus, it concludes that the Values Education Program is effective and positively promotes students' moral development, understanding of ethical decision-making, and clearer understanding of what is right and wrong.
4. The findings state that the Values Education Program had a positive impact on students' ethical behavior. Students demonstrated increased moral awareness, and understanding of different perspectives. While teachers, parents, and guidance counselor/prefect of discipline/coordinator observed noticeable improvements in their respectfulness toward others. This presents that the program shows changes in fostering moral and social development among students.
5. It concludes that there is no disparity between the demographic profile of the respondents in their views on the relevance of Values Education program. This shows that the variables do not influence the teachers and parents perceived importance of Values Education program.
6. The results highlight that although students strongly associate the relevance of Values Education with personal development, other stakeholders like parents, teachers, and guidance counselors, perceive a much weaker or negligible impact.
7. Values Education contributes to students' ethical behavior, primarily by fostering traits like respect and shows willingness in community engagement.
8. The study shows that there is no significant and positive relationship between students' perception of the relevance of values education and its impact on their ethical behavior.
9. The proposed strategies are:
 - a. making a curriculum plan—integrating interactive platforms, gamification, reflective practices, community involvement
 - b. creating a development plan—focusing on teachers' training
10. These can enhance the Values Education Program by promoting engagement, catering to individual needs, and integrating values across the academic curriculum.

Recommendations

The following recommendations are drawn based on the study:

1. According to the data analysis, the researcher suggests that the Values Education Program of DepEd will continue prioritizing and enhancing the Values Education Program in our curriculum. The findings indicate that teachers and parents are confident of the program's significance in helping students make the right decisions and cultivate ethical awareness. Furthermore, to continuously enhance the program, we must take into consideration the gathering of feedback from the students and other stakeholders as we can obtain ideas from different viewpoints regarding the relevance and impact of Values Education program of DepEd.

2. Based on the findings, it is recommended that the Values Education Program be sustained and developed since it cultivates students' moral awareness and ethical conduct. To maximize its impact, the program should continue to emphasize lessons that clarify concepts of right and wrong and include activities that strengthen social behaviour. Collaboration between teachers and parents should also be encouraged to ensure consistent reinforcement of values both at school and at home.
3. The result of the survey implies that there is a positive impact on students' ethical behavior regarding the Values Education Program. The utmost focus of this program is nurturing respect, fostering empathy, and widening the understanding of different viewpoints. Align with this, it is better if the program will be continuously grow and expand. Such as group or peer collaboration, role-playing, and community engagement projects help cultivate empathy and respect. Moreover, it is also encouraged to have a continuing collaboration among teachers, parents, and students to nurture and establish these behavioral improvements.
4. Given the results, indicating that there is no significant difference between respondents' demographic profiles and their perceptions of the relevance of Values Education, it is recommended that the program should make efforts that consistently recognize the relevance of Values Education Program regardless of demographic background. The researcher recommends continually promoting Values Education as a core, hosting awareness campaigns and engagement activities, ensuring equal access to programs' resources, and leveraging this support to help in advocating the prioritization of Values Education.
5. In view of the findings, implying a significant relationship between respondents' perception of the relevance of the Values Education Program and their perceptions of changes in students' ethical behavior, it is greatly important to maintain and strengthen its perceived relevance among the respondents. Along with this, it is recommended to have a regular review and update on the content of the curriculum, considering the stakeholders or respondents in program evaluation and content development, and showcasing success stories and ethical transformation regarding its importance.
6. The positive results of the impact of Values Education on students are exemplary. In light of this, a consistent and stronger strategies to sustain these positive impacts are necessary. The researcher recommends to focus more on the integration of experiential learning approaches, reflective activities, learning outcomes highlighting respect and empathy, and conducting professional development for teachers. Through uplifting these positive impacts, the program will continuously help in improving students' ethical growth, and resulting in more respectful, compassionate, and socially responsible students.
7. Considering the findings of the data analysis, indicating a not significant relationship between students' perception of the relevance of Values Education and its impact on their ethical behavior, it is recommended to have a strategic review and enhancement of the Values Education Program. The lack of statistical significance signifies that there is a need for content and delivery methods re-evaluation of the Values Education curriculum. The emphasis on experiential and applied learning such as entailing real-life scenario and reflective activities is substantially significant. Additionally, a strong student-relationship is also vital in easily making authentic-interactions and consistently reinforcing values. Integrating behavioral assessment tools to measure students' actual behavior outcomes is also helpful. Lastly, increasing student voice and participation by forming a values-based initiative activities will ensure their personal relevance. Through recognizing experiential-influence in the program, the students will surely elicit a genuine ethical growth and character development.

8. Improving the Values Education Program entails addressing the core issues that hinders its effectiveness. Through proposing innovative strategies, an impactful, relevant, and transformative values education experience will come on its way. Therefore, the researcher highly recommended that schools should adopt a two-pronged approach in improving the Values Education Program---- the development of an innovative curriculum plan and the implementation of a comprehensive teacher development plan. The curriculum plan should integrate interactive learning platforms, gamification tactics, personalized learning strategies, curriculum revision to increase student involvement, moral understanding and clarity. Furthermore, the teacher development plan should emphasize teachers' training for better equipping the students in great values learning experience. It is also suggested that each school should create strengthened collaborative expertise sessions among the Values Education teachers and Values coordinators/school heads in order to closely monitor the implementation of the Values Education program.

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