

## ANALYZING THE IMPLEMENTATION OF VALUES-CENTRIC CURRICULUM

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### Abstract

The integration of values education into the school curriculum has become an essential component of holistic education, aiming to develop learners' moral character alongside academic competence. In this context, this study analyzed the level of implementation of a values-centric curriculum in a small-sized division in Central Visayas, Philippines, during the Calendar Year 2024–2025, as a basis for formulating a values enhancement plan. Employing a descriptive research design, the study used a researcher-developed survey questionnaire to collect data from 40 teachers in the division. The instrument was validated using the criteria of Carter V. Good and Douglas E. Scates and subjected to reliability testing using Cronbach's alpha with responses from 30 teachers outside the actual sample. Data were analyzed using frequency, percentage, mean, and the Mann–Whitney U test. Results revealed that the level of implementation of the values-centric curriculum was very high across instructional practices, school activities, and institutional culture. Teachers consistently integrated core moral values such as honesty, respect, responsibility, and empathy into classroom instruction and behavior management. Furthermore, the findings indicated strong alignment between curricular goals and actual school practices, including role modeling, discipline strategies, and extracurricular activities. The value system promoted by the school was widely recognized and supported by key stakeholders, including teachers, learners, and parents. Comparative analysis showed variations in implementation levels based on teaching experience, with senior teachers demonstrating slightly higher levels than novice teachers. The study concludes that the values-centric curriculum is effectively institutionalized and deeply embedded within the school system. However, sustaining this level of implementation requires continuous professional development, strong leadership support, and enhanced stakeholder engagement. The findings serve as a basis for developing a values plan that strengthens mentoring programs, reinforces values integration across disciplines, and promotes a values-driven school culture adaptable to changing educational contexts.

**Keywords:** Values-centric curriculum, values education, curriculum implementation, school culture, moral development, values plan

### Bio-notes:

Anderson T. Peregrino is an Education Program Supervisor for GMRC and Values Education at the Schools Division of Canlaon City, Department of Education, with eleven years of teaching experience and four years of service at the Schools Division Office. He previously served as a Class Adviser and Multi-Grade Teacher, where he developed strong competencies in managing diverse learners and fostering value-rich learning environments. He holds a Doctor of Philosophy in Educational Management from the Philippine Normal University–Cadiz City and a Bachelor of Elementary Education from Saint Joseph College of Canlaon, Inc. Committed to strengthening the integration of GMRC and Values Education, he actively promotes values-based instruction, positive school culture, and community engagement to nurture respectful, responsible, and morally grounded learners.





## Introduction

### Rationale

Despite the legal and policy mandates in the Philippines, such as the Enhanced Basic Education Act of 2013 (RA 10533), which require the integration of values education into the K-12 curriculum, gaps remain between intended objectives and actual practice. Many schools struggle to implement a values-centric curriculum due to insufficient teacher training, limited resources, or differing perceptions among school personnel regarding the importance of values education. These challenges hinder the consistent promotion of moral development, ethical behavior, and social responsibility among students. Consequently, although values education is embedded in policy, its translation into daily classroom practice and holistic student development remains uneven, necessitating the formulation of a structured values plan to guide effective implementation.

### Literature Review

Research underscores that integrating values education into the curriculum is essential for developing students' moral, emotional, and social capacities (Pandey, 2024; OECD, 2021; Alvi et al., 2022). Studies indicate that a values-centric curriculum enhances not only character formation but also learner resilience, ethical decision-making, and interpersonal skills. Globally, values education is recognized as a critical element of holistic education, shaping students into responsible citizens capable of bridging social divides. In the Philippine context, values education is mandated as part of the K-12 curriculum, yet studies reveal disparities in implementation levels across schools, often influenced by teacher preparedness, access to resources, and institutional support (Balagtas, 2014). Moreover, the effective application of technological tools and assessment practices further affects the success of values education, highlighting the need for structured approaches that integrate pedagogical knowledge, technology, and moral instruction.

### Theoretical Underpinnings

This study is anchored on Schalom H. Schwartz's Theory of Basic Human Values (2012), which emphasizes that values are central to human behavior, guiding decision-making, ethical reasoning, and interpersonal conduct. Schwartz identifies core values such as integrity, empathy, and social responsibility as critical components that shape individual character and social interactions. By applying this theory, the study positions a values-centric curriculum as a framework where ethical and moral values are intentionally embedded across teaching practices, instructional activities, and school culture. The theory supports the view that effective values education requires not only classroom instruction but also consistent modeling of values in the broader school environment, fostering both cognitive understanding and behavioral internalization among students.

### Objectives

This study aimed to determine the level of implementation of a values-centric curriculum as the basis for a values plan during Calendar Year 2024-2025 in a small Division in Central Visayas, Philippines. Specifically, it aimed to determine: (1) the level of implementation of values-centric curriculum when grouped according to pedagogical knowledge, technological integration, and



assessment; (2) the level of implementation of values-centric curriculum when grouped according to the aforementioned variables; and (3) if there is a significant difference in the level of implementation of values-centric curriculum when grouped and compared according to the aforementioned variables.

## Methodology

The study's methodology-related components, such as the research design, respondents, research instrument, data collection process, and ethical issues, are described in this section.

### Research Design

This study adopts a descriptive research design to evaluate the level of implementation of a values-centric curriculum as the basis for a values plan during the Calendar Year 2024-2025 in a small-sized Division of Central Visayas, Philippines. Descriptive research involves gathering data that describes events and then organizing, tabulating, depicting, and describing the data (Shuttleworth, 2014).

### Respondents

The respondents of this study were the 40 teachers. The researcher purposively selected the teachers as respondents. Since the respondents were quite manageable, the researcher utilized total enumeration. The table below presents the number of respondents and their distribution across clusters.

### Data-gathering Instrument

The instrument underwent rigorous face and content validation by three experts in research and education to ensure its accuracy in measuring the intended demographics. The validation process yielded a final validity score of 4.55, interpreted as excellent. Cronbach's Alpha was used to determine the reliability of the instrument and its internal consistency. The reliability result was .972, interpreted as "excellent."

### Procedures for Data Collection

The researcher obtained permission from the relevant authorities and secured the necessary endorsements before distributing questionnaires to gather the required data. The research title was approved by the Thesis Committee headed by the Dean of the School of Graduate Studies of STI West Negros University. After approval, the researcher obtained permission through a letter addressed to the district supervisor and the school heads, allowing her to conduct the study and distribute the questionnaire to the target respondents. The researcher personally collected the necessary data for subsequent analysis. The findings should serve as a basis for drawing up a proposed values plan.

### Data Analysis and Statistical Treatment

Objective 1 used the descriptive analytical scheme and mean as a statistical tool to determine the level of implementation of a values-centric curriculum, grouping it by pedagogical knowledge, technological integration, and assessment. Objective 2 used the same analytical scheme and statistical tool to determine when grouped according to the aforementioned variables. Objectives 3 used the comparative



analytical schemes and Mann-Whitney U tests as statistical tools to determine whether significant differences exist when grouped and compared according to the variables mentioned earlier.

### Ethical Considerations

The protection of human subjects through the application of appropriate ethical principles is important in all research studies. In a qualitative study, ethical considerations hold particular resonance due to the in-depth nature of the research process (Arifin, 2018).

### Results and Discussion

#### Level of Implementation of Values Centric Curriculum according to Pedagogical Knowledge, Technological Integration, and Assessment

**Table 1**

*Level of Implementation of Values Centric Curriculum according to Pedagogical Knowledge*

Items	Mean	Interpretation
<i>As a teacher, I...</i>		
1. possess a deep understanding of the values-centric curriculum and its pedagogical principles.	4.55	Very High Level
2. effectively communicate the values-centric curriculum goals and objectives to my students.	4.63	Very High Level
3. adapt teaching methods to accommodate diverse learning styles within the values-centric framework.	4.58	Very High Level
4. integrate real-life examples and experiences to enhance values-based learning in the classroom.	4.45	High Level
5. regularly update my pedagogical strategies to align with the evolving values education plan.	4.43	High Level
6. create a positive and inclusive learning environment that fosters the development of values among students.	4.40	High Level
7. provide opportunities for students to engage in active discussions on values-related topics.	4.53	Very High Level
8. assess students' understanding of values through various pedagogical approaches.	4.41	High Level
9. collaborate with colleagues to share effective pedagogical practices related to values education.	4.50	Very High Level
10. believe that my teaching practices contribute significantly to the successful implementation of the values-centric curriculum.	4.58	Very High Level
<b>Overall Mean</b>	<b>4.51</b>	<b>Very High Level</b>

Table 1 presents the data on the level of implementation of pedagogical knowledge. The respondents obtained an overall mean score of 4.51, interpreted as a very high level of implementation. The result implies that most respondents were less compliant in creating a positive and inclusive learning environment that fosters the development of values among students. This is due to insufficient learning facilities, overcrowded classrooms, and a lack of professional development opportunities for teachers in a values-centric curriculum. Garcia (2016) supports the results by highlighting the significance of aligning teacher empowerment strategies with the values and objectives of EsP, thereby promoting a more holistic and context-specific approach to professional development in the field of moral and values education.



**Table 2**

*Level of Implementation of Values-Centric Curriculum according to Technical Integration*

Items	Mean	Interpretation
<i>As a teacher, I...</i>		
1. effectively incorporate technology to support the delivery of values-centric content.	4.43	High Level
2. Use digital tools to enhance students' understanding of value concepts.	4.53	Very High Level
3. Stay updated on technological advancements relevant to values education.	4.45	High Level
4. Encourage students to use technology for collaborative values-based projects.	4.48	High Level
5. guide responsible and ethical use of technology in values education.	4.38	High Level
6. Adapt my teaching methods to leverage the benefits of technology in values instruction.	4.43	High Level
7. Use online platforms to facilitate discussions on values-related topics.	4.45	High Level
8. Integrate multimedia resources to make values education engaging and interactive.	4.60	Very High Level
9. seek professional development opportunities to enhance my technological skills in values education.	4.58	Very High Level
10. believe that the integration of technology enhances the effectiveness of the values-centric curriculum.	4.60	Very High Level
<b>Overall Mean</b>	<b>4.49</b>	<b>High Level</b>

Table 2 shows the level of implementation of a values-centric curriculum in technological integration. The overall mean score of 4.49 in the results indicates a high level of implementation. The results suggest that the respondents were less likely to guide learners on the responsible and ethical use of technology in values education. Technology is now an integral part of the teaching and learning process; however, some teachers take the accountable use of technology for granted when teaching their students. Brown (2020) supports the idea that technology can empower educators to enhance their leadership roles and improve the delivery of moral and values education. Brown's work contributes to the ongoing conversation about the intersection of technology and education, specifically tailored to the unique needs and goals of ESP-Edukasyon sa Pagpapakatao coordinators, providing a forward-looking perspective on enhancing teacher empowerment in the digital age.

**Table 3**

*Level of Implementation of Values Centric Curriculum according to Assessment*

Items	Mean	Interpretation
<i>As a teacher, I...</i>		
1. effectively integrate values-centered content into the curriculum.	4.60	Very High Level
2. ensure that assessment methods align with the values-centric curriculum.	4.63	Very High Level
3. actively involve students in self-assessment of their values development.	4.60	Very High Level
4. Provide timely feedback on students' values-related performance.	4.50	Very High Level
5. collaborate with colleagues to enhance the values-centric curriculum.	4.65	Very High Level
6. utilize diverse assessment tools to evaluate value acquisition.	4.70	Very High Level
7. adapt assessment strategies based on students' individual needs.	4.63	Very High Level
8. regularly review and update assessment practices to align with values and goals.	4.58	Very High Level
9. incorporate real-life scenarios into values-based assessments.	4.63	Very High Level
10. believe that the values-centric curriculum positively impacts students' overall development.	4.63	Very High Level
<b>Overall Mean</b>	<b>4.61</b>	<b>Very High Level</b>



Table 3 depicts the level of implementation of a values-centric curriculum in assessment. It revealed that the respondents obtained an overall mean score of 4.61, interpreted as a very high level. The results imply that most respondents were less likely to provide timely feedback on students' values-related performance. This can be attributed to the limited time teachers have due to the large number of students in each class, their heavy workloads, and the additional responsibilities they are assigned. As a result, the teachers' inability to manage their numerous responsibilities likely hindered their capacity to offer prompt and constructive feedback on students' performance regarding values. This highlights a significant challenge within the educational system that impacts student values development. Umar (2018) supports the results, suggesting that assessment for learning should focus on providing immediate and specific feedback after each learning step to prevent unnecessary delays in correcting students' errors. To maximize the benefits of this type of evaluation, assessment should not be a one-time activity. Instead, it must be a continuous act that guides the teaching-learning process to determine the level of implementation of a values-centric curriculum in pedagogical knowledge, technological integration, and assessment, when grouped by shortcomings.

**Level of Implementation of Values Centric Curriculum according to Pedagogical Knowledge, Technological Integration, and Assessment when grouped according to Age, Sex, Highest Educational Attainment, and Length of Service**

**Table 4**

*Level of Implementation of Values Centric Curriculum according to Pedagogical Knowledge when grouped according to age*

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I...</i>				
1. possess a deep understanding of the values-centric curriculum and its pedagogical principles.	4.25	High Level	4.85	Very High Level
2. effectively communicate the values-centric curriculum goals and objectives to my students.	4.40	High Level	4.85	Very High Level
3. adapt teaching methods to accommodate diverse learning styles within the values-centric framework.	4.35	High Level	4.80	Very High Level
4. integrate real-life examples and experiences to enhance values-based learning in the classroom.	4.35	High Level	4.55	Very High Level
5. regularly update my pedagogical strategies to align with the evolving values education plan.	4.25	High Level	4.60	Very High Level
6. Create a positive and inclusive learning environment that fosters the development of values among students.	4.05	High Level	4.75	Very High Level
7. provide opportunities for students to engage in active discussions on values-related topics.	4.35	High Level	4.70	Very High Level
8. assess students' understanding of values through various pedagogical approaches.	4.15	High Level	4.65	Very High Level
9. reported an overall mean of 4.30, indicating a high level, whereas older respondents reported an overall mean of 4.72, indicating	4.35	High Level	4.65	Very High Level
10. believe that my teaching practices contribute significantly to the successful implementation of the values-centric curriculum.	4.45	High Level	4.80	Very High Level
<b>Overall Mean</b>	<b>4.30</b>	<b>High Level</b>	<b>4.72</b>	<b>Very High Level</b>



Table 4 presents the data on the level of implementation of a values-centric curriculum in pedagogical knowledge, grouped by age. Younger respondents reported a mean of 4.30, indicating a high level, whereas older respondents reported a mean of 4.72, indicating a very high level. The results suggest that younger respondents were less likely to create a positive and inclusive learning environment that fosters the development of values among students. In comparison, older respondents seldom integrated real-life examples and experiences to enhance values-based learning in the classroom. This disparity suggests a need for targeted professional development that encourages educators of all ages to embrace innovative teaching techniques. By bridging the generational gap in teaching methods, schools can create a more cohesive approach to value education that benefits all students. According to Canales (2020), teachers contribute to student learning through the quality of their instructional delivery, expectations, and conceptions of teaching, learning, curriculum, and assessment. Teachers set the tone for learning through their classroom climate. Effective teachers foster the engagement of all students. How teachers involve their students in learning makes a positive impact; their influence on student achievement makes a difference.

**Table 5**

*Level of Implementation of Values Centric Curriculum according to Technological Integration when grouped according to age*

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I...</i>				
1. effectively incorporate technology to support the delivery of values-centric content.	4.15	High Level	4.70	Very High Level
2. Use digital tools to enhance students' understanding of value concepts.	4.35	High Level	4.70	Very High Level
3. Stay updated on technological advancements relevant to values education.	4.25	High Level	4.65	Very High Level
4. Encourage students to use technology for collaborative values-based projects.	4.30	High Level	4.65	Very High Level
5. guide responsible and ethical use of technology in values education.	4.20	High Level	4.55	Very High Level
6. Adapt my teaching methods to leverage the benefits of technology in values instruction.	4.35	High Level	4.50	Very High Level
7. Use online platforms to facilitate discussions on values-related topics.	4.30	High Level	4.60	Very High Level
8. Integrate multimedia resources to make values education engaging and interactive.	4.55	Very High Level	4.65	Very High Level
9. seek professional development opportunities to enhance my technological skills in values education.	4.35	High Level	4.80	Very High Level
10. believe that the integration of technology enhances the effectiveness of the values-centric curriculum.	4.35	High Level	4.85	Very High Level
<b>Overall Mean</b>	<b>4.32</b>	<b>High Level</b>	<b>4.67</b>	<b>Very High Level</b>

Table 5 presents data on the implementation level of a values-centric curriculum in technological integration, categorized by age. Younger respondents reported an overall mean of 4.32, indicating a high level, whereas older respondents reported an overall mean of 4.67, indicating a very high level. The result implies that younger respondents were less effective at incorporating technology to support the delivery



of values-centric content. In comparison, older respondents were less capable of adapting teaching methods to leverage the benefits of technology in values instruction. This contrast suggests a potential generational divide in educational approaches, where younger educators may prioritize technological integration but struggle with the deeper philosophical underpinnings of values education. Conversely, older educators may possess a richer understanding of values but lack the proficiency to utilize modern tools that could enhance their teaching effectiveness.

The successful integration of ICT in education depends on instructors' abilities to use it for instruction. Similarly, if teachers possess ICT skills and are confident in their abilities, they will frequently incorporate ICTs into their teaching activities (Faisal et al., 2017). Technological changes most affect teachers, and their readiness to meet the new needs for curriculum implementation will determine the success or failure of the process.

**Table 6**

*Level of Implementation of Values Centric Curriculum according to Assessment when grouped according to age*

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I...</i>				
1. effectively integrate values-centered content into the curriculum.	4.30	High Level	4.90	Very High Level
2. ensure that assessment methods align with the values-centric curriculum.	4.50	Very High Level	4.75	Very High Level
3. actively involve students in self-assessment of their values development.	4.45	High Level	4.75	Very High Level
4. Provide timely feedback on students' values-related performance.	4.20	High Level	4.80	Very High Level
5. collaborate with colleagues to enhance the values-centric curriculum.	4.40	High Level	4.90	Very High Level
6. utilize diverse assessment tools to evaluate value acquisition.	4.55	Very High Level	4.85	Very High Level
7. adapt assessment strategies based on students' individual needs.	4.45	High Level	4.80	Very High Level
8. regularly review and update assessment practices to align with values and goals.	4.40	High Level	4.75	Very High Level
9. incorporate real-life scenarios into values-based assessments.	4.45	High Level	4.80	Very High Level
10. reported an overall mean of 4.42, indicating a high level, whereas older respondents reported an overall mean of 4.81, indicating	4.45	High Level	4.80	Very High Level
<b>Overall Mean</b>	<b>4.42</b>	<b>High Level</b>	<b>4.81</b>	<b>Very High Level</b>

Table 6 presents the data on the level of implementation of a values-centric curriculum in assessment, grouped by age. Younger respondents reported an overall mean of 4.42, indicating a high level, whereas older respondents reported an overall mean of 4.81, indicating a very high level. The results show that younger respondents were less effective at providing timely feedback on students' values-related performance. On the other hand, older respondents were less effective at ensuring that assessment methods aligned with the values-centered curriculum, and did not help students as much with self-evaluation of their values development. They rarely reviewed and updated assessment practices to



ensure they were in line with the values and goals. According to Stronge (2018), assessment is the performance standard that focuses on the use of student data. The assessment examines how teachers design assessments, utilize the data, encourage student self-assessment, provide timely and meaningful feedback, and assign home learning tasks. The learning environment targets the teacher’s abilities to provide a positive, supportive, and safe learning environment for students, which includes classroom management and organization.

**Table 7**

*Level of Implementation of Values Centric Curriculum according to Pedagogical Knowledge when grouped according to Sex*

Items	Male		Female	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I...</i>				
1. possess a deep understanding of the values-centric curriculum and its pedagogical principles.	4.67	Very High Level	4.50	Very High Level
2. effectively communicate the values-centric curriculum goals and objectives to my students.	4.67	Very High Level	4.61	Very High Level
3. adapt teaching methods to accommodate diverse learning styles within the values-centric framework.	4.67	Very High Level	4.54	Very High Level
4. integrate real-life examples and experiences to enhance values-based learning in the classroom.	4.58	Very High Level	4.39	High Level
5. regularly update my pedagogical strategies to align with the evolving values education plan.	4.67	Very High Level	4.32	High Level
6. Create a positive and inclusive learning environment that fosters the development of values among students.	4.58	Very High Level	4.31	High Level
7. provide opportunities for students to engage in active discussions on values-related topics.	4.50	Very High Level	4.54	Very High Level
8. assess students' understanding of values through various pedagogical approaches.	4.58	Very High Level	4.32	High Level
9. collaborate with colleagues to share effective pedagogical practices related to values education.	4.67	Very High Level	4.43	High Level
10. believe that my teaching practices contribute significantly to the successful implementation of the values-centric curriculum.	4.75	Very High Level	4.57	Very High Level
<b>Overall Mean</b>	<b>4.63</b>	<b>Very High Level</b>	<b>4.45</b>	<b>High Level</b>

Table 7 presents the data on the level of implementation of a values-centric curriculum in pedagogical knowledge, grouped by sex. Male respondents obtained an overall mean of 4.63, indicating a very high level, whereas female respondents obtained an overall mean of 4.45, indicating a high level. The results suggest that male respondents demonstrated less competence in providing opportunities for students to engage in active discussions on values-related topics. In contrast, female respondents were less likely to be active in creating a positive and inclusive learning environment that fosters the development of values among students. The teacher is an integral part of the teaching-learning process. His/her ability to employ a variety of teaching methodologies is crucial if every classroom encounter is to result in beneficial interactions and positive responses. The most significant concern is in creating a conducive classroom atmosphere that promotes self-directed learning and independent decision-making.



The demonstration of desirable teacher attributes, combined with organized and methodical teaching, then leads to fruitful learning (Salandaan, 2016).

**Table 8**

*Level of Implementation of Values Centric Curriculum according to Technological Integration when grouped according to Sex*

Items	Male		Female	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I...</i>				
1. effectively incorporate technology to support the delivery of values-centric content.	4.67	Very High Level	4.32	High Level
2. Use digital tools to enhance students' understanding of value concepts.	4.67	Very High Level	4.46	High Level
3. Stay updated on technological advancements relevant to values education.	4.58	Very High Level	4.39	High Level
4. Encourage students to use technology for collaborative values-based projects.	4.67	Very High Level	4.39	High Level
5. guide responsible and ethical use of technology in values education.	4.57	Very High Level	4.29	High Level
6. Adapt my teaching methods to leverage the benefits of technology in values instruction.	4.67	Very High Level	4.32	High Level
7. Use online platforms to facilitate discussions on values-related topics.	4.58	Very High Level	4.39	High Level
8. Integrate multimedia resources to make values education engaging and interactive.	4.83	Very High Level	4.50	Very High Level
9. seek professional development opportunities to enhance my technological skills in values education.	4.75	Very High Level	4.50	Very High Level
10. believe that the integration of technology enhances the effectiveness of the values-centric curriculum.	4.75	Very High Level	4.54	Very High Level
<b>Overall Mean</b>	<b>4.68</b>	<b>Very High Level</b>	<b>4.41</b>	<b>High Level</b>

Table 8 presents the data on the level of implementation of a values-centric curriculum in technological integration, grouped by sex. Male respondents obtained an overall mean of 4.68, indicating a very high level, whereas female respondents obtained an overall mean of 4.41, indicating a high level. The results suggest that both male and female respondents infrequently offer guidance to students on the responsible and ethical use of technology in values education. Excessive and uncontrolled use of social media consumes time and reduces opportunities for students to be more productive. Additionally, the use of technology can give rise to ethical issues, such as the dissemination of false information or the misuse of personal data that could harm others. Therefore, the younger generation must develop strong and positive character traits, and teachers can play a significant role in educating students about responsible use of technology. Teachers must understand and adhere to legal practices when using technology. They must also recognize and practice the ethical use of technology on both personal and professional levels, appropriately plan, model, and promote a safe and secure technology-supported learning environment, and facilitate equitable access to technology that addresses learning, social, and cultural diversity (Arnaiz, 2018).

**Table 9**



*Level of Implementation of Values Centric Curriculum according to Assessment when grouped according to Sex*

Items	Male		Female	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I...</i>				
1. effectively integrate values-centered content into the curriculum.	4.75	Very High Level	4.54	Very High Level
2. ensure that assessment methods align with the values-centric curriculum.	4.75	Very High Level	4.57	Very High Level
3. actively involve students in self-assessment of their values development.	4.75	Very High Level	4.54	Very High Level
4. Provide timely feedback on students' values-related performance.	4.75	Very High Level	4.39	High Level
5. collaborate with colleagues to enhance the values-centric curriculum.	4.75	Very High Level	4.61	Very High Level
6. utilize diverse assessment tools to evaluate value acquisition.	4.83	Very High Level	4.64	Very High Level
7. adapt assessment strategies based on students' individual needs.	4.75	Very High Level	4.57	Very High Level
8. regularly review and update assessment practices to align with values and goals.	4.67	Very High Level	4.54	Very High Level
9. incorporate real-life scenarios into values-based assessments.	4.75	Very High Level	4.57	Very High Level
10. believe that the values-centric curriculum positively impacts students' overall development.	4.75	Very High Level	4.57	Very High Level
<b>Overall Mean</b>	<b>4.75</b>	<b>Very High Level</b>	<b>4.55</b>	<b>Very High Level</b>

Table 9 presents data on the implementation level of a values-centric curriculum in the assessment area, broken down by gender. Male respondents obtained an overall mean of 4.75, indicating a very high level, whereas female respondents obtained an overall mean of 4.55, also indicating a very high level. The results suggest that male respondents were less likely to be active in reviewing and updating assessment practices to align with their values and goals. In contrast, female respondents were less likely to provide timely feedback on students' values-related performance. This suggests a gender disparity in engagement with assessment processes, where men may focus less on aligning practices with values and women may struggle to provide feedback promptly. Assessment is an integral part of the teaching process. Thus, a competent teacher must be knowledgeable of the various methods and techniques for assessing students' learning (Paren, 2016). Conducting an assessment is the only way the teacher can be confident that their learners have truly grasped the material. Regardless of his system and tools, a thorough assessment can reveal what is learned, who taught it, and which method is most effective.

**Table 10**

*Level of Implementation of Values Centric Curriculum according to Pedagogical Knowledge when grouped according to Highest Educational Attainment*

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I...</i>				
1. possess a deep understanding of the values-centric curriculum and its pedagogical principles.	4.40	High Level	4.70	Very High Level



2. effectively communicate the values-centric curriculum goals and objectives to my students.	4.50	Very High Level	4.75	Very High Level
3. adapt teaching methods to accommodate diverse learning styles within the values-centric framework.	4.45	High Level	4.70	Very High Level
4. integrate real-life examples and experiences to enhance values-based learning in the classroom.	4.40	High Level	4.50	Very High Level
5. regularly update my pedagogical strategies to align with the evolving values education plan.	4.40	High Level	4.45	High Level
6. Create a positive and inclusive learning environment that fosters the development of values among students.	4.25	High Level	4.55	Very High Level
7. provide opportunities for students to engage in active discussions on values-related topics.	4.40	High Level	4.65	Very High Level
8. assess students' understanding of values through various pedagogical approaches.	4.30	High Level	4.50	Very High Level
9. collaborate with colleagues to share effective pedagogical practices related to values education.	4.45	High Level	4.55	Very High Level
10. believe that my teaching practices contribute significantly to the successful implementation of the values-centric curriculum.	4.55	Very High Level	4.70	Very High Level
<b>Overall Mean</b>	<b>4.41</b>	<b>High Level</b>	<b>4.61</b>	<b>Very High Level</b>

Table 10 presents information on the extent to which a values-based curriculum is being utilized in pedagogical knowledge, categorized by the level of education of the teachers. Respondents with lower educational attainment had an overall mean of 4.41, indicating a high level of implementation. In contrast, respondents with higher educational attainment had an overall mean of 4.61, interpreted as a very high level. The results suggest that respondents with lower educational attainment struggle to create positive and inclusive learning environments that foster the development of values among students. In contrast, respondents with higher educational attainment were less likely to update their pedagogical strategies to align with the evolving values education plan. Instructional learning delivery plays a very challenging role on the part of public school teachers. It requires a variety of teaching styles or techniques to capture students' interests. The teacher needs to exert effort to lead children or students into a life that is large, full, stimulating, and satisfying. Some students seem naturally enthusiastic about learning, but many need or expect their instructors or teachers to inspire, challenge, or stimulate them. Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place (Barberos et. al., 2018).

**Table 11**

*Level of Implementation of Values Centric Curriculum according to Technological Integration when grouped according to Highest Educational Attainment*

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I...</i>				
1. effectively incorporate technology to support the delivery of values-centric content.	4.30	High Level	4.55	Very High Level
2. Use digital tools to enhance students' understanding of value concepts.	4.45	High Level	4.60	Very High Level
3. Stay updated on technological advancements relevant to values education.	4.30	High Level	4.60	Very High Level



4. Encourage students to use technology for collaborative values-based projects.	4.40	High Level	4.55	Very High Level
5. guide responsible and ethical use of technology in values education.	4.30	High Level	4.45	High Level
6. Adapt my teaching methods to leverage the benefits of technology in values instruction.	4.45	High Level	4.40	High Level
7. Use online platforms to facilitate discussions on values-related topics.	4.35	High Level	4.55	Very High Level
8. Integrate multimedia resources to make values education engaging and interactive.	4.65	Very High Level	4.55	Very High Level
9. seek professional development opportunities to enhance my technological skills in values education.	4.50	Very High Level	4.65	Very High Level
10. believe that the integration of technology enhances the effectiveness of the values-centric curriculum.	4.45	High Level	4.75	Very High Level
<b>Overall Mean</b>	<b>4.42</b>	<b>High Level</b>	<b>4.57</b>	<b>Very High Level</b>

Table 11 presents the data on the level of implementation of a values-centric curriculum in technological integration, grouped by the highest educational attainment. Respondents with lower educational attainment had an overall mean of 4.42, indicating a high level of implementation. In contrast, respondents with higher educational attainment had an overall mean of 4.57, interpreted as a very high level. The results show that respondents with less education were more effective in using technology to deliver values-based content, less proactive in keeping up with new technologies relevant to values education, and rarely provided students with advice on how to use technology responsibly and ethically in values education. On the other hand, respondents with more education were less able to change their teaching methods to take advantage of the benefits of technology in value-based instruction. This contrast suggests that higher educational attainment does not necessarily equate to effective integration of technology in values education, indicating a potential gap in practical application despite theoretical knowledge. According to Arnaiz (2018), teachers must skillfully apply technology to develop students' higher-order thinking skills and creativity. They must provide performance tasks that adequately require students to locate and analyze information, and to use a variety of media to communicate their results. Additionally, they must adeptly manage open and flexible learning environments, utilizing technology to foster diverse student interactions, cooperative learning, and peer instruction. They must apply technology sufficiently to facilitate a variety of appropriate assessment and evaluation strategies, taking into account the diversity of learners.

**Table 12**

*Level of Implementation of Values Centric Curriculum according to Assessment when grouped according to Highest Educational Attainment*

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I...</i>				
1. effectively integrate values-centered content into the curriculum.	4.45	High Level	4.75	Very High Level
2. ensure that assessment methods align with the values-centric curriculum.	4.60	Very High Level	4.65	Very High Level
3. actively involve students in self-assessment of their values development.	4.50	Very High Level	4.70	Very High Level



4. Provide timely feedback on students' values-related performance.	4.35	High Level	4.65	Very High Level
5. collaborate with colleagues to enhance the values-centric curriculum.	4.50	Very High Level	4.80	Very High Level
6. utilize diverse assessment tools to evaluate value acquisition.	4.65	Very High Level	4.75	Very High Level
7. adapt assessment strategies based on students' individual needs.	4.55	Very High Level	4.70	Very High Level
8. regularly review and update assessment practices to align with values and goals.	4.50	Very High Level	4.65	Very High Level
9. incorporate real-life scenarios into values-based assessments.	4.55	Very High Level	4.70	Very High Level
10. believe that the values-centric curriculum positively impacts students' overall development.	4.55	Very High Level	4.70	Very High Level
<b>Overall Mean</b>	<b>4.52</b>	<b>Very High Level</b>	<b>4.71</b>	<b>Very High Level</b>

Table 12 presents the data on the level of implementation of a values-centric curriculum in assessment, grouped by the highest educational attainment. Respondents with lower educational attainment had an overall mean of 4.52, indicating a very high level of implementation. Respondents with higher educational attainment had an overall mean of 4.71, which can also be interpreted as a very high level. The results show that respondents with less education were less likely to give students timely feedback on their values-related performance. On the other hand, respondents with more education were less likely to ensure that assessment methods aligned with a values-centered curriculum and rarely reviewed and updated assessment practices to ensure they were in line with values and goals. According to Mayasari and Kemal (2020), assessment and evaluation are integral to the learning process, which, as a whole, cannot be separated from teaching activities. Conducting evaluations in educational activities holds significant meaning because evaluation serves as a measuring tool or process used to determine the level of success achieved by students in relation to the teaching materials or content delivered. Through evaluation, the learning objectives will be accurately and convincingly assessed.

**Table 13**

*Level of Implementation of Values Centric Curriculum according to Pedagogical Knowledge when grouped according to Length of Service*

Items	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I...</i>				
1. possess a deep understanding of the values-centric curriculum and its pedagogical principles.	4.26	High Level	4.81	Very High Level
2. effectively communicate the values-centric curriculum goals and objectives to my students.	4.37	High Level	4.86	Very High Level
3. adapt teaching methods to accommodate diverse learning styles within the values-centric framework.	4.32	High Level	4.81	Very High Level
4. integrate real-life examples and experiences to enhance values-based learning in the classroom.	4.32	High Level	4.57	Very High Level
5. regularly update my pedagogical strategies to align with the evolving values education plan.	4.16	High Level	4.67	Very High Level
6. Create a positive and inclusive learning environment that fosters the development of values among students.	4.05	High Level	4.71	Very High Level



7. provide opportunities for students to engage in active discussions on values-related topics.	4.32	High Level	4.71	Very High Level
8. assess students' understanding of values through various pedagogical approaches.	4.11	High Level	4.67	Very High Level
9. collaborate with colleagues to share effective pedagogical practices related to values education.	4.26	High Level	4.71	Very High Level
10. believe that my teaching practices contribute significantly to the successful implementation of the values-centric curriculum.	4.37	High Level	4.86	Very High Level
<b>Overall Mean</b>	<b>4.25</b>	<b>High Level</b>	<b>4.74</b>	<b>Very High Level</b>

Table 13 presents the data on the level of implementation of a values-centric curriculum in pedagogical knowledge, grouped by length of service. Respondents with short service obtained an overall mean of 4.22, interpreted as a high level. In contrast, respondents with longer years of service obtained an overall mean of 4.73, interpreted as a very high level. The results suggest that respondents with shorter years of service were less likely to provide a positive and inclusive learning environment that fosters the development of values among students. In contrast, respondents with longer years of service seldom integrated real-life examples and experiences to enhance value-based learning in the classroom. This suggests that both less experienced and more experienced respondents face challenges in effectively promoting values education. As Dejito (2023) emphasizes, the longer the service, the greater the responsibility teachers assume in implementing the curriculum and mentoring new teachers. Moreover, according to Poro et al. (2018), to be fully effective in teaching, he/she is capable of adjusting to the changing needs of learners in a world of rapid social, cultural, economic, and technological change. The teacher facilitates learning by employing a variety of teaching methods and techniques to organize learning experiences and assess whether learners have achieved the desired behavior.

**Table 14**

*Level of Implementation of Values Centric Curriculum according to Technological Integration when grouped according to Length of Service*

Items	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I...</i>				
1. effectively incorporate technology to support the delivery of values-centric content.	4.16	High Level	4.67	Very High Level
2. Use digital tools to enhance students' understanding of value concepts.	4.21	High Level	4.82	Very High Level
3. Stay updated on technological advancements relevant to values education.	4.16	High Level	4.71	Very High Level
4. Encourage students to use technology for collaborative values-based projects.	4.21	High Level	4.71	Very High Level
5. guide responsible and ethical use of technology in values education.	4.11	High Level	4.62	Very High Level
6. Adapt my teaching methods to leverage the benefits of technology in values instruction.	4.05	High Level	4.76	Very High Level
7. Use online platforms to facilitate discussions on values-related topics.	4.21	High Level	4.67	Very High Level



8. Integrate multimedia resources to make values education engaging and interactive.	4.38	High Level	4.81	Very High Level
9. seek professional development opportunities to enhance my technological skills in values education.	4.37	High Level	4.76	Very High Level
10. believe that the integration of technology enhances the effectiveness of the values-centric curriculum.	4.37	High Level	4.81	Very High Level
<b>Overall Mean</b>	<b>4.22</b>	<b>High Level</b>	<b>4.73</b>	<b>Very High Level</b>

Table 14 presents the data on the level of implementation of a values-centric curriculum in technological integration, grouped by length of service. Respondents with shorter years of service obtained an overall mean of 4.22, interpreted as a high level. In contrast, respondents with longer years of service obtained an overall mean of 4.73, interpreted as a very high level. The result implies that respondents with shorter years of service were less likely to be active in adapting new teaching methods to leverage the benefits of technology in value instruction. In comparison, respondents with longer years of service seldom provided guidance to students on the responsible and ethical use of technology in values education. According to an article written by Petty (2018). She suggested that teachers need to acquire knowledge and skills in how to use technologies. However, once teachers start acquiring these skills and begin utilizing technologies, it becomes necessary to provide ongoing support for their use. It is unlikely that teachers' initial training will ensure the continued use of the technology infrastructure. Technology is transforming education, so teachers should set aside time before a blended learning activity to create classroom technology policies, similar to a technology contract.

**Table 15**

*Level of Implementation of Values Centric Curriculum according to Assessment when grouped according to Length of Service*

Items	Shorter Mean	Interpretation	Longer Mean	Interpretation
<i>As a teacher, I...</i>				
1. effectively integrate values-centered content into the curriculum.	4.37	High Level	4.81	Very High Level
2. ensure that assessment methods align with the values-centric curriculum.	4.47	High Level	4.76	Very High Level
3. actively involve students in self-assessment of their values development.	4.37	High Level	4.81	Very High Level
4. Provide timely feedback on students' values-related performance.	4.21	High Level	4.75	Very High Level
5. collaborate with colleagues to enhance the values-centric curriculum.	4.42	High Level	4.86	Very High Level
6. utilize diverse assessment tools to evaluate value acquisition.	4.53	Very High Level	4.87	Very High Level
7. adapt assessment strategies based on students' individual needs.	4.42	High Level	4.81	Very High Level
8. regularly review and update assessment practices to align with values and goals.	4.37	High Level	4.76	Very High Level
9. incorporate real-life scenarios into values-based assessments.	4.42	High Level	4.81	Very High Level
10. believe that the values-centric curriculum positively impacts students' overall development.	4.42	High Level	4.81	Very High Level



Overall Mean	4.40	High Level	4.80	Very High Level
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Table 15 presents data on the implementation level of a values-centric curriculum in the assessment area, categorized by the length of service. Respondents with shorter years of service obtained an overall mean of 4.40, interpreted as a high level. In contrast, respondents with longer years of service obtained an overall mean of 4.80, interpreted as a very high level. The result implies that both groups of respondents were less compliant in providing timely feedback on students' values-related performance. This is due to teachers' heavy workloads, which often leave them with insufficient time to provide feedback to learners. According to Anu (2022), performance assessment is a critical aspect of the teaching and learning process. It enables teachers to address current issues in educational assessments and measure the effectiveness of teaching based on student performance in relation to specific learning objectives. It is essential to assess performance because it provides valuable feedback on the extent to which students are meeting the course objectives successfully. There are many assessment tools developed to evaluate the knowledge students have learned in the classroom.

**Comparative Analysis in the Level of Implementation of Values Centric Curriculum according to Pedagogical Knowledge, Technological Integration, and Assessment when grouped according to Age, Sex, Highest Educational Attainment, and Length of Service**

**Table 16**

*Difference in the Level of Implementation of Values Centric Curriculum according to Pedagogical Knowledge when grouped according to Age, Sex, Highest Educational Attainment, and Length of Service*

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	20	16.23	114.50	.020	0.05	Significant
	Older	20	24.78				
Sex	Male	12	23.04	137.50	.373	0.05	Not Significant
	Female	28	19.41				
Highest Educational Attainment	Lower	20	18.45	159.00	.277	0.05	Not Significant
	Higher	20	22.25				
Length of Service	Shorter	19	15.11	97.00	.005	0.05	Significant
	Longer	21	25.64				

Table 16 presents a the computed p-values for the variables sex and highest educational attainment are 0.373 and 0.277, respectively. Both of these values exceed the 0.05 level of significance and are therefore interpreted as significant. Therefore, we accept the hypothesis that grouping and comparing according to sex and highest education attainment does not significantly alter the level of implementation of a values-centric curriculum in pedagogical knowledge.

However, the computed p-values for the variables age and length of service, which are 0.020 and 0.005, respectively, are all less than the 0.05 level of significance and are therefore interpreted as significant. Therefore, we reject the hypothesis that the implementation level of a values-centric curriculum in pedagogical knowledge does not significantly differ when grouped and compared according to age and length of service.

This implies that the level of implementation of a values-centric curriculum in pedagogical knowledge differs according to age and length of teaching experience. This suggests that senior teachers with longer service years may possess richer pedagogical knowledge than their counterparts. Broce



(2020) supports the result, demonstrating a significant difference in teachers' competence in pedagogical and content knowledge based on their age and length of service.

**Table 17**

*Difference in the Level of Implementation of Values Centric Curriculum according to Technological Integration when grouped according to Age, Sex, Highest Educational Attainment, and Length of Service*

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	20	17.05	131.00	.063	0.05	Not Significant
	Older	20	23.95				Significant
Sex	Male	12	24.08	125.00	.213	0.05	Not Significant
	Female	28	18.96				Significant
Highest Educational Attainment	Lower	20	18.75	165.00	.355	0.05	Not Significant
	Higher	20	22.25				Significant
Length of Service	Shorter	19	14.82	91.50	.003	0.05	Not Significant
	Longer	21	25.64				Significant

Table 17 the computed p-values for the variables age, sex, and highest educational attainment are 0.063, 0.213, and 0.355, respectively. These values exceed the 0.05 level of significance, indicating their significance. Therefore, the hypothesis that there is no significant difference in the level of implementation of a values-centric curriculum in technological integration when grouped and compared according to age, sex, and the highest level of education attainment is accepted.

However, for the variable length of service, the computed p-value is 0.003, which falls below the 0.05 level of significance and is therefore deemed significant. Therefore, the hypothesis that there is no significant difference in the level of implementation of a values-centric curriculum in technological integration when grouped and compared according to length of service is rejected. This implies that the level of implementation of a values-centric curriculum in technological integration varies according to the length of service. This suggests that teachers with longer service years may have richer experiences in integrating technology into classroom instruction compared to those who are new to the service.

**Table 18**

*Difference in the Level of Implementation of Values Centric Curriculum according to Assessment when grouped according to Age, Sex, Highest Educational Attainment, and Length of Service*

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	20	15.35	97.00	.005	0.05	Significant
	Older	20	25.65				Significant
Sex	Male	12	22.71	141.50	.439	0.05	Not Significant
	Female	28	19.55				Significant
Highest Educational Attainment	Lower	20	17.45	139.00	.102	0.05	Not Significant
	Higher	20	23.55				Significant
Length of Service	Shorter	19	15.11	97.00	.005	0.05	Not Significant
	Longer	21	25.38				Significant

Table 18 presents a the computed p-values for the variables sex and highest educational attainment are 0.439 and 0.102, respectively. Both of these values exceed the 0.05 level of significance and are thus interpreted as significant. Therefore, the hypothesis that there is no significant difference in





the level of implementation of a values-centric curriculum in assessment when grouped and compared by sex and the highest level of education attainment is accepted.

However, the computed p-values for the variables age and length of service are 0.005 and 0.005, respectively. These values are all less than the 0.05 level of significance and are therefore interpreted as significant. Therefore, the hypothesis that there is no significant difference in the level of implementation of a values-centric curriculum in assessment when grouped and compared according to age and length of service is rejected.

This implies that the level of implementation of a values-centric curriculum in assessment differs according to age and length of teaching experience. This suggests that senior teachers who have served for more extended periods may possess more extensive experience in conducting various assessment procedures and techniques compared to their counterparts. Castaneda (2023) supports this result, demonstrating a significant difference in the level of difficulty teachers face in assessing learners' performance based on their age and service length.

### Conclusion

The foregoing findings lead to the conclusion that the values-centric curriculum is exceptionally well implemented, as evidenced by its very high level across instructional practices, school activities, and institutional culture. Values education is not treated as a standalone component but is deeply embedded in teaching methods, leadership practices, and daily interactions within the school. Teachers consistently integrate moral principles into classroom instruction and model these values through their conduct, while institutional policies and leadership reinforce a coherent and sustained moral framework. Learners, in turn, are afforded multiple opportunities to internalize virtues through both academic and extracurricular engagements. The strong alignment between the formal curriculum and actual school practices, coupled with broad stakeholder support, underscores the effectiveness and sustainability of the values education program in shaping character and fostering a morally grounded learning environment.

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### Conflict of Interest



The author declares no conflict of interest. The study was conducted independently, and no individual, institution, or organization influenced the research process, data analysis, interpretation of results, or the presentation of the findings.

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