



## TEACHERS' SELF-EFFICACY IN TEACHING VALUES EDUCATION

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### Abstract

Self-efficacy serves as the psychological cornerstone of effective Values Education, dictating an educator's capacity to navigate complex moral discourse and foster character development within the classroom. With this context, this study examined teachers' self-efficacy in teaching Values Education in Northern Negros, Philippines, grounded in Bandura's self-efficacy theory and the Teachers' Sense of Efficacy Scale, in response to concerns that many educators teach the subject without formal preparation, potentially affecting confidence, depth of moral discourse, and consistency of implementation. The data for this study were collected from 132 teacher respondents using a self-developed data collection instrument that underwent stringent validity and reliability testing. Additionally, the paper adhered to the requirements of a research ethics protocol to ensure that respondents were not harmed during data collection. The findings reveal generally high levels of self-efficacy across all constructs under the papers' major variables. The findings suggest strengthening structured professional development initiatives to enhance teacher competence and ensure consistent, meaningful, and transformative Values Education that fosters moral integrity, cultural responsiveness, and responsible citizenship.

***Keywords:** Teachers' self-efficacy, values education teachers, instructional delivery, classroom management, moral and ethical modeling, and student engagement and motivation*

### Bio-profile

**Marvin A. Villarde** teaches in a public school under the DepEd Division of Victorias City. He earned his Bachelor of Arts Major in Philosophy from St. John Mary Vianney Seminary College, Inc., and is completing his Master of Arts in Education, Major in Administration and Supervision at STI West Negros University in Bacolod City. His research focuses on teachers' self-efficacy in teaching values education: basis for an action plan. A dedicated teacher who believes in holistic education that nurtures not only academic excellence but also moral integrity, ethical behavior, and responsible citizenship among students.



## Introduction

### Rationale

Self-efficacy plays a significant role in teachers' instructional effectiveness because it reflects their belief in their ability to organize and execute teaching tasks successfully. Self-efficacy, defined by Bandura (1997) as an individual's conviction that they can perform the actions needed to produce a desired result, is evident in teachers' self-efficacy, which is associated with more robust classroom management and instructional practice, as well as a tendency to persevere in difficult teaching situations. Studies have shown that teacher self-efficacy significantly influences student engagement, learning outcomes, and instructional innovation (Tschannen-Moran & Woolfolk Hoy, 2001; Klassen & Chiu, 2010).

Meanwhile, values education is an essential component of holistic education because it develops learners' moral character, ethical reasoning, and social responsibility. In the Philippine educational system, the subject aims to cultivate responsible citizenship and promote respect, empathy, and integrity among learners. Teachers play a crucial role in achieving these goals, serving not only as facilitators of knowledge but also as role models who demonstrate moral and ethical behavior in the classroom (UNESCO, 2015; Cinches et al., 2018).

Beyond this, in the research environment of this study, several teachers assigned to teach Values Education lack formal specialization or training in the subject. School records indicate that 20 teachers currently handling Values Education have not attended formal training related to the discipline. This poses the problem to address in lesson preparation, lesson facilitation, and the integration of ethical lessons into classroom teaching practices. Teachers who lack training may lose confidence in their ability to teach the subject, thereby affecting the delivery of values education.

Although several studies have examined self-efficacy in teaching math, science, and language, very little has been done on teachers' self-efficacy in teaching Values Education in a local school division in the Philippines. Existing studies often examine teacher efficacy in general teaching contexts rather than in subjects that involve moral development and character formation. This lack of localized research highlights a need to investigate how teachers perceive their capability to teach values education and how demographic variables such as age, sex, length of service, plantilla position, and training may influence their self-efficacy.

The researcher pursued the study after difficulties teachers experienced in imparting Values Education in the local context came to light. Several teachers admitted difficulty mediating moral discourse, incorporating values education into the curriculum, and managing values-formation activities in the classroom. These observations prompted the researcher to examine the level of teachers' self-efficacy in teaching Values Education and to develop a professional development plan that may help strengthen teachers' confidence and improve the delivery of values education.

### Literature Review

Teacher self-efficacy is a key factor influencing instructional practices, classroom management, and student learning outcomes. It refers to a teacher's belief in their ability to effectively organize and implement actions required to achieve educational goals. Research highlights that teachers with high self-efficacy are more capable of using flexible coping strategies, creative approaches, and problem-solving skills when addressing classroom challenges, thereby enhancing student learning (Tschannen-Moran et al., 2018).

Contemporary models build on Bandura's theory by emphasizing the interaction between teacher beliefs, professional development, and teaching practices. A meta-analysis by Klassen and Tze (2016)





revealed that teacher self-efficacy is positively associated with student achievement and instructional quality. Similarly, Skaalvik and Skaalvik (2017) found that self-efficacy is closely linked to teacher motivation, job satisfaction, and well-being, all of which contribute to effective teaching

Teacher self-efficacy is also essential in the implementation of values education. Teachers' moral identity and ethical beliefs significantly shape how values are taught in classrooms. Confident teachers are more likely to model ethical behavior, provide moral guidance, and encourage reflective thinking among students (O'Connor et al., 2017; Howard & Ford, 2018).

International organizations emphasize the importance of teacher self-efficacy in delivering holistic education. UNESCO (2019) stresses that global citizenship education requires teachers to promote values such as respect, inclusivity, and tolerance. Likewise, the OECD (2021) highlights that high teacher self-efficacy is necessary to manage diverse classrooms and support students' academic, social, and emotional development.

Overall, research shows that teacher self-efficacy is both a predictor of instructional effectiveness and a driving force in values-based education. Teachers who believe in their abilities are better equipped to create inclusive learning environments and foster students' moral and social growth (Klassen & Tze, 2016; UNESCO, 2019).

In the Philippine context, values education is a fundamental component of the basic education system. The Department of Education emphasizes the development of morally upright and socially responsible citizens through the K to 12 curriculum. Teachers are expected not only to deliver academic content but also to serve as role models in shaping students' values and character.

Local studies confirm that teacher self-efficacy significantly affects teaching effectiveness. Fabelico and Afalla (2020) found that self-efficacy predicts teachers' persistence, dedication, and overall teaching performance. Teachers with strong self-efficacy beliefs are more effective in facilitating student learning compared to those with lower confidence.

Research also highlights the role of resilience and emotional competence in strengthening teacher self-efficacy. Antonio (2023) reported that teachers with higher self-efficacy respond more effectively to classroom challenges. Similarly, Pilvera and Trinidad (2024) found that emotional intelligence enhances teachers' ability to facilitate moral discussions and guide students in understanding ethical concepts.

Furthermore, teacher self-efficacy contributes to effective classroom management and instructional decision-making. Pelington et al. (2024) demonstrated that teachers with high self-efficacy are more successful in applying teaching strategies and maintaining a conducive learning environment. Additionally, teachers' personal values and professional commitment influence their ability to foster students' moral development (Madrigal & Temprosa, 2018).

International research supports these findings by showing that teacher self-efficacy enhances the integration of values education across disciplines. Studies indicate that teachers with high self-efficacy are more likely to incorporate multicultural awareness, ethical discussions, and inclusive practices into their teaching (Bangura, 2018; Brown, 2020; Heath, 2022; West, 2021).

Local Philippine studies further emphasize that teacher self-efficacy is crucial in values education. Research shows that instructional self-efficacy, emotional regulation, and institutional support all contribute to teachers' ability to effectively teach moral values (Bautista et al., 2024; Eslabon et al., 2021, 2023; Go & Rey, 2024). These factors also influence student motivation, engagement, and moral development (Epacta & Bautista, 2021; Salvador & Rivera, 2018).

In conclusion, both foreign and local literature consistently demonstrate that teacher self-efficacy is a multidimensional and context-dependent construct that shapes teaching effectiveness and values education. It is influenced by personal, professional, and institutional factors, and it plays a critical role in promoting students' academic, moral, and social development. Understanding variations in teacher self-



efficacy can help improve educational practices and support teachers in delivering meaningful and effective values-based instruction (Skaalvik & Skaalvik, 2017; UNESCO, 2019).

## Theoretical Underpinnings

This study is anchored on Bandura's Self-Efficacy Theory (1997) and the Teachers' Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk Hoy (2001). Teacher self-efficacy refers to teachers' beliefs in their capacity to organize and execute the behaviors necessary to carry out designated teaching tasks. Highly self-efficacious teachers are more persistent, display more efficient classroom management and teaching skills. Teachers' self-efficacy is likely to mediate their efforts in handling different challenges, their motivation, and their classroom teaching strategies.

In this research, teacher self-efficacy was discussed through 3 primary dimensions associated with Values Education teaching: personal teaching efficacy, collective efficacy, and outcome expectations. Personal teaching efficacy refers to teachers' confidence in their ability to manage the classroom and motivate students' learning. In contrast, collective efficacy suggests that teachers believe they can work together to foster a positive learning environment for students. Lastly, outcome expectations refer to teachers' beliefs that their instructional practices can positively influence students' moral development and learning outcomes.

## Objectives

This study aimed to determine the level of teachers' self-efficacy in teaching Values Education in a medium-sized Schools Division in Central Philippines: basis for an action plan. Specifically, it sought to determine: 1) the profile of the respondent in terms of age, sex, length of service, plantilla position, and training on values education; 2) the level of teachers' self-efficacy in teaching Values Education to teachers in Northern Negros in terms of instructional delivery, classroom management skills, moral and ethical modeling and student engagement and motivation; 3) the level of teachers' self-efficacy in teaching Values Education when grouped according to the aforementioned variables; and 4) whether there is a significant difference in the level of teachers' self-efficacy in teaching Values Education when grouped according to the aforementioned variables.

## Methodology

### Research Design

This study utilized a quantitative-descriptive research design. The said design is appropriate for measuring and analyzing the teacher self-efficacy in teaching Values Education. As described by McMillan and Schumacher (2010), a descriptive research method is appropriate in collecting information about how things are and then interpreting those findings based on actual evidence. The quantitative method enables the objective study of trends, patterns, and relationships through statistical techniques. In contrast, the descriptive method presents teachers' beliefs in a direct snapshot, without manipulating any variables. This design is justified because the study aims to collect measurable insights into teachers' confidence and preparedness in teaching values education—data that will inform the formulation of a relevant professional development plan.

### Locale of the Study





This study was conducted during the School Year 2025–2026 in a small-sized school division in Northern Negros, Philippines, focusing on public secondary schools with diverse urban and rural contexts. The participants included 404 school personnel- 240 junior high school teachers, 137 senior high school teachers, and 27 non-teaching staff- as well as a total of 8,206 students. This large and varied sample provided a comprehensive basis for analyzing teacher self-efficacy within the broader educational environment. The selected schools demonstrated strong engagement in values education and had notably high enrollment rates, including one of the largest in Negros Occidental, reflecting the significant demand for quality education. Additionally, the schools' achievements, such as receiving the “Most Outstanding School” award for the 2023–2024 school year, suggest the presence of a supportive and high-performing environment, which may positively influence teachers' self-efficacy and instructional effectiveness (Pelington et al., 2024).

### Respondents of the Study

The respondents of the study consisted of Values Education teachers from public schools in Northern Negros, selected through stratified random sampling to ensure proportional representation across schools and geographic areas. From a total population of 200 teachers, a sample of 132 respondents (100%) was drawn, with distribution varying per school: School A contributed the largest share (30 respondents or 22.73%), followed by Schools B and C (25 respondents each or 18.94%), while smaller proportions came from Schools D to H. This sampling approach ensured that the study captured diverse teacher perspectives and maintained representativeness across different school contexts, thereby strengthening the reliability of the findings (Singh & Mangat, 1996; Blasius & Brandt, 2010).

### Data Gathering Instrument

The study utilized a researcher-made questionnaire as the primary data gathering instrument, structured into three main parts to address the research objectives. The first section collected demographic information such as age, sex, length of service, plantilla position, and training in values education. The second section focused on classroom management and moral leadership, including items on ethical behavior, moral modeling, and responsible authority, while the third assessed cultural responsiveness and student engagement in relation to students' socio-cultural and emotional needs. To ensure objectivity, the instrument excluded religious, political, and culturally sensitive language. Its validity was established through expert review by three specialists in education and values education, and reliability was tested through a pilot study involving 30 teachers, achieving acceptable internal consistency based on Cronbach's alpha with a target of at least 0.70 (Nunnally, 1978).

### Instrument Validity and Reliability

The study ensured the validity and reliability of its research instrument through systematic procedures. Validity, defined as the extent to which an instrument measures what it is intended to measure (Dudovskiy, 2019), was established through face and content validation by three experts in educational management and Values Education, who evaluated the clarity, relevance, and appropriateness of each item. Their feedback was incorporated into the final revision of the questionnaire. The evaluation criteria set by Carter V. Good and Douglas E. Scates were used, with the following interpretations: Excellent (4.04–5.00), Very Good (3.28–4.03), Good (2.52–3.27), Poor (1.76–2.51), and Very Poor (1.00–1.75). The average rating of the three validators was 5.00, interpreted as excellent, indicating strong validity.



Reliability was assessed through a pilot test involving 30 teachers, with internal consistency measured using Cronbach's alpha. The instrument obtained a high reliability coefficient of 0.91, surpassing the recommended minimum of 0.70 (Nunnally, 1978), confirming that the questionnaire items were consistent in measuring teacher self-efficacy. Although the pilot test was conveniently conducted within the researcher's school, potential bias was acknowledged and addressed through careful planning and objective data collection procedures, ensuring that the instrument was both valid and reliable for the actual study.

### Data Gathering Procedure

The study adhered to the ethical guidelines set by the Department of Education, beginning with the submission and approval of a formal request to conduct data collection. Coordination was then made with school authorities to facilitate the administration of the research instrument. Participants were given an orientation explaining the study's purpose, and they were assured of confidentiality, anonymity, and voluntary participation, with no time pressure in completing the questionnaire. Informed consent was obtained, and no personally identifiable information was collected, ensuring compliance with ethical standards and the Data Privacy Act of 2012 (Republic Act 10173). All data were securely gathered, coded, and stored, with analysis conducted only after achieving a full response rate. Transparency was maintained by making the final report available to the school in accordance with DepEd policies.

### Research Ethics Protocol

The study prioritized the protection of respondents by ensuring confidentiality and anonymity throughout the research process. Participants provided Free, Prior, and Informed Consent and were informed of their right to withdraw at any time without consequence. No personally identifiable information was collected, in compliance with the Data Privacy Act of 2012, and access to data was limited to the researcher and analyst. Respondents were assured that their identities would not be disclosed in any reports or publications without consent. After the completion of the study, all physical data were securely destroyed through shredding or dissolution, while digital files were permanently deleted to prevent any future retrieval, ensuring full data privacy and protection.

### Statistical Tools

Objective No. 1 used frequency counts and percentage scores to determine the profile of respondents by age, sex, specialization, length of service, and plantilla position. Objective No. 2 used the mean to determine the level of self-efficacy among Values Education teachers based on instructional competence, classroom management skills, moral and ethical modeling, and student engagement and motivation. Objective No. 3 also used the mean to determine the level of self-efficacy among Values Education teachers based on the aforementioned variables. Objective No. 4 used the Mann-Whitney U test to determine the level of self-efficacy among Values Education teachers when grouped according to the aforementioned variables. The interpretation scale ran from Very High (4.50–5.00) down to Low Level (1.00–1.49), with the same thresholds applied to both variables.



## Results and Discussion

**Table 1**  
*Profile of the Respondents*

Variables	Categories	Frequency	Percentage
Age	Younger ( below 41 years old)	69	52.27
	Older ( 41 years old and above)	63	47.73
	<b>Total</b>	<b>132</b>	<b>100</b>
Sex	Male	75	56.82
	Female	57	43.18
	<b>Total</b>	<b>132</b>	<b>100</b>
Length of Service	Shorter (less than 14 years)	69	52.27
	Longer (14 years or more)	63	47.73
	<b>Total</b>	<b>132</b>	<b>100</b>
Plantilla Position	Lower (Teacher I-III)	97	73.48
	Higher (Master Teacher I-III)	35	26.52
	<b>Total</b>	<b>132</b>	<b>100</b>
Training in Values Education	Few (less than 2 trainings)	52	39.39
	Many (more than 2 trainings)	80	60.61
	<b>Total</b>	<b>132</b>	<b>100</b>

Table 1 shows that among the 132 respondents, the majority were younger than 41 years old (52.27%), male (56.82%), and relatively early in their careers, with over half having less than 14 years of teaching experience (52.27%). Most held lower plantilla positions (Teacher I–III) at 73.48%, indicating a predominance of entry- to mid-level educators, while higher-level positions were less represented. In terms of professional development, 60.61% had attended more than two trainings in values education, although a notable 39.39% had limited training exposure, suggesting the need for further capacity-building. Overall, the profile reflects a diverse but relatively less experienced teaching workforce with gaps in leadership roles and training opportunities, highlighting the importance of targeted professional development to enhance teacher self-efficacy, instructional quality, and values education practices (Bautista et al., 2024; Eslabon et al., 2023; Zee & Koomen, 2016; Howard & Ford, 2018).

**Table 2**  
*Level of Teachers' Self-efficacy in Teaching Values Education in terms of Instructional Delivery*

Items	Mean	Interpretation
As a Values Education Teacher, I can...		
1. Plan effective values-based lessons.	3.94	High Level
2. Integrate values education across subjects.	4.10	High Level
3. Use varied teaching strategies to deliver values education.	4.18	High Level
4. Design instructional materials for values-based topics.	4.08	High Level
5. Use real-life scenarios to contextualize values lessons.	4.20	High Level
6. Modify lessons based on students' moral development needs.	4.20	High Level
7. Evaluate student understanding of values topics effectively.	4.22	High Level
8. Use multimedia or digital tools for values instruction.	4.11	High Level
9. Adjust my teaching when students struggle with values content.	4.18	High Level
10. am confident in facilitating value-based debates and discussions.	4.11	High Level
<b>Overall Mean</b>	<b>4.13</b>	<b>High Level</b>



Table 2 shows that teachers exhibit a high level of self-efficacy in instructional delivery for values education, with an overall mean of 4.13. Respondents reported the greatest confidence in assessing students' understanding of values concepts ( $M = 4.22$ ) and in using real-life examples to tailor instruction to students' moral reasoning levels ( $M = 4.20$ ), indicating strong perceived proficiency in adapting lessons to support learning. The lowest mean was in planning values instruction ( $M = 3.94$ ), suggesting a relative area for improvement in integrating values learning into subject matter. Overall, teachers feel capable in lesson delivery but would benefit from targeted training and mentoring to strengthen lesson-planning skills, thereby enhancing the effectiveness of instruction and fostering student engagement and moral development (Tschannen-Moran et al., 2018; Klassen & Tze, 2016).

**Table 3**

*Level of Teachers' Self-efficacy in Teaching Values Education in terms of Classroom Management Skills*

Items	Mean	Interpretation
As a Values Education Teacher, I can...		
1. Set values-centered rules and expectations.	4.16	High Level
2. Model respect and consistency in enforcing rules.	4.09	High Level
3. Manage behavior issues using moral reasoning.	4.11	High Level
4. Address bullying and discrimination with ethical approaches.	4.19	High Level
5. Maintain a peaceful, values-aligned classroom climate.	4.11	High Level
6. Consistently encourage empathy among students.	4.14	High Level
7. de-escalate conflicts while promoting fairness.	4.31	High Level
8. discipline with respect for student dignity.	4.17	High Level
9. Foster cooperation and responsibility in class management.	4.19	High Level
10. handle emotionally charged situations with calm and clarity of values.	4.17	High Level
<b>Overall Mean</b>	<b>4.17</b>	<b>High Level</b>

Table 3 indicates that teachers exhibit a high level of self-efficacy in classroom management, with an overall mean of 4.17, reflecting confidence in maintaining discipline, fostering cooperation, and applying values in managing student behavior. Respondents reported the highest confidence in defusing conflicts fairly ( $M = 4.31$ ) and the lowest in modeling respect and consistency in enforcing rules ( $M = 4.09$ ). While teachers feel capable of creating a safe and value-driven learning environment, targeted professional development on consistent rule application, ethical modeling, and integrating values into classroom management could further enhance the learning climate, supporting students' motivation, moral reasoning, and overall development (Skaalvik & Skaalvik, 2017; Bautista, Gamuza, & Lachica, 2024).

**Table 4**

*Level of Teachers' Self-Efficacy in Teaching Values Education to Teachers in terms of Moral and Ethical Modeling*

Items	Mean	Interpretation
As a Values Education Teacher, I can...		
1. serve as a role model of integrity and honesty.	4.15	High Level
2. Act in ways consistent with professional values.	4.26	High Level
3. Promote ethical thinking in students.	4.15	High Level
4. Model ethical communication in school interactions.	4.31	High Level
5. Address dilemmas in school with moral reasoning.	4.28	High Level
6. Show care and respect in all classroom interactions.	4.23	High Level
7. Help students see the importance of good character.	4.17	High Level
8. Reflect on my own moral decisions as an educator.	4.16	High Level



9. Respect diverse moral perspectives among learners.	4.08	High Level
10. encourage integrity even under pressure or difficulty.	4.31	High Level
<b>Overall Mean</b>	<b>4.21</b>	<b>High Level</b>

Table 4 shows that teachers exhibit a high level of self-efficacy in moral and ethical modeling, with an overall mean of 4.21, indicating confidence in serving as role models of integrity, demonstrating professional values, and fostering students' ethical thinking. Teachers reported the highest confidence in modeling ethical communication and encouraging integrity under pressure ( $M = 4.31$ ), while the lowest score was in respecting diverse moral perspectives among learners ( $M = 4.08$ ), highlighting a potential area for growth. These findings suggest that, although teachers generally feel capable of modeling ethical behavior, targeted professional development on ethical sensitivity, embracing moral diversity, and reflective practice could further strengthen classroom inclusivity, moral reasoning, and values education outcomes (O'Connor, Greene, & O'Connor, 2017; Eslabon et al., 2023).

**Table 5**

*Level of Teachers' Self-efficacy in Teaching Values Education in terms of Student Engagement and Motivation*

Items	Mean	Interpretation
As a Values Education Teacher, I can...		
1. Spark interest in values education through stories or real-life cases.	4.18	High Level
2. Make values topics relatable to students' lives.	4.09	High Level
3. involve students in decision-making scenarios.	4.23	High Level
4. Motivate students to act in alignment with learned values.	4.16	High Level
5. Encourage active participation in values reflection.	4.18	High Level
6. Praise students for ethical actions or choices.	4.04	High Level
7. Build students' confidence in discussing moral topics.	4.13	High Level
8. Use cooperative learning to explore value conflicts.	4.18	High Level
9. Support students in applying values outside the classroom.	4.09	High Level
10. foster enthusiasm for being a good citizen and a responsible person.	4.22	High Level
<b>Overall Mean</b>	<b>4.15</b>	<b>High Level</b>

Table 5 indicates that teachers have a high level of self-efficacy in student engagement and motivation, with an overall mean of 4.15, reflecting confidence in involving students and connecting values education to real-life situations. The highest ratings were in encouraging student participation in decision-making ( $M = 4.23$ ) and promoting enthusiasm for responsible citizenship ( $M = 4.22$ ), showing strength in fostering active engagement in moral issues. The lowest score was in consistently praising students' moral behavior ( $M = 4.04$ ), suggesting an area for improvement in reinforcing positive conduct. Overall, while teachers are effective in engaging students, they would benefit from professional development in strategies such as positive reinforcement and cooperative learning to further enhance student motivation, moral reasoning, and application of values beyond the classroom (Morgan et al., 2023; Epacta & Bautista, 2021).

### Level of Teachers' Self-efficacy in Teaching Values Education in terms of Instructional Delivery, Classroom Management Skills, Moral and Ethical Modeling, and Student Engagement and Motivation when Grouped according to Age, Sex, Length of Service, Plantilla Position, and Training in Values Education

**Table 6**

*Level of Teachers' Self-efficacy in Teaching Values Education in terms of Instructional Delivery based on Age*



Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
As a Values Education Teacher, I can...				
1. Plan effective values-based lessons.	3.87	High Level	4.02	High Level
2. Integrate values education across subjects.	4.03	High Level	4.17	High Level
3. Use varied teaching strategies to deliver values education.	4.23	High Level	4.13	High Level
4. Design instructional materials for values-based topics.	4.04	High Level	4.13	High Level
5. Use real-life scenarios to contextualize values lessons.	4.14	High Level	4.27	High Level
6. Modify lessons based on students' moral development needs.	4.17	High Level	4.24	High Level
7. Evaluate student understanding of values topics effectively.	4.30	High Level	4.13	High Level
8. Use multimedia or digital tools for values instruction.	4.26	High Level	3.95	High Level
9. Adjust my teaching when students struggle with values content.	4.13	High Level	4.24	High Level
10. am confident in facilitating value-based debates and discussions.	4.16	High Level	4.06	High Level
<b>Overall Mean</b>	<b>4.13</b>	<b>High Level</b>	<b>4.13</b>	<b>High Level</b>

Table 6 reveals that both younger (below 41) and older (41 and above) teachers demonstrate a high level of self-efficacy in instructional delivery, with identical overall mean scores of 4.13, indicating consistent confidence across age groups in planning and delivering values education. Younger teachers showed strengths in assessing student understanding (M = 4.30) and integrating multimedia tools (M = 4.26), while older teachers excelled in using real-life scenarios (M = 4.27) and adapting lessons to students' moral needs (M = 4.24). However, younger teachers scored lowest in lesson planning (M = 3.87), and older teachers in technology use (M = 3.95), suggesting areas for improvement. Overall, while age does not significantly affect self-efficacy levels, targeted professional development—focusing on lesson planning for younger teachers and digital integration for older teachers—can enhance instructional effectiveness and support student engagement and learning (Tschannen-Moran et al., 2018; Fabelico & Afalla, 2020).

**Table 7**

*Level of Teachers' Self-efficacy in Teaching Values Education in terms of Classroom Management Skills based on Age*

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
As a Values Education Teacher, I can...				
1. Set values-centered rules and expectations.	4.14	High Level	4.17	High Level
2. Model respect and consistency in enforcing rules.	4.00	High Level	4.19	High Level
3. Manage behavior issues using moral reasoning.	4.13	High Level	4.10	High Level
4. Address bullying and discrimination with ethical approaches.	4.12	High Level	4.27	High Level



5. Maintain a peaceful, values-aligned classroom climate.	4.14	High Level	4.08	High Level
6. Consistently encourage empathy among students.	4.13	High Level	4.16	High Level
7. de-escalate conflicts while promoting fairness.	4.22	High Level	4.41	High Level
8. discipline with respect for student dignity.	4.19	High Level	4.14	High Level
9. Foster cooperation and responsibility in class management.	4.30	High Level	4.06	High Level
10. handle emotionally charged situations with calm and clarity of values.	4.17	High Level	4.17	High Level
<b>Overall Mean</b>	<b>4.16</b>	<b>High Level</b>	<b>4.18</b>	<b>High Level</b>

Table 7 shows that both younger (below 41) and older (41 and above) teachers demonstrate high self-efficacy in classroom management, with mean scores of 4.16 and 4.18, respectively, indicating consistent confidence across age groups in maintaining order, setting rules, and applying ethical principles. Younger teachers excel in fostering cooperation and responsibility (M = 4.30) but score lower in modeling respect and consistency (M = 4.00), while older teachers are strongest in managing conflicts fairly (M = 4.41) but lower in promoting collaboration (M = 4.06). Although age does not significantly affect overall self-efficacy, these differences highlight the need for targeted professional development—focusing on consistency for younger teachers and collaborative strategies for older teachers—to further strengthen classroom environments and support students’ moral and social development (Tschannen-Moran et al., 2018; Bautista et al., 2024).

**Table 8**

*Level of Teachers’ Self-efficacy in Teaching Values Education in terms of Moral and Ethical Modeling when grouped according to Age*

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
As a Values Education Teacher, I can...				
1. serve as a role model of integrity and honesty.	4.13	High Level	4.17	High Level
2. Act in ways consistent with professional values.	4.17	High Level	4.35	High Level
3. Promote ethical thinking in students.	4.19	High Level	4.11	High Level
4. Model ethical communication in school interactions.	4.32	High Level	4.30	High Level
5. Address dilemmas in school with moral reasoning.	4.36	High Level	4.19	High Level
6. Show care and respect in all classroom interactions.	4.20	High Level	4.25	High Level
7. Help students see the importance of good character.	4.30	High Level	4.02	High Level
8. Reflect on my own moral decisions as an educator.	4.10	High Level	4.22	High Level



9. Respect diverse moral perspectives among learners.	4.03	High Level	4.14	High Level
10. encourage integrity even under pressure or difficulty.	4.35	High Level	4.27	High Level
<b>Overall Mean</b>	<b>4.22</b>	<b>High Level</b>	<b>4.20</b>	<b>High Level</b>

Table 8 indicates that both younger (below 41) and older (41 and above) teachers exhibit high self-efficacy in moral and ethical modeling, with mean scores of 4.22 and 4.20, respectively, showing consistent confidence across age groups in demonstrating integrity and promoting ethical behavior. Younger teachers performed strongest in applying moral reasoning to dilemmas (M = 4.36) but showed lower confidence in respecting diverse moral perspectives (M = 4.03), while older teachers excelled in aligning with professional values (M = 4.35) but scored lower in teaching good character (M = 4.02). Although age does not significantly influence overall self-efficacy, these variations suggest the need for targeted professional development—helping younger teachers appreciate diverse viewpoints and supporting older teachers in strengthening character education—to enhance their effectiveness as ethical role models and promote students’ moral development (Tschannen-Moran et al., 2018; Bautista et al., 2024).

**Table 9**

*Level of Teachers' Self-efficacy in Teaching Values Education in terms of Student Engagement and Motivation when grouped according to Age*

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
As a Values Education Teacher, I can...				
1. Spark interest in values education through stories or real-life cases.	4.19	High Level	4.17	High Level
2. Make values topics relatable to students' lives.	4.03	High Level	4.16	High Level
3. involve students in decision-making scenarios.	4.23	High Level	4.22	High Level
4. Motivate students to act in alignment with learned values.	4.14	High Level	4.17	High Level
5. Encourage active participation in values reflection.	4.17	High Level	4.19	High Level
6. Praise students for ethical actions or choices.	4.03	High Level	4.05	High Level
7. Build students' confidence in discussing moral topics.	4.10	High Level	4.16	High Level
8. use cooperative learning to explore value conflicts.	4.13	High Level	4.24	High Level
9. support students in applying values outside the classroom.	4.09	High Level	4.10	High Level
10. foster enthusiasm for being a good citizen and a responsible person.	4.14	High Level	4.30	High Level



Overall Mean	4.13	High Level	4.18	High Level
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Table 9 shows that both younger (below 41) and older (41 and above) teachers demonstrate high self-efficacy in student engagement and motivation, with mean scores of 4.13 and 4.18, respectively, indicating strong confidence in promoting participation, ethical behavior, and meaningful learning experiences. Younger teachers excel in involving students in decision-making but show lower confidence in relating values to real-life situations and consistently praising moral behavior ( $M = 4.03$ ), while older teachers are strongest in motivating students toward responsible citizenship ( $M = 4.30$ ) but also need improvement in consistently reinforcing positive behavior through praise ( $M = 4.05$ ). Although age does not significantly affect overall self-efficacy, targeted professional development can help younger teachers strengthen real-life application of values and support older teachers in consistent positive reinforcement, ultimately enhancing student engagement, moral development, and application of values beyond the classroom (Tschannen-Moran et al., 2018; Bautista et al., 2024).

**Table 10**

*Level of Teachers' Self-efficacy in Teaching Values Education in terms of Instructional Delivery when grouped according to Sex*

Items	Male		Female	
	Mean	Interpretation	Mean	Interpretation
As a Values Education Teacher, I can...				
1. Plan effective values-based lessons.	3.91	High Level	3.98	High Level
2. Integrate values education across subjects.	4.11	High Level	4.09	High Level
3. Use varied teaching strategies to deliver values education.	4.29	High Level	4.04	High Level
4. Design instructional materials for values-based topics.	4.11	High Level	4.05	High Level
5. Use real-life scenarios to contextualize values lessons.	4.17	High Level	4.25	High Level
6. Modify lessons based on students' moral development needs.	4.20	High Level	4.21	High Level
7. Evaluate student understanding of values topics effectively.	4.21	High Level	4.23	High Level
8. Use multimedia or digital tools for values instruction.	4.25	High Level	3.93	High Level
9. Adjust my teaching when students struggle with values content.	4.05	High Level	4.35	High Level
10. am confident in facilitating value-based debates and discussions.	4.12	High Level	4.11	High Level
<b>Overall Mean</b>	<b>4.14</b>	<b>High Level</b>	<b>4.12</b>	<b>High Level</b>

Table 10 shows that both male and female teachers exhibit high self-efficacy in instructional delivery, with mean scores of 4.14 and 4.12, respectively, indicating that confidence in planning and delivering values-based instruction is consistent regardless of sex. Male teachers demonstrated strengths in using varied teaching strategies ( $M = 4.29$ ) and integrating multimedia tools ( $M = 4.25$ ) but showed lower confidence in lesson planning ( $M = 3.91$ ), while female teachers excelled in adapting instruction to students' needs ( $M = 4.35$ ) but had lower scores in technology use ( $M = 3.93$ ). These findings suggest that while self-efficacy is not significantly influenced by sex, targeted professional development—focusing on lesson planning for male teachers and technology integration for female teachers—can



further enhance instructional effectiveness and support meaningful values education (Klassen & Tze, 2016; Zee & Koomen, 2016).

**Table 11**

*Level of Teachers' Self-efficacy in Teaching Values Education in terms of Classroom Management Skills when grouped according to Sex*

Items	Male		Female	
	Mean	Interpretation	Mean	Interpretation
As a Values Education Teacher, I can...				
1. Set values-centered rules and expectations.	4.09	High Level	4.25	High Level
2. Model respect and consistency in enforcing rules.	4.08	High Level	4.11	High Level
3. Manage behavior issues using moral reasoning.	4.20	High Level	4.00	High Level
4. Address bullying and discrimination with ethical approaches.	4.19	High Level	4.19	High Level
5. Maintain a peaceful, values-aligned classroom climate.	4.16	High Level	4.05	High Level
6. Consistently encourage empathy among students.	4.16	High Level	4.12	High Level
7. de-escalate conflicts while promoting fairness.	4.13	High Level	4.54	Very High Level
8. discipline with respect for student dignity.	4.16	High Level	4.18	High Level
9. Foster cooperation and responsibility in class management.	4.13	High Level	4.26	High Level
10. handle emotionally charged situations with calm and clarity of values.	4.17	High Level	4.18	High Level
<b>Overall Mean</b>	<b>4.15</b>	<b>High Level</b>	<b>4.19</b>	<b>High Level</b>

Table 11 indicates that both male and female teachers demonstrate a high level of self-efficacy in classroom management, with mean scores of 4.15 and 4.19, respectively, showing that confidence in managing behavior and maintaining a values-oriented classroom is consistent across sex. Male teachers showed strength in managing behavior using moral reasoning ( $M = 4.20$ ) but were lower in modeling respect and consistency ( $M = 4.08$ ), while female teachers excelled in de-escalating conflicts with fairness ( $M = 4.54$ ) but scored lower in applying moral reasoning to behavior management ( $M = 4.00$ ). Although sex does not significantly influence overall self-efficacy, targeted professional development—focusing on consistency for male teachers and strengthening moral reasoning strategies for female teachers—can further enhance classroom management effectiveness and support students' moral development (Skaalvik & Skaalvik, 2017; Eslabon et al., 2021).

**Table 12**

*Level of Teachers' Self-efficacy in Teaching Values Education in terms of Moral and Ethical Modeling when grouped according to Sex*

Items	Male		Female	
	Mean	Interpretation	Mean	Interpretation
As a Values Education Teacher, I can...				
1. serve as a role model of integrity and honesty.	4.21	High Level	4.07	High Level



2. Act in ways consistent with professional values.	4.31	High Level	4.19	High Level
3. Promote ethical thinking in students.	4.13	High Level	4.18	High Level
4. Model ethical communication in school interactions.	4.28	High Level	4.35	High Level
5. Address dilemmas in school with moral reasoning.	4.29	High Level	4.26	High Level
6. Show care and respect in all classroom interactions.	4.17	High Level	4.30	High Level
7. Help students see the importance of good character.	4.19	High Level	4.14	High Level
8. Reflect on my own moral decisions as an educator.	4.13	High Level	4.19	High Level
9. Respect diverse moral perspectives among learners.	4.07	High Level	4.11	High Level
10. encourage integrity even under pressure or difficulty.	4.35	High Level	4.26	High Level
<b>Overall Mean</b>	<b>4.21</b>	<b>High Level</b>	<b>4.21</b>	<b>High Level</b>

Table 12 shows that both male and female teachers demonstrate a high and equal level of self-efficacy in moral and ethical modeling, with an overall mean of 4.21, indicating strong confidence in demonstrating ethical behavior and guiding students' moral development regardless of sex. Male teachers scored highest in encouraging integrity under pressure ( $M = 4.35$ ) but were lower in respecting diverse moral perspectives ( $M = 4.07$ ), while female teachers excelled in modeling ethical communication ( $M = 4.35$ ) and showing care and respect ( $M = 4.30$ ) but had slightly lower scores in consistently serving as role models of integrity ( $M = 4.07$ ). These findings suggest that although self-efficacy is not influenced by sex, targeted professional development—enhancing sensitivity to diverse perspectives for male teachers and reinforcing consistent ethical modeling for female teachers—can further strengthen values education and support students' moral development (O'Connor et al., 2017; Eslabon et al., 2023).

**Table 13**

*Level of Teachers' Self-efficacy in Teaching Values Education in terms of Student Engagement and Motivation when grouped according to Sex*

Items	Male		Female	
	Mean	Interpretation	Mean	Interpretation
As a Values Education Teacher, I can...				
1. Spark interest in values education through stories or real-life cases.	4.11	High Level	4.28	High Level
2. Make values topics relatable to students' lives.	4.16	High Level	4.00	High Level
3. involve students in decision-making scenarios.	4.20	High Level	4.26	High Level
4. Motivate students to act in alignment with learned values.	4.24	High Level	4.05	High Level
5. Encourage active participation in values reflection.	4.24	High Level	4.11	High Level
6. Praise students for ethical actions or choices.	3.99	High Level	4.11	High Level
7. Build students' confidence in discussing moral topics.	4.08	High Level	4.19	High Level



8. Use cooperative learning to explore value conflicts.	4.17	High Level	4.19	High Level
9. Support students in applying values outside the classroom.	4.07	High Level	4.12	High Level
10. foster enthusiasm for being a good citizen and a responsible person.	4.15	High Level	4.32	High Level
<b>Overall Mean</b>	<b>4.14</b>	<b>High Level</b>	<b>4.16</b>	<b>High Level</b>

Table 13 indicates that both male and female teachers exhibit high self-efficacy in student engagement and motivation, with mean scores of 4.14 and 4.16, respectively, showing consistent confidence across sex in promoting participation and ethical behavior. Male teachers were strongest in motivating students to apply learned values and encouraging participation ( $M = 4.24$ ) but scored lower in consistently praising ethical actions ( $M = 3.99$ ), while female teachers excelled in fostering enthusiasm for responsible citizenship ( $M = 4.32$ ) and using real-life cases ( $M = 4.28$ ) but showed slightly lower confidence in making lessons relatable ( $M = 4.00$ ). Although sex does not significantly influence self-efficacy, targeted strategies—such as reinforcing positive behavior for male teachers and enhancing real-life contextualization for female teachers—can further improve student engagement, motivation, and values internalization (Morgan et al., 2023; Epacta & Bautista, 2021).

**Table 14**

*Level of Teachers' Self-efficacy in Teaching Values Education in terms of Instructional Delivery when grouped according to Length of Service*

Items	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
As a Values Education Teacher, I can...				
1. Plan effective values-based lessons.	3.91	High Level	3.97	High Level
2. Integrate values education across subjects.	4.07	High Level	4.13	High Level
3. Use varied teaching strategies to deliver values education.	4.25	High Level	4.11	High Level
4. Design instructional materials for values-based topics.	4.03	High Level	4.14	High Level
5. Use real-life scenarios to contextualize values lessons.	4.12	High Level	4.30	High Level
6. Modify lessons based on students' moral development needs.	4.14	High Level	4.27	High Level
7. Evaluate student understanding of values topics effectively.	4.28	High Level	4.16	High Level
8. Use multimedia or digital tools for values instruction.	4.22	High Level	4.00	High Level
9. Adjust my teaching when students struggle with values content.	4.17	High Level	4.19	High Level
10. am confident in facilitating value-based debates and discussions.	4.14	High Level	4.08	High Level
<b>Overall Mean</b>	<b>4.13</b>	<b>High Level</b>	<b>4.13</b>	<b>High Level</b>

Table 14 shows that both teachers with shorter (less than 14 years) and longer (14 years or more) service demonstrate a high and identical level of self-efficacy in instructional delivery, with a mean of 4.13, indicating that years of experience do not significantly affect confidence in teaching values education. Teachers with shorter service excelled in evaluating student understanding ( $M = 4.28$ ) and



using varied strategies ( $M = 4.25$ ) but were lower in lesson planning ( $M = 3.91$ ), while more experienced teachers showed strengths in using real-life scenarios ( $M = 4.30$ ) and adapting instruction ( $M = 4.27$ ) but had lower scores in technology integration ( $M = 4.00$ ). These findings suggest that while overall self-efficacy is consistently high, targeted professional development—focusing on lesson planning for less experienced teachers and digital integration for more experienced teachers—can further enhance instructional effectiveness, supporting the view that self-efficacy is shaped by continuous learning rather than experience alone (Klassen & Tze, 2016; Zee & Koomen, 2016).

**Table 15**

*Level of Teachers' Self-efficacy in Teaching Values Education in terms of Classroom Management Skills when grouped according to Length of Service*

Items	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
As a Values Education Teacher, I can...				
1. Set values-centered rules and expectations.	4.13	High Level	4.19	High Level
2. Model respect and consistency in enforcing rules.	4.01	High Level	4.17	High Level
3. Manage behavior issues using moral reasoning.	4.13	High Level	4.10	High Level
4. Address bullying and discrimination with ethical approaches.	4.07	High Level	4.32	High Level
5. Maintain a peaceful, values-aligned classroom climate.	4.13	High Level	4.10	High Level
6. Consistently encourage empathy among students.	4.16	High Level	4.13	High Level
7. de-escalate conflicts while promoting fairness.	4.26	High Level	4.37	High Level
8. discipline with respect for student dignity.	4.17	High Level	4.16	High Level
9. Foster cooperation and responsibility in class management.	4.29	High Level	4.08	High Level
10. handle emotionally charged situations with calm and clarity of values.	4.16	High Level	4.19	High Level
<b>Overall Mean</b>	<b>4.15</b>	<b>High Level</b>	<b>4.18</b>	<b>High Level</b>

Table 15 shows that teachers with both shorter (less than 14 years) and longer (14 years or more) service demonstrate high self-efficacy in classroom management, with overall means of 4.15 and 4.18, indicating confidence in maintaining discipline, managing behavior, and fostering a values-oriented environment regardless of experience. Less experienced teachers scored highest in fostering cooperation and de-escalating conflicts (4.29 and 4.26) but lower in modeling respect and consistency (4.01), while more experienced teachers excelled in de-escalating conflicts with fairness (4.37) but scored lower in promoting cooperation and responsibility (4.08). These results suggest that targeted support—improving rule consistency for less experienced teachers and enhancing collaborative strategies for more experienced teachers—can strengthen classroom climate and student behavior. Overall, the findings indicate that classroom management self-efficacy depends not only on experience but also on continuous professional development and skill refinement (Skaalvik & Skaalvik, 2017; Eslabon et al., 2021).



**Table 16**

*Level of Teachers' Self-efficacy in Teaching Values Education in terms of Moral and Ethical Modeling when grouped according to Length of Service*

Items	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
As a Values Education Teacher, I can...				
1. serve as a role model of integrity and honesty.	4.13	High Level	4.17	High Level
2. Act in ways consistent with professional values.	4.19	High Level	4.33	High Level
3. promote ethical thinking in students.	4.16	High Level	4.14	High Level
4. Model ethical communication in school interactions.	4.29	High Level	4.33	High Level
5. address dilemmas in school with moral reasoning.	4.39	High Level	4.16	High Level
6. show care and respect in all classroom interactions.	4.20	High Level	4.25	High Level
7. help students see the importance of good character.	4.28	High Level	4.05	High Level
8. reflect on my own moral decisions as an educator.	4.09	High Level	4.24	High Level
9. respect diverse moral perspectives among learners.	4.06	High Level	4.11	High Level
10. encourage integrity even under pressure or difficulty.	4.33	High Level	4.29	High Level
<b>Overall Mean</b>	<b>4.21</b>	<b>High Level</b>	<b>4.21</b>	<b>High Level</b>

Table 16 indicates that teachers with both shorter (less than 14 years) and longer (14 years or more) service exhibit high self-efficacy in moral and ethical modeling, with an overall mean of 4.21, showing confidence in demonstrating ethical behavior, modeling professional values, and guiding students' moral development regardless of experience. Teachers with shorter service scored highest in addressing dilemmas using moral reasoning (4.39) and encouraging integrity (4.33), but lower in respecting diverse moral perspectives (4.06), while more experienced teachers excelled in acting consistently with professional values and ethical communication (4.33) but scored lower in helping students appreciate good character (4.05). These results suggest targeted professional development could strengthen less experienced teachers' sensitivity to diverse perspectives and support longer-serving teachers in reinforcing character formation, enhancing overall effectiveness in values education. Overall, moral and ethical modeling self-efficacy depends more on reflective practice and professional values than on years of experience, aligning with literature that emphasizes its critical role in shaping students' moral development and classroom climate (O'Connor, Greene, & O'Connor, 2017; Eslabon et al., 2023).

**Table 17**

*Level of Teachers' Self-efficacy in Teaching Values Education in terms of Student Engagement and Motivation when grouped according to Length of Service*

Items	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
As a Values Education Teacher, I can...				
1. spark interest in values education through stories or real-life cases.	4.20	High Level	4.16	High Level
2. make values topics relatable to students' lives.	4.04	High Level	4.14	High Level



3. involve students in decision-making scenarios.	4.25	High Level	4.21	High Level
4. motivate students to act in alignment with learned values.	4.13	High Level	4.19	High Level
5. encourage active participation in values reflection.	4.19	High Level	4.17	High Level
6. praise students for ethical actions or choices.	4.01	High Level	4.06	High Level
7. build students' confidence in discussing moral topics.	4.07	High Level	4.19	High Level
8. use cooperative learning to explore value conflicts.	4.13	High Level	4.24	High Level
9. support students in applying values outside the classroom.	4.10	High Level	4.08	High Level
10. foster enthusiasm for being a good citizen and a responsible person.	4.14	High Level	4.30	High Level
<b>Overall Mean</b>	<b>4.13</b>	<b>High Level</b>	<b>4.17</b>	<b>High Level</b>

With overall means of 4.13 for those with less than 14 years and 4.17 for those with 14 years or more, Table 17 demonstrates that teachers, regardless of length of service, exhibit high self-efficacy in student engagement and motivation. This indicates confidence in fostering participation and promoting values-based learning. While longer-serving teachers scored higher in encouraging responsible citizenship (4.30) and using cooperative learning (4.24) but lower in supporting the application of values outside of the classroom (4.08), teachers with shorter tenure excelled in involving students in decision-making (4.25) and using real-life scenarios (4.20) but scored lower in praising ethical actions (4.01). These findings imply that focused assistance could improve less experienced teachers' awareness of students' moral behavior and more experienced teachers' practical application skills. In general, self-efficacy in student engagement is more dependent on instructional strategies than years of experience, which is consistent with research that links self-assured teachers to increased student involvement, moral reasoning, and internalization of values (Morgan, Asare, & Doku, 2023; Epacta & Bautista, 2021).

**Table 18**

*Level of Teachers' Self-efficacy in Teaching Values Education in terms of Instructional Delivery when grouped according to Plantilla Position*

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a Values Education Teacher, I can...				
1. plan effective values-based lessons.	3.90	High Level	4.06	High Level
2. integrate values education across subjects.	4.07	High Level	4.17	High Level
3. use varied teaching strategies to deliver values education.	4.23	High Level	4.06	High Level
4. design instructional materials for values-based topics.	4.09	High Level	4.06	High Level
5. use real-life scenarios to contextualize values lessons.	4.12	High Level	4.43	High Level



6. modify lessons based on students' moral development needs.	4.23	High Level	4.14	High Level
7. evaluate student understanding of values topics effectively.	4.28	High Level	4.06	High Level
8. use multimedia or digital tools for values instruction.	4.15	High Level	4.00	High Level
9. adjust my teaching when students struggle with values content.	4.18	High Level	4.20	High Level
10. am confident in facilitating value-based debates and discussions.	4.16	High Level	3.97	High Level
<b>Overall Mean</b>	<b>4.14</b>	<b>High Level</b>	<b>4.11</b>	<b>High Level</b>

Table 18 shows that teachers' self-efficacy in instructional delivery is high across plantilla positions, with overall means of 4.14 for lower-ranked teachers (Teacher I–III) and 4.11 for higher-ranked teachers (Master Teacher I–III), indicating confidence in planning, delivering, and adapting values-based lessons. Lower-ranked teachers scored highest in evaluating student understanding (4.28) and using varied teaching strategies (4.23) but lowest in planning effective lessons (3.90), while higher-ranked teachers excelled in using real-life scenarios (4.43) but scored lower in facilitating value-based discussions (3.97). These findings suggest targeted support is needed: lower-ranked teachers could improve lesson-planning skills, and higher-ranked teachers could enhance interactive teaching strategies. Overall, self-efficacy in instructional delivery depends more on competencies and continuous professional development than rank, supporting research that emphasizes skills, training, and reflective practice as key factors in effective teaching (Klassen & Tze, 2016; Zee & Koomen, 2016).

**Table 19**

*Level of Teachers' Self-efficacy in Teaching Values Education in terms of Classroom Management Skills when grouped according to Plantilla Position*

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a Values Education Teacher, I can...				
1. set values-centered rules and expectations.	4.19	High Level	4.09	High Level
2. model respect and consistency in enforcing rules.	4.05	High Level	4.20	High Level
3. manage behavior issues using moral reasoning.	4.13	High Level	4.06	High Level
4. address bullying and discrimination with ethical approaches.	4.18	High Level	4.23	High Level
5. maintain a peaceful, values-aligned classroom climate.	4.05	High Level	4.29	High Level
6. consistently encourage empathy among students.	4.18	High Level	4.06	High Level
7. de-escalate conflicts while promoting fairness.	4.21	High Level	4.60	Very High Level
8. discipline with respect for student dignity.	4.21	High Level	4.06	High Level



9. foster cooperation and responsibility in class management.	4.20	High Level	4.17	High Level
10. handle emotionally charged situations with calm and clarity of values.	4.18	High Level	4.17	High Level
<b>Overall Mean</b>	<b>4.16</b>	<b>High Level</b>	<b>4.19</b>	<b>High Level</b>

Table 19 indicates that teachers' self-efficacy in classroom management is high across plantilla positions, with means of 4.16 for lower-ranked teachers (Teacher I–III) and 4.19 for higher-ranked teachers (Master Teacher I–III), showing confidence in managing behavior, maintaining a positive learning environment, and promoting ethical conduct. Lower-ranked teachers scored highest in de-escalating conflicts while promoting fairness (4.21) but lowest in sustaining a peaceful, values-driven classroom (4.05), while higher-ranked teachers excelled in conflict resolution (4.60) but had lower scores in applying moral reasoning to manage behavior (4.06). These results suggest targeted support could enhance lower-ranked teachers' ability to maintain a calm, ethical environment and help higher-ranked teachers further integrate moral reasoning into routine management. Overall, self-efficacy in classroom management is shaped by professional competence and experience, and addressing the lower-rated areas can strengthen teachers' capacity to foster ethical, productive, and values-centered classrooms (Skaalvik & Skaalvik, 2017; Go & Rey, 2024).

**Table 20**

*Level of Teachers' Self-efficacy in Teaching Values Education in terms of Moral and Ethical Modeling when grouped according to Plantilla Position*

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a Values Education Teacher, I can...				
1. serve as a role model of integrity and honesty.	4.11	High Level	4.26	High Level
2. act in ways consistent with professional values.	4.24	High Level	4.31	High Level
3. promote ethical thinking in students.	4.16	High Level	4.11	High Level
4. model ethical communication in school interactions.	4.30	High Level	4.34	High Level
5. address dilemmas in school with moral reasoning.	4.32	High Level	4.17	High Level
6. show care and respect in all classroom interactions.	4.27	High Level	4.11	High Level
7. help students see the importance of good character.	4.26	High Level	3.91	High Level
8. reflect on my own moral decisions as an educator.	4.10	High Level	4.31	High Level
9. respect diverse moral perspectives among learners.	4.03	High Level	4.23	High Level
10. encourage integrity even under pressure or difficulty.	4.36	High Level	4.17	High Level
<b>Overall Mean</b>	<b>4.22</b>	<b>High Level</b>	<b>4.19</b>	<b>High Level</b>



Table 20 shows that teachers' self-efficacy in moral and ethical modeling is high across plantilla positions, with lower-ranked teachers (Teacher I–III) averaging 4.22 and higher-ranked teachers (Master Teacher I–III) averaging 4.19, indicating confidence in modeling integrity, promoting ethical reasoning, and guiding students' moral decision-making. Lower-ranked teachers scored highest in encouraging integrity under pressure (4.36) but lowest in respecting diverse moral perspectives (4.03), while higher-ranked teachers excelled in modeling ethical communication (4.34) but had lower scores in helping students understand the importance of good character (3.91). These findings suggest that targeted support—focusing on appreciating diverse perspectives for lower-ranked teachers and emphasizing character-building strategies for higher-ranked teachers—can further enhance the effectiveness of values education. Overall, self-efficacy in moral and ethical modeling is strong across ranks, and addressing the lower-rated areas can strengthen teachers' role as ethical models and promote students' moral development (Fabelico & Afalla, 2020; Pilvera & Trinidad, 2024).

**Table 21**

*Level of Teachers' Self-efficacy in Teaching Values Education in terms of Student Engagement and Motivation when grouped according to Plantilla Position*

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a Values Education Teacher, I can...				
1. spark interest in values education through stories or real-life cases.	4.20	High Level	4.14	High Level
2. make values topics relatable to students' lives.	4.07	High Level	4.14	High Level
3. involve students in decision-making scenarios.	4.31	High Level	4.00	High Level
4. motivate students to act in alignment with learned values.	4.18	High Level	4.11	High Level
5. encourage active participation in values reflection.	4.24	High Level	4.03	High Level
6. praise students for ethical actions or choices.	4.00	High Level	4.14	High Level
7. build students' confidence in discussing moral topics.	4.10	High Level	4.20	High Level
8. use cooperative learning to explore value conflicts.	4.21	High Level	4.11	High Level
9. support students in applying values outside the classroom.	4.15	High Level	3.91	High Level
10. foster enthusiasm for being a good citizen and a responsible person.	4.19	High Level	4.31	High Level
<b>Overall Mean</b>	<b>4.16</b>	<b>High Level</b>	<b>4.11</b>	<b>High Level</b>

Table 21 indicates that teachers' self-efficacy in student engagement and motivation is high across plantilla positions, with lower-ranked teachers (Teacher I–III) averaging 4.16 and higher-ranked teachers (Master Teacher I–III) averaging 4.11, reflecting confidence in promoting active participation,



ethical behavior, and values application. Lower-ranked teachers scored highest in involving students in decision-making (4.31) but lowest in praising students for ethical actions (4.00), while higher-ranked teachers excelled in fostering enthusiasm for responsible citizenship (4.31) but scored lowest in supporting students to apply values outside the classroom (3.91). These results suggest that although teachers are generally confident, targeted improvements—such as reinforcing moral behaviors and extending values learning beyond school—can enhance students’ moral and social development. Overall, high self-efficacy across ranks provides a strong foundation for effective values education, with attention to lower-rated areas further strengthening teachers’ ability to cultivate responsible, ethically aware learners (Fabelico & Afalla, 2020; Pilvera & Trinidad, 2024).

**Table 22**

*Level of Teachers’ Self-efficacy in Teaching Values Education in terms of Instructional Delivery when grouped according to Training in Values Education*

Items	Few		Many	
	Mean	Interpretation	Mean	Interpretation
As a Values Education Teacher, I can...				
1. plan effective values-based lessons.	3.96	High Level	3.93	High Level
2. integrate values education across subjects.	4.10	High Level	4.10	High Level
3. use varied teaching strategies to deliver values education.	4.15	High Level	4.20	High Level
4. design instructional materials for values-based topics.	4.04	High Level	4.11	High Level
5. use real-life scenarios to contextualize values lessons.	4.04	High Level	4.31	High Level
6. modify lessons based on students’ moral development needs.	4.35	High Level	4.11	High Level
7. evaluate student understanding of values topics effectively.	4.13	High Level	4.28	High Level
8. use multimedia or digital tools for values instruction.	4.17	High Level	4.08	High Level
9. adjust my teaching when students struggle with values content.	4.25	High Level	4.14	High Level
10. am confident in facilitating value-based debates and discussions.	3.98	High Level	4.20	High Level
<b>Overall Mean</b>	<b>4.12</b>	<b>High Level</b>	<b>4.15</b>	<b>High Level</b>

Table 22 indicates that teachers’ self-efficacy in instructional delivery is high regardless of the number of values education training sessions attended, with teachers having fewer trainings averaging 4.12 and those with more trainings averaging 4.15. Teachers with fewer trainings scored highest in adapting lessons to students’ moral development needs (4.35) but lowest in facilitating value-based debates (3.98), while those with more trainings excelled in using real-life scenarios (4.31) but had lower confidence in planning effective lessons (3.93). These results suggest that while teachers generally feel capable of delivering values-based instruction, targeted professional development—focusing on interactive strategies and structured lesson planning—can further enhance teaching effectiveness and student engagement. Overall, training strengthens specific skills, but high self-efficacy is maintained across all levels of experience (Zee & Koomen, 2016; Fabelico & Afalla, 2020).



**Table 23**

*Level of Teachers' Self-efficacy in Teaching Values Education in terms of Classroom Management Skills when grouped according to Training in Values Education*

Items	Few		Many	
	Mean	Interpretation	Mean	Interpretation
As a Values Education Teacher, I can...				
1. set values-centered rules and expectations.	4.00	High Level	4.26	High Level
2. model respect and consistency in enforcing rules.	4.00	High Level	4.15	High Level
3. manage behavior issues using moral reasoning.	4.21	High Level	4.05	High Level
4. address bullying and discrimination with ethical approaches.	4.23	High Level	4.16	High Level
5. maintain a peaceful, values-aligned classroom climate.	4.19	High Level	4.06	High Level
6. consistently encourage empathy among students.	4.17	High Level	4.13	High Level
7. de-escalate conflicts while promoting fairness.	4.33	High Level	4.30	High Level
8. discipline with respect for student dignity.	4.12	High Level	4.20	High Level
9. foster cooperation and responsibility in class management.	3.96	High Level	4.34	High Level
10. handle emotionally charged situations with calm and clarity of values.	4.15	High Level	4.19	High Level
<b>Overall Mean</b>	<b>4.14</b>	<b>High Level</b>	<b>4.18</b>	<b>High Level</b>

Table 23 shows that teachers' self-efficacy in classroom management remains high regardless of the number of values education training sessions attended, with overall means of 4.14 for those with fewer trainings and 4.18 for those with more. Teachers with limited training scored highest in de-escalating conflicts while promoting fairness (4.33) but lowest in fostering cooperation and responsibility (3.96), whereas teachers with more trainings excelled in fostering cooperation (4.34) but reported lower confidence in maintaining a consistently peaceful, values-aligned classroom (4.06). These findings suggest that while all teachers are generally confident in managing behavior and promoting ethical classroom practices, targeted professional development focusing on collaboration and sustaining optimal learning environments can further enhance effectiveness in values education (Eslabon et al., 2021; Pilvera & Trinidad, 2024).

**Table 24**

*Level of Teachers' Self-efficacy in Teaching Values Education in terms of Moral and Ethical Modeling when grouped according to Training in Values Education*

Items	Few		Many	
	Mean	Interpretation	Mean	Interpretation
As a Values Education Teacher, I can...				
1. serve as a role model of integrity and honesty.	4.15	High Level	4.15	High Level
2. act in ways consistent with professional values.	4.23	High Level	4.28	High Level
3. promote ethical thinking in students.	4.10	High Level	4.19	High Level
4. model ethical communication in school interactions.	4.37	High Level	4.28	High Level



5. address dilemmas in school with moral reasoning.	4.27	High Level	4.29	High Level
6. show care and respect in all classroom interactions.	4.19	High Level	4.25	High Level
7. help students see the importance of good character.	4.15	High Level	4.18	High Level
8. reflect on my own moral decisions as an educator.	4.19	High Level	4.14	High Level
9. respect diverse moral perspectives among learners.	4.06	High Level	4.10	High Level
10. encourage integrity even under pressure or difficulty.	4.17	High Level	4.40	High Level
<b>Overall Mean</b>	<b>4.19</b>	<b>High Level</b>	<b>4.22</b>	<b>High Level</b>

Table 24 shows that teachers' self-efficacy in moral and ethical modeling is high regardless of the number of values education training sessions attended, with overall means of 4.19 for those with fewer trainings and 4.22 for those with more. Teachers with fewer trainings scored highest in modeling ethical communication (4.37) but lowest in respecting diverse moral perspectives (4.06), while teachers with more trainings excelled in encouraging integrity under pressure (4.40) yet also showed lower confidence in addressing diverse moral perspectives (4.10). These results suggest that training strengthens teachers' ability to model ethical behavior and professional values, particularly in challenging situations, but ongoing support is needed to enhance skills in embracing diversity and guiding students with varying moral viewpoints. Overall, targeted professional development can further improve teachers' consistency as ethical role models in values education (Howard & Ford, 2018; Pilvera & Trinidad, 2024).

**Table 25**

*Level of Teachers' Self-efficacy in Teaching Values Education in terms of Student Engagement and Motivation when grouped according to Training in Values Education*

Items	Few		Many	
	Mean	Interpretation	Mean	Interpretation
As a Values Education Teacher, I can...				
1. spark interest in values education through stories or real-life cases.	4.27	High Level	4.13	High Level
2. make values topics relatable to students' lives.	4.19	High Level	4.03	High Level
3. involve students in decision-making scenarios.	4.10	High Level	4.31	High Level
4. motivate students to act in alignment with learned values.	4.17	High Level	4.15	High Level
5. encourage active participation in values reflection.	4.06	High Level	4.26	High Level
6. praise students for ethical actions or choices.	3.96	High Level	4.09	High Level
7. build students' confidence in discussing moral topics.	4.17	High Level	4.10	High Level
8. use cooperative learning to explore value conflicts.	4.19	High Level	4.18	High Level



9. support students in applying values outside the classroom.	4.17	High Level	4.04	High Level
10. foster enthusiasm for being a good citizen and a responsible person.	4.23	High Level	4.21	High Level
<b>Overall Mean</b>	<b>4.15</b>	<b>High Level</b>	<b>4.15</b>	<b>High Level</b>

Table 25 indicates that teachers' self-efficacy in student engagement and motivation is consistently high regardless of the number of values education training sessions attended, with both groups achieving an overall mean of 4.15. Teachers with fewer trainings scored highest in sparking interest through stories or real-life cases (4.27) but lowest in praising students for ethical actions (3.96), while teachers with more trainings excelled in involving students in decision-making (4.31) yet had lower confidence in making lessons relatable to students' lives (4.03). These results suggest that training enhances teachers' ability to engage students and promote active participation in moral discussions, but both groups could benefit from professional development focused on recognizing ethical behavior and contextualizing values lessons. Overall, teachers show strong readiness to foster student participation and moral reflection, with targeted support further improving lesson effectiveness (Eslabon et al., 2023; Pilvera & Trinidad, 2024).

**Comparative Analysis in the Level of Teachers' Self-efficacy in Teaching Values Education in terms of Instructional Delivery, Classroom Management Skills, Moral and Ethical Modeling, and Student Engagement and Motivation when grouped by Age, Sex, Length of Service, Plantilla Position, and Training in Values Education**

**Table 26**

*Difference in the Level of Teachers' Self-efficacy in Teaching Values Education in terms of Instructional Delivery when grouped according to Selected Variables*

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	69	66.57	2169.000	0.984	0.05	Not Significant
	Older	63	66.43				
Sex	Male	75	67.65	2051.500	0.691		Not Significant
	Female	57	64.99				
Length of Service	Shorter	69	66.35	2163.000	0.962		Not Significant
	Longer	63	66.67				
Plantilla Position	Lower	97	67.64	1586.500	0.565		Not Significant
	Higher	35	63.33				
Training in Values Education	Few	52	64.26	1963.500	0.585	Not Significant	
	Many	80	67.96				

Table 26 shows that teachers' self-efficacy in instructional delivery does not significantly differ across age, sex, length of service, plantilla position, or training in values education, as all p-values exceed 0.05. This indicates that teachers consistently feel confident in planning and delivering values-based lessons, integrating values across subjects, and employing varied teaching strategies regardless of demographic or professional characteristics. Instructional competence appears to be driven more by



professional commitment and training than by personal or service-related factors. Overall, teachers in Northern Negros demonstrate uniformly high instructional self-efficacy, highlighting their readiness to implement values education effectively and underscoring the importance of continued professional development to reinforce instructional skills and value integration (Tschannen-Moran et al., 2018; Klassen & Tze, 2016).

### Conclusion

The study in Northern Negros examined teachers' self-efficacy in teaching Values Education across instructional delivery, classroom management, moral and ethical modeling, and student engagement and motivation. Findings showed that the teaching workforce is largely young, male, and in early-career stages, mostly occupying lower plantilla positions, with varying exposure to training. Overall, teachers demonstrated high self-efficacy across all areas, with moral and ethical modeling receiving the highest confidence scores and instructional delivery, particularly lesson planning, slightly lower yet still high. Analysis revealed that these high levels of self-efficacy were consistent across age, sex, years of service, rank, and training, with no statistically significant differences, indicating that confidence in teaching values is stable and not dependent on demographic or professional characteristics.

The study concluded that teachers are capable role models, competent in managing classrooms, engaging students, and fostering moral development. Recommendations focus on enhancing lesson-planning skills through structured professional development, collaborative creation of lesson exemplars, regular Learning Action Cell sessions, and classroom observations with feedback. Implementing these interventions is expected to strengthen instructional delivery, reinforce teachers' confidence, and improve the overall effectiveness of values education in schools.

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