

Values Integration in Teaching and Learning and Pupils' Moral Perspectives in Selected Public Elementary Schools

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Abstract

This Study Determined the Relationship Between Values Integration in Teaching and Learning and Pupils' Moral Perspectives in Montealegre Elementary School, Tuburan, Cebu, As The Basis for A Values Integration Enhancement Plan. Specifically, It Described the Profile of The Teacher-Respondents And Pupil-Respondents, Assessed The Level Of Values Integration In Terms Of Modeling, Integration, Management, And Reinforcement, Determined The Level Of Pupils' Moral Perspectives In Terms Of Moral Reasoning, Empathy, Responsibility, And Respect For Others, And Examined The Significant Relationship Between The Two Variables. The Study Employed A Descriptive-Correlational Research Design Using A Quantitative Approach. The Respondents Consisted Of 50 Teachers And 100 Pupils, Selected Through Complete Enumeration And Purposive Sampling, Respectively. Data Were Gathered Using Researcher-Made Questionnaires Validated By Experts. Statistical Tools Used Included Frequency, Percentage, Weighted Mean, Standard Deviation, And Pearson Product-Moment Correlation.

The Findings Revealed That Values Integration In Teaching And Learning Was Practiced At A High Level ($M = 4.10$), While Pupils' Moral Perspectives Were Rated Agree ($M = 4.12$). Among The Dimensions, Modeling Obtained The Highest Mean For Values Integration, Whereas Respect For Others Ranked Highest Among The Dimensions Of Pupils' Moral Perspectives. Furthermore, A Significant Positive Relationship Was Found Between Values Integration In Teaching And Learning And Pupils' Moral Perspectives ($R = 0.724$, $P < .05$). The Study Concluded That Effective Values-Oriented Instructional Practices Contribute Significantly To The Moral Development Of Pupils. Hence, A Values Integration Enhancement Plan Was Proposed To Further Strengthen Values Integration And Sustain Pupils' Moral Growth.

Keywords: Values Integration, Teaching And Learning, Moral Perspectives, Values Education, Elementary Pupils, Descriptive-Correlational Research, Philippines

1. Introduction

Rationale of The Study

Education In The 21st Century Is No Longer Confined To The Development Of Cognitive Competencies But Extends To The Cultivation Of Learners' Moral And Ethical Character. Schools Are Increasingly Recognized As Vital Institutions In Shaping Individuals Who Are Not Only Academically Proficient But Also Socially Responsible And Morally Grounded. In This Context, The Integration Of Values In Teaching Has Become An Essential Component Of Holistic Education. Values Such As Honesty, Respect, Responsibility, And Empathy Are Embedded Within Classroom Instruction And Daily Interactions, Serving As Guiding Principles That Influence Learners' Behavior And Decision-Making Processes.

The Importance Of Values Integration In Education Has Been Widely Emphasized In Contemporary Literature. Berkowitz And Bier (2020) Noted That The Deliberate Incorporation Of Values In Classroom Practices Contributes Significantly To The Development Of Students' Moral Behavior And Social Responsibility. Similarly, Nucci And Narvaez (2022) Highlighted That Values Education Is Most Effective When Integrated Across Subject Areas Rather Than Taught As A Separate Discipline. This Approach Enables Learners To Internalize Values In Authentic And Meaningful Contexts, Thereby Strengthening Their Moral Perspectives.

Teachers Play A Crucial Role In This Process, As Their Instructional Practices And Classroom Management Strategies Provide Opportunities For Values To Be Consistently Reinforced. Lickona (2021) Emphasized That Values Are Best Developed When They Are Modeled And Practiced Within Everyday Classroom Routines. Supporting This, Campbell (2021) Asserted That Teachers Influence Learners' Moral Development Not Only Through Formal Instruction But Also Through Their Interactions, Expectations, And Responses To Classroom Situations. These Findings Underscore The Significance Of Intentional And Consistent Values Integration In Shaping Pupils' Moral Outlook.

Studies Have Shown That Effective Values Integration Contributes To The Development Of Pupils' Moral Perspectives, Including Their Ability To Make Ethical Decisions, Demonstrate Empathy, And Exhibit Responsible Behavior. Thornberg And Oğuz (2021) Found That Values-Based Teaching Is Significantly Associated With Students' Moral Engagement, While Malti And Krettenauer (2020) Emphasized That Moral Emotions Such As Empathy Are Essential In Guiding Prosocial Behavior. These Outcomes Suggest That Classroom Environments That Promote Values Integration Can Positively Influence How Learners Perceive And Respond To Moral Situations.

Despite The Growing Body Of Literature On Values Education, Several Gaps Remain Evident. First, Many Existing Studies Focus On Structured Or Program-Based Character Education Rather Than Examining How Values Are Organically Integrated Into Daily Teaching Practices Across Various Subject Areas. This Limits The Understanding Of How Values Integration Occurs In Real Classroom Settings. Second, Prior Research Often Investigates Teacher Practices And Student Moral Outcomes Separately, With Limited Studies Exploring The Direct Relationship Between Values Integration In Teaching And Pupils' Moral Perspectives Within A Unified Framework. Third, There Is A Notable Scarcity Of Localized Studies In The Philippine Context, Particularly At The Elementary Level, That Examine How Values Integration Influences Pupils' Moral Development. Given The Unique Cultural, Social, And Educational Dynamics Of Philippine Schools, Context-Specific Research Is Necessary To Generate Relevant And Actionable Insights.

While Educational Policies And Global Frameworks Advocate For Values-Oriented Education, There Remains A Gap Between Policy Intentions And Classroom Implementation. This Highlights The Need For Empirical Studies That Assess How Values Integration Is Practiced By Teachers And How It Translates Into Learners' Moral Development Outcomes.

This Study Is Anchored In The Global Agenda Of Sustainable Development Goal 4, Which Emphasizes Inclusive And Equitable Quality Education And The Promotion Of Lifelong Learning Opportunities For All. Sdg 4 Underscores The Importance Of Education In Fostering Not Only Knowledge And Skills But Also Values That Support Peaceful, Inclusive, And Sustainable Societies. By Examining The Integration Of Values In Teaching And Its Relationship With Pupils' Moral Perspectives, This Study Contributes To The Realization Of Education That Develops The Whole Learner.

This Study Aimed To Assessed The Level Of Values Integration In Teaching And Examine Its Relationship With Pupils' Moral Perspectives. By Providing Empirical Evidence On Both Instructional Practices And Learner Outcomes, This Study Seeks To Offer A Comprehensive Understanding Of How Values Are Effectively Transmitted And Internalized In The Classroom. Ultimately, The Findings Will Serve As A Basis For The Development Of A Values Integration Enhancement Plan That Can Support Teachers, School Leaders, And Policymakers In Strengthening Character Education And Promoting Morally Grounded Learners.

Theoretical Background

This Study Was Anchored On Three Interrelated Theoretical Perspectives, Namely: Social Learning Theory, Moral Development Theory, And Character Education Theory, And Is Further Supported By Relevant Philippine Educational Policies Such As Republic Act No. 9155 And Republic Act No. 11476.

The First Theory, The Social Learning Theory, Developed By Albert Bandura (1977), Posited That Learning Occurred Through Observation, Imitation, And Modeling Of Others' Behaviors. Individuals, Particularly Children, Acquired Attitudes, Values, And Behaviors By Observing Significant Figures In Their Environment, Such As Teachers And Peers. Bandura Emphasized That Cognitive Processes, Such As Attention, Retention, Reproduction, And Motivation, Play A Critical Role In Observational Learning.

In The Classroom Instruction, Teachers Served As Primary Role Models Whose Behaviors And Interactions Significantly Influence Pupils' Value Formation. When Teachers Demonstrated Values Such As Respect, Honesty, And Responsibility, Pupils

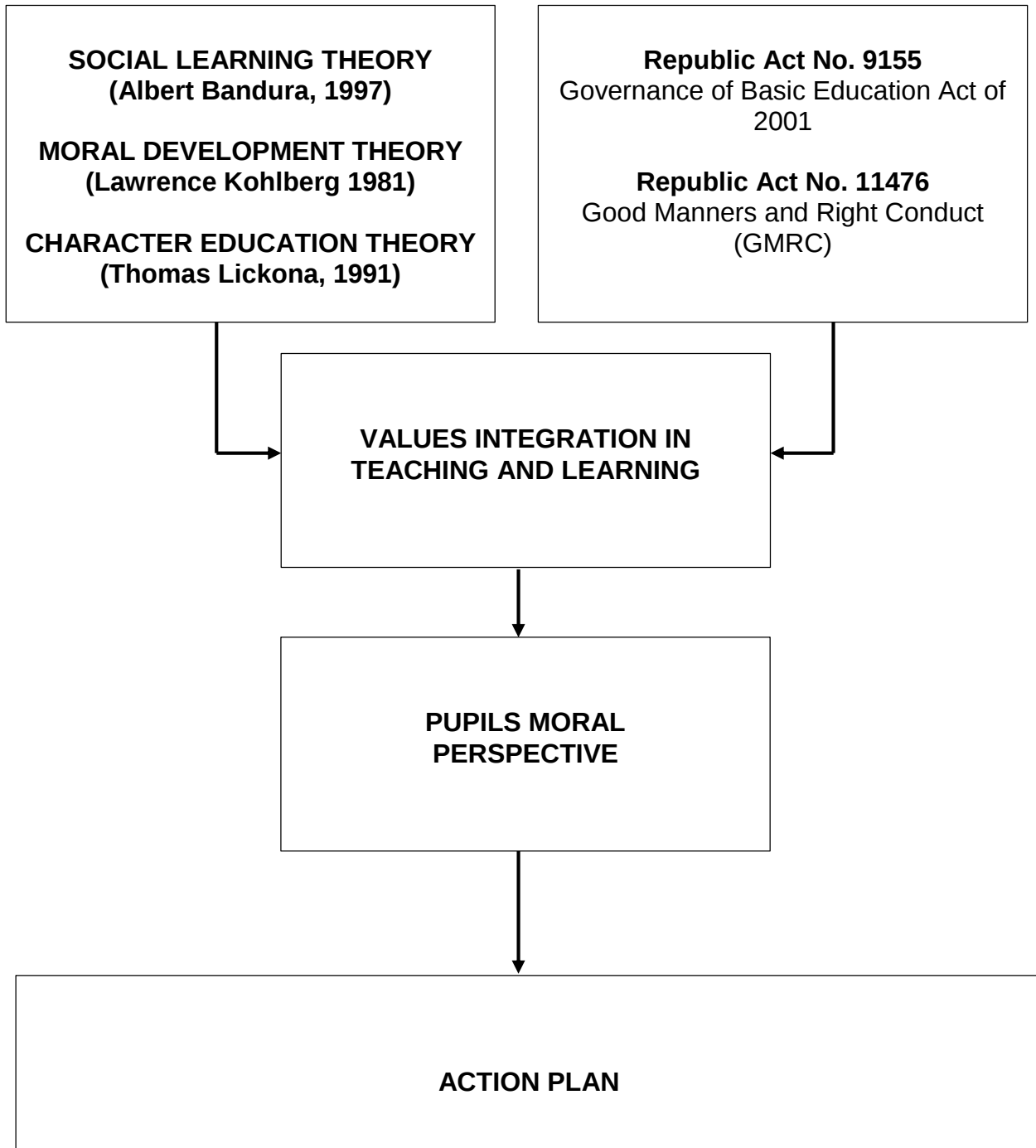


Figure 1
Theoretical Conceptual Framework

Are Likely To Internalize And Replicate These Behaviors. This Highlighted The Importance Of Integrating Values Not Only Through Formal Instruction But Also Through Consistent Modeling In Daily Classroom Practices.

Several Studies Supported The Application Of Social Learning Theory In Educational Settings. Wentzel (2015) Found That Teacher Modeling Of Prosocial Behavior Significantly Influences Students' Social And Moral Development. Similarly, Hinnant, O'brien, And Ghazarian (2019) Reported That Children's Behavioral Outcomes Were Shaped By Observed Interactions Within Their Learning Environment. More Recently, Zhou Et Al. (2020) Emphasized That Teacher-Student Relationships And Modeling Behaviors Are Strong Predictors Of Students' Moral And Social Competence. These Findings Affirm That Values Integration In Teaching, As Observed Through Teacher Behavior, Plays A Critical Role In Shaping Pupils' Moral Perspectives.

Moral Development Theory, Proposed By Lawrence Kohlberg (1981), Explains That Individuals Progress Through A Series Of Stages In Their Moral Reasoning, Ranging From Obedience-Based Thinking To Principled Ethical Reasoning. Kohlberg Identified Three Levels Of Moral Development—Pre-Conventional, Conventional, And Post-Conventional—Each Reflecting Increasingly Complex Ways Of Understanding Moral Issues.

Pupils Typically Operate Within The Pre-Conventional And Conventional Levels, Where Moral Decisions Are Influenced By Rules, Authority, And Social Expectations. Through Structured Learning Experiences And Guided Discussions, Teachers Can Facilitate The Progression Of Pupils' Moral Reasoning By Exposing Them To Moral Dilemmas And Encouraging Critical Reflection.

Research Has Consistently Demonstrated The Relevance Of Moral Development Theory In Educational Settings. Gibbs (2019) Emphasized That Moral Reasoning Can Be Enhanced Through Classroom-Based Moral Discussions And Perspective-Taking Activities. Similarly, Malti And Krettenauer (2020) Found That Children's Moral Development Is Closely Linked To Emotional Understanding And Social Experiences Within The School Environment. Furthermore, Thornberg And Jungert (2014) Highlighted That Classroom Moral Climates Significantly Influence Students' Moral Reasoning And Behavior. These Studies Suggest That Values Integration In Teaching Can Support The Development Of Higher Levels Of Moral Reasoning Among Pupils.

Character Education Theory, Advanced By Scholars Such As Thomas Lickona (1991; 2021), Emphasizes That Education Should Intentionally Cultivate Ethical Values, Moral Virtues, And Responsible Citizenship Among Learners. Lickona Identified Key Components Of Character Development, Including Moral Knowing, Moral Feeling, And Moral Action, Which Collectively Contribute To The Formation Of Good Character.

Character Education Promotes The Integration Of Core Values Across All Aspects Of School Life, Including Curriculum, Classroom Management, And School Culture. It Underscores The Role Of Teachers As Moral Educators Who Guide Students In Understanding And Practicing Ethical Behavior. Through Consistent Reinforcement And Meaningful Engagement, Learners Develop Habits Of Good Character That Influence Their Moral Perspectives And Decision-Making.

Numerous Studies Support The Effectiveness Of Character Education In Promoting Moral Development. Berkowitz And Bier (2014; 2020) Found That Comprehensive Character Education Programs Significantly Improve Students' Ethical Behavior And Social Responsibility. Arthur, Harrison, And Taylor (2015; 2021) Also Reported That Values-Based Education Enhances Students' Moral Identity And Civic Engagement. Additionally, Revell And Arthur (2007; 2021) Emphasized That Character Education Fosters Responsible Citizenship And Ethical Awareness Among Learners. These Findings Reinforce The Importance Of Integrating Values In Teaching As A Means Of Shaping Pupils' Moral Perspectives.

Republic Act No. 9155, Otherwise Known As The Governance Of Basic Education Act Of 2001, Establishes The Framework For The Administration And Management Of The Philippine Basic Education System. Central To This Law Is The Mandate That Education Should Aim To Develop Learners Who Are Not Only Academically Competent But Also Morally Upright, Socially Responsible, And Value-Oriented Individuals. The Law Emphasizes The Role Of Schools And Educators In Promoting Holistic Development, Which Includes The Formation Of Desirable Values And Ethical Behavior Among Learners.

Republic Act 9155 Supports The Integration Of Values In Teaching As A Fundamental Responsibility Of Educators. It Reinforces The Idea That Teachers Are Not Merely Facilitators Of Academic Knowledge But Are Also Key Agents In Shaping Pupils' Moral Character. By Embedding Values Within Classroom Instruction And Daily Interactions, Teachers Contribute To The Development Of Learners Who Can Make Sound Moral Judgments And Demonstrate Responsible Behavior. Thus, The Provisions Of Ra 9155 Provide A Strong Legal Foundation For Examining How Values Integration In Teaching Influences Pupils' Moral Perspectives.

Republic Act No. 11476, Known As The Good Manners And Right Conduct (Gmrc) And Values Education Act, Institutionalizes The Teaching Of Values Education In The K To 12 Curriculum. This Law Underscores The Importance Of Instilling Core Values Such As Respect, Discipline, Honesty, Empathy, And Responsibility Among Learners At All Levels Of Basic Education. It Mandates The Inclusion Of Gmrc And Values Education As Essential Components Of The Curriculum, Particularly In The Formative Years Of Learners.

The Significance Of Ra 11476 Lies In Its Explicit Recognition Of Values Education As A Critical Element Of Holistic Learner Development. It Emphasizes That Moral Formation Should Be Intentionally Taught And Consistently Reinforced Within The School Environment. For Elementary Pupils, Who Are In A Crucial Stage Of Character Formation, The Law Highlights The Need For Structured And Meaningful Opportunities To Develop Moral Perspectives Through Guided Instruction And Practice.

It Directly Supports The Concept Of Values Integration In Teaching By Affirming That Values Education Should Not Be Limited To A Single Subject But Should Permeate All Areas Of Learning. It Provides A Policy Basis For Examining How Teachers Integrate Values In Their Instructional Practices And How Such Integration Contributes To The Development Of Pupils' Moral Perspectives. Furthermore, The Law Reinforces The Role Of Schools As Key Institutions In Nurturing Ethically Grounded And Socially Responsible Individuals.

The Problem

Statement Of The Problem

This Study Aimed To Determine The Level Of Values Integration In Teaching And Learning And Its Relationship To Pupils' Moral Perspectives In Selected Public Elementary Schools For The Academic Year 2025-2026 As Basis For An Action Plan.

Specifically, This Study Sought To Answer The Following Questions:

1. What Is The Profile Of The Respondent Groups In Terms Of:
 - 1.1 Teachers:
 - 1.1.1 Age And Gender;
 - 1.1.2 Highest Educational Attainment;
 - 1.1.3 Years In Teaching; And
 - 1.1.4 Grade Level Taught?
 - 1.2 Pupils:
 - 1.2.1 Age And Gender
 - 1.2.2 Grade Level
2. What Is The Level Of Values Integration In Teaching And Learning In Terms Of:
 - 2.1 Modeling;
 - 2.2 Integration;
 - 2.3 Management; And
 - 2.4 Reinforcement?
3. What Is The Level Of Pupils' Moral Perspectives In Terms Of:
 - 3.1 Moral Reasoning;
 - 3.2 Empathy;
 - 3.3 Responsibility; And
 - 3.4 Respect To Others?
4. Is There A Significant Relationship Between The Values Integration In Teaching And Learning And Pupils' Moral Perspective?
5. Based On The Findings, What Action Plan May Be Proposed?

Significance Of The Study

This Study On The Values Integration In Teaching And Learning And The Pupil's Moral Perspective Was Deemed Significant To The Following Stakeholders:

Teachers. The Results Provided Insights Into Effective Strategies For Integrating Values Into Teaching And Learning, Enabling Teachers To Enhance Classroom Practices That Promoted Pupils' Moral Development.

School Heads. This Study Served As A Basis For Strengthening School Policies, Supervision, And Support Mechanisms That Ensured The Consistent Integration Of Values Across Instructional Practices.

Pupils. The Study Contributed To The Development Of Pupils' Moral Perspectives By Promoting Learning Environments That Fostered Responsibility, Empathy, Respect, And Sound Decision-Making.

Curriculum Planners. The Findings Offered Evidence-Based Inputs For Improving Values Education Programs And Aligning Instructional Practices With National Educational Goals On Character Formation.

Future Researchers. This Study Provided A Reference For Further Investigations Related To Values Integration, Moral Development, And Character Education In Similar Educational Contexts.

Research Methodology

This Study Used A Descriptive Research Design With A Quantitative Approach. Descriptive Research Was Appropriate For This Study Because It Aimed To Gather Factual Information About The Level Of Values Integration In Teaching And Learning And Its Relationship To Pupils' Moral Perspectives In Selected Public Elementary Schools. The Quantitative Approach Allowed The Researcher To Collect Measurable Data Through A Structured Survey Questionnaire Administered To Both Teachers And Pupils. This Enabled The Analysis Of Responses Regarding The Extent Of Values Integration Practices And The Level Of Pupils' Moral Perspectives Using Appropriate Statistical Tools.

This Research Design Was Suitable For Identifying Patterns, Trends, And Relationships Related To How Values Were Integrated In Classroom Instruction And How These Practices Influence Pupils' Moral Development. Through This Approach, The Researcher Was Able To Systematically Describe The Level Of Values Integration In Teaching And Learning In Terms Of Modeling, Integration, Management, And Reinforcement. At The Same Time, The Study Will Determine The Level Of Pupils' Moral Perspectives Based On Indicators Such As Moral Reasoning, Empathy, Responsibility, And Respect For Others, As Perceived Through The Responses Gathered From The Respondents.

Furthermore, This Study Examined The Relationship Between The Level Of Values Integration In Teaching And Learning And Pupils' Moral Perspectives To Determine Whether Effective Values Integration Contributed To The Development Of Morally Grounded Learners. The Findings Of The Study Provided Empirical Evidence That May Served As A Basis For Proposing A Values Integration Action Plan Aimed At Strengthening Classroom Practices And Promoting Positive Moral Development Among Pupils In Public Elementary Schools.

Flow Of The Study

This Study Followed The Input–Throughput–Output (Ito) Model To Illustrate The Logical Flow And Structure Of The Research Process. The Model Provided A Clear Framework Showing How The Essential Components Of The Study Are Organized, Processed, And Transformed Into Meaningful Outcomes.

The Input Of The Study Consisted Of The Essential Variables And Information That Served As The Foundation Of The Research. This Included The Demographic Profile Of The Respondents, Particularly The Teacher-Respondents In Selected Public Elementary Schools In Terms Of Age, Sex, Highest Educational Attainment, Years In Teaching, And Grade Level Taught, As Well As The Pupil-Respondents In Terms Of Age, Sex, And Grade Level. The Input Also Included The Level Of Values Integration In Teaching And Learning In Terms Of Modeling, Integration, Management, And

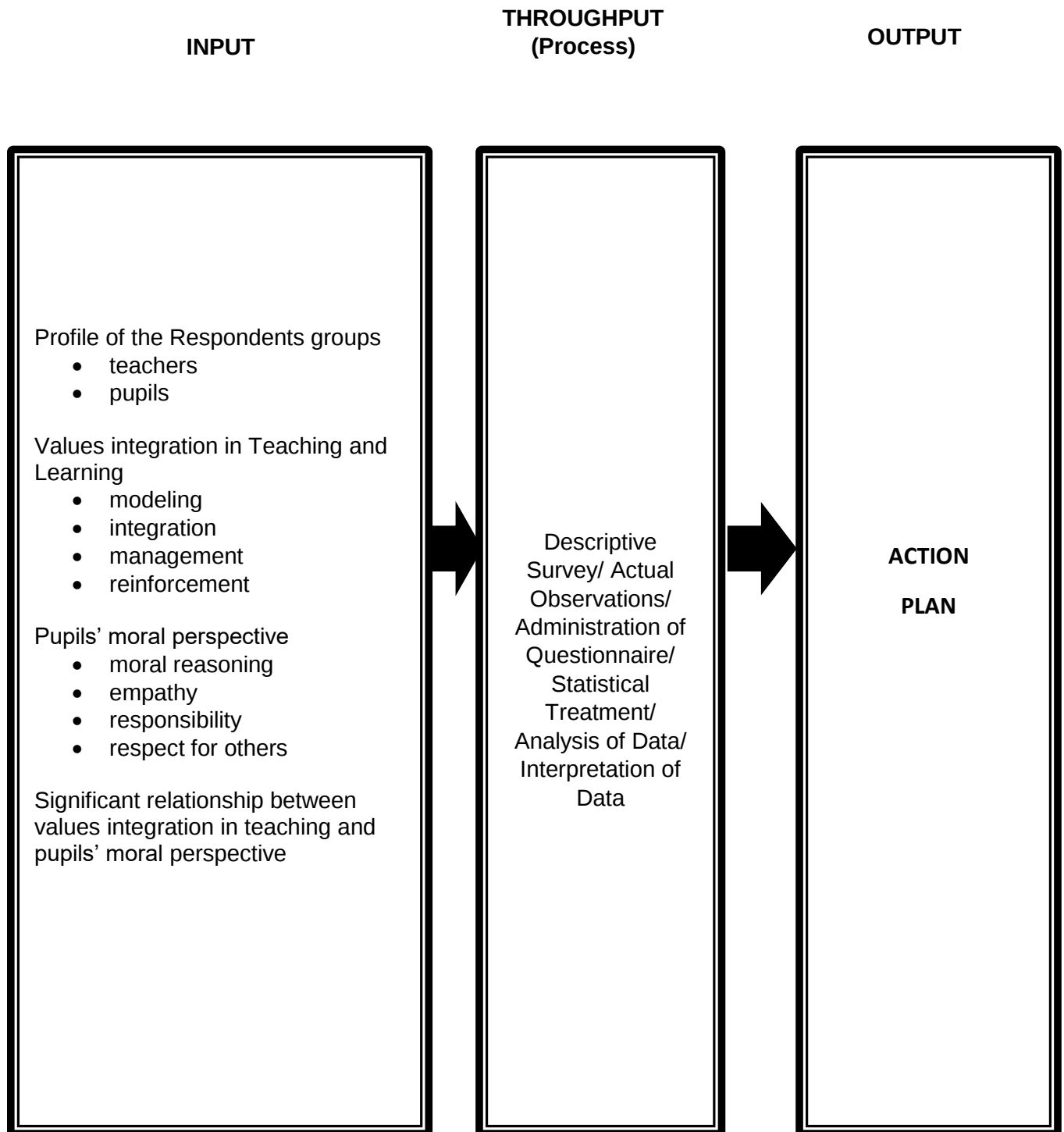


Figure 2.
The Flow of the Study

Reinforcement. Furthermore, The Study Examined The Pupils' Moral Perspectives In Terms Of Moral Reasoning, Empathy, Responsibility, And Respect For Others. These Inputs Helped Determine How Values Integration In Teaching And Learning Influenced The Development Of Pupils' Moral Perspectives.

The Throughput Of The Study Involved The Processes Undertaken To Gather, Process, And Analyze The Necessary Data. These Processes Included The Preparation Of The Research Instrument, Validation Of The Survey Questionnaire By Experts, And Administration Of The Questionnaire To The Selected Teacher And Pupil Respondents. The Researcher Secured Permission From School Authorities Prior To Data Collection And Ensured That Ethical Considerations Such As Confidentiality And Voluntary Participation Were Observed. After The Administration Of The Survey, The Collected Data Were Organized, Encoded, And Subjected To Statistical Analysis. Statistical Tools Such As Frequency, Percentage, Weighted Mean, And Pearson Correlation Were Used To Determine The Demographic Profile Of The Respondents, Assess The Level Of Values Integration In Teaching And Learning, And Evaluate The Level Of Pupils' Moral Perspectives. The Results Were Then Analyzed And Interpreted To Determine Whether There Was A Significant Relationship Between Values Integration And Pupils' Moral Perspectives.

The Output Of The Study Was The Development Of A Values Integration Action Plan Aimed At Strengthening The Integration Of Values In Teaching And Learning And Improving Pupils' Moral Perspectives In Public Elementary Schools. The Proposed Plan Was Based On The Findings Of The Study And Identified Strategic Actions That Could Enhance Teachers' Instructional Practices, Classroom Management Approaches, And Reinforcement Strategies Related To Values Education. The Action Plan Served As A Guide For School Heads And Teachers In Promoting A More Values-Oriented Learning Environment And Fostering Morally Grounded Learners.

Environment Of The Study

This Study Was Conducted At Montealegre Elementary School, Located In The Municipality Of Tuburan, Province Of Cebu. Tuburan Is A First-Class Municipality In The Northwestern Part Of Cebu Known For Its Growing Population, Agricultural Livelihood, And Developing Educational Institutions. The Municipality Is Composed Of Several Barangays, Including Barangay Montealegre, Where The School Is Situated. The Area Is Characterized By A Combination Of Rural And Semi-Urban Communities, Providing A Diverse Learner Population With Varying Socio-Economic Backgrounds.

Montealegre Elementary School Is A Public Basic Education Institution Under The Department Of Education (Deped), Offering Elementary Education From Grade 1 To Grade 6. The School Implements The K To 12 Basic Education Curriculum, Which Emphasizes Not Only Academic Excellence But Also The Integration Of Values Across All Learning Areas. Teachers In The School Are Actively Engaged In Delivering Instruction That Promotes Both Cognitive And Moral Development, Making It An Appropriate Setting For Examining Values Integration In Teaching And Learning.

The School Environment Reflects A Typical Public Elementary School Setup, With Classrooms Designed To Accommodate Diverse Learners And Teaching Strategies. Teachers Utilize Various Instructional Approaches, Including Collaborative Learning, Contextualized Instruction, And Values

Integration, To Support Holistic Learner Development. Classroom Routines, School Policies, And Co-Curricular Activities Also Promote The Development Of Core Values Such As Respect, Responsibility, Discipline, And Cooperation Among Pupils.

Montealegre Elementary School Was Selected As The Locale Of The Study Due To Its Active Implementation Of Values-Oriented Instruction And Its Accessibility To The Researcher. The Presence Of Both Teacher-Respondents And Pupil-Respondents Within The Same School Provides A Suitable Context For Examining The Relationship Between Values Integration In Teaching And Pupils' Moral Perspectives. Furthermore, The School's Commitment To Fostering A Positive Learning Environment Supports The Objectives Of This Study In Exploring How Values Are Integrated In Teaching Practices And How These Influence The Moral Development Of Pupils.

Respondents

The Respondents Of This Study Consisted Of Selected Teachers And Pupils From Montealegre Elementary School. The Teacher-Respondents Were Those Who Are Directly Involved In Classroom Instruction And The Integration Of Values In Teaching And Learning, While The Pupil-Respondents Were Learners From The Intermediate Grade Levels Who Were Expected To Demonstrate Observable Moral Perspectives Developed Through Classroom Experiences.

Montealegre Elementary School Was Chosen As The Locale Of The Study Due To Its Active Implementation Of The K To 12 Curriculums, Which Emphasized Values Integration Across Different Learning Areas. The School Provided An Appropriate Setting For Examining How Values Were Incorporated In Teaching And How These Practices Influenced Pupils' Moral Perspectives.

A Total Of 50 Teacher-Respondents Answered The Survey Questionnaire. These Teachers Were Selected Based On Their Active Involvement In Classroom Teaching And Their Role In Integrating Values In Instruction. In Addition, A Total Of 100 Pupil-Respondents From Grades 4 To 6 Participated In The Study To Provide Data Regarding Their Moral Perspectives. The Pupils Were Selected Using Appropriate Sampling Techniques To Ensure Representation Across Grade Levels.

Table 1 Shows The Distribution Of The Group Respondents From The Selected School.

Table 1
Distribution Of The Respondents

(N=100)

Schools	Respondents		Total
	Teachers	Pupils	
Montealegre Elementary Schools	50	100	150

Research Instrument

The Questionnaire Of This Study Was Based On Two Sources: (1) Some Items Were Adapted From Existing Studies On Values Education, Moral Development, And Classroom Practices, Particularly Those Related To Values Integration In Teaching And Learning; And (2) Several Indicators Were Derived From Policies And Programs Related To Values Education Implemented By The Department Of Education, Particularly Those Associated With The Integration Of Values Across The K To 12 Curriculums. The Researcher Also Designed Original Items To Ensure That The Instrument Was Aligned With The Specific Research Questions And The Context Of Montealegre Elementary School.

The Researcher Developed A Survey Questionnaire Designed To Be Simple, Clear, And Answerable Within 10–15 Minutes. The Questionnaire Was Divided Into Three (3) Parts.

Part I: Profile Of The Respondents Contained The Demographic Profile Of The Respondents, Including Age, Sex, Highest Educational Attainment, Years In Teaching, And Grade Level Taught For Teachers, And Age, Sex, And Grade Level For Pupils. This Section Helped Describe The Background Characteristics Of The Respondents Involved In The Study.

Part Ii: Values Integration In Teaching And Learning Measured The Level Of Values Integration In The Selected Public Elementary School. This Section Assessed The Integration In Terms Of Modeling, Integration, Management, And Reinforcement. The Items In This Section Determined How Effectively Values Are Incorporated Into Classroom Instruction And Daily Teaching Practices.

Part Iii: Pupils' Moral Perspectives Will Measure The Level Of Pupils' Moral Perspectives. This Section Evaluated Indicators Such As Moral Reasoning, Empathy, Responsibility, And Respect For Others. The Data Gathered Helped Determine The Extent To Which Pupils Demonstrate Moral Understanding And Behavior As Influenced By Classroom Experiences.

Data Gathering

Research Preparation. The Researcher Formally Sought Permission From The District Supervisor Of Montealegre Elementary School To Conduct The Study. After Securing Approval, The Researcher Coordinated With The School Head And Teachers Who Were Directly Involved In Classroom Instruction. The Researcher Ensured Compliance With Ethical Standards, Including The Data Privacy Act Of 2012, By Informing The Respondents About The Purpose Of The Study, The Voluntary Nature Of Their Participation, And The Confidentiality Of Their Responses.

The Researcher Explained The Purpose Of The Study As Well As The Procedures For Answering The Survey Questionnaire. The Respondents Were Informed That Their Participation Was Voluntary And That Their Responses Would Be Used Solely For Academic Purposes. The Researcher Ensured That The Respondents Clearly Understood Each Item In The Questionnaire To Obtain Accurate And Reliable Data Regarding Values Integration In Teaching And Learning And Pupils' Moral Perspectives.

Research Instrument Administration. To Explain The Significance Of The Study, The Researcher Conducted A Brief Orientation With The Respondents Before Administering The

Questionnaire. During The Orientation, The Respondents Were Informed About The Objectives Of The Study And Were Assured That Their Responses Would Be Treated With Strict Confidentiality.

The Survey Questionnaires Were Distributed To The Selected Teacher-Respondents And Pupil-Respondents. After The Questionnaires Were Accomplished, The Researcher Retrieved The Completed Instruments And Reviewed Them To Ensure The Completeness Of The Responses. Follow-Up Clarifications Were Conducted When Necessary To Verify Responses That Required Further Explanation. The Collected Data Were Then Organized And Prepared For Analysis.

Statistical Treatment Of Data

The Data Gathered From The Respondents Were Tabulated, Analyzed, And Interpreted To Answer The Research Questions Of The Study.

Simple Percentage. The Simple Percentage Was Utilized To Determine The Profile Of The Respondents. This Statistical Tool Was Used To Describe The Demographic Characteristics Of Both The Teacher-Respondents And The Pupil-Respondents.

Weighted Mean. The Weighted Mean Was Utilized To Determine The Level Of Values Integration In Teaching And Learning In Terms Of Modeling, Integration, Management, And Reinforcement. It Was Also Used To Determine The Level Of Pupils' Moral Perspectives In Terms Of Moral Reasoning, Empathy, Responsibility, And Respect For Others.

Standard Deviation. The Standard Deviation Was Used Together With The Weighted Mean To Determine The Consistency Or Variability Of The Respondents' Responses. A Smaller Standard Deviation Indicated That The Responses Were More Consistent, While A Larger Value Suggested Greater Variation In Perceptions.

Correlation Analysis. Correlation Analysis Was Used To Determine Whether There Was A Significant Relationship Between Values Integration In Teaching And Learning And Pupils' Moral Perspectives. This Statistical Tool Helped Assess The Extent To Which Effective Values Integration Was Associated With The Development Of Pupils' Moral Perspectives.

Scoring Procedure

To Interpret And Analyze The Responses Of The Respondents Accurately, This Study Used A Standardized Scoring Procedure Based On A Five-Point Likert Scale. The Likert Scale Allowed The Researcher To Determine The Respondents' Perceptions Regarding The Level Of Values Integration In Teaching And Learning And The Level Of Pupils' Moral Perspectives In The Selected Public Elementary School.

For Assessing The Level Of Values Integration In Teaching And Learning, The Following Scale Was Used:

Scale	Range	Verbal Description	Interpretation
5	4.21 – 5.00	Very High	Values Integration Is Highly Practiced In

			Teaching And Learning.
4	3.41 – 4.20	High	Values Integration Is Generally Practiced.
3	2.61 – 3.40	Moderate	Values Integration Is Sometimes Practiced.
2	1.81 – 2.60	Low	Values Integration Is Seldom Practiced.
1	1.00 – 1.80	Very Low	Values Integration Is Not Practiced.

For Assessing The Level Of Learners' Pupils' Moral Perspectives, The Following Scale Was Used:

Weight	Scale	Category	Verbal Description
5	4.21 – 5.00	Strongly Agree	Pupils Demonstrate A Very High Level Of Moral Perspectives.
4	3.41 – 4.20	Agree	Pupils Generally Demonstrate Positive Moral Perspectives.
3	2.61 – 3.40	Neutral	Pupils Show Moderate Or Uncertain Moral Perspectives.
2	1.81 – 2.60	Disagree	Pupils Demonstrate A Low Level Of Moral Perspectives.
1	1.00 – 1.80	Strongly Disagree	Pupils Demonstrate A Very Low Level Of Moral Perspectives.

Definition Of Terms

To Understand The Terms Used In This Study, The Following Definitions Were Given Considerations.

Values Integration In Teaching And Learning - Refers To The Deliberate And Systematic Incorporation Of Core Values Such As Respect, Responsibility, Honesty, And Empathy Into Classroom Instruction, Activities, And Interactions, As Perceived By The Teacher-Respondents.

Modeling - Refers To The Demonstration Of Desirable Values By Teachers Through Their Behavior, Attitudes, And Interactions With Pupils, Serving As Examples For Learners To Imitate.

Integration - Refers To The Inclusion Of Values Within Lesson Content And Learning Activities Across Different Subject Areas.

Management - Refers To The Application Of Values-Based Approaches In Classroom Management, Including Discipline, Routines, And The Establishment Of A Positive Learning Environment.

Reinforcement - Refers To The Strategies Used By Teachers To Strengthen And Encourage Positive Values, Such As Praise, Feedback, And Recognition Of Appropriate Behavior.

Pupils' Moral Perspectives - Refers To The Pupils' Understanding, Judgment, And Expression Of Moral Values, Including Their Ability To Distinguish Right From Wrong And Act Accordingly.

Moral Reasoning - Refers To The Ability Of Pupils To Analyze Situations, Make Ethical Decisions, And Justify Actions Based On Accepted Moral Principles.

Empathy - Refers To The Ability Of Pupils To Understand And Share The Feelings Of Others, Demonstrating Care And Concern In Social Interactions.

Responsibility - Refers To The Pupils' Ability To Be Accountable For Their Actions, Fulfill Assigned Tasks, And Demonstrate Self-Discipline.

Respect For Others - Refers To The Demonstration Of Courtesy, Consideration, And Acceptance Of Others Regardless Of Differences.

Public Elementary Schools - Refers To Government-Funded Basic Education Institutions Where The Respondents Of The Study Are Currently Enrolled Or Employed.

Teacher-Respondents - Refers To The Teachers In Selected Public Elementary Schools Who Participate In The Study And Provide Information Regarding Values Integration In Teaching And Learning.

Pupil-Respondents - Refers To The Elementary Learners Who Participate In The Study And Provide Responses Regarding Their Moral Perspectives.

Action Plan - Refers To The Proposed Set Of Strategies And Interventions Developed Based On The Findings Of The Study To Improve The Integration Of Values In Teaching And Learning.

2. Presentation, Data Analysis And Interpretation

This Chapter Presents, Analyzes, And Interprets The Data Gathered In The Conduct Of The Study Entitled "Values Integration In Teaching And Learning And Pupils' Moral Perspectives In Selected Public Elementary Schools." The Presentation Of The Results Follows The Sequence Of The Research Questions Stated In Chapter 1.

The Chapter Begins With The Presentation Of The Demographic Profile Of The Teacher-Respondents And Pupil-Respondents. It Is Followed By The Analysis Of The Level Of Values Integration In Teaching And Learning In Terms Of Modeling, Integration, Management, And Reinforcement, As Well As The Level Of Pupils' Moral Perspectives In Terms Of Moral Reasoning, Empathy, Responsibility, And Respect For Others. Furthermore, The Chapter Examines The Significant Relationship Between Values Integration In Teaching And Learning And Pupils' Moral Perspectives Using The Appropriate Statistical Tools. Based On The Findings Of The Study, A Proposed Values Integration Enhancement Plan Is Presented To Strengthen Values-Oriented Instructional Practices And Promote The Moral Development Of Pupils In Public Elementary Schools.

The Presentation And Interpretation Of The Findings Are Supported By Relevant Literature And Empirical Studies To Provide Meaningful Explanations And Establish The Significance Of The Results In Relation To The Existing Body Of Knowledge.

Profile Of The Respondents

This Section Presents The Demographic Profile Of The Teacher-Respondents And Pupil-Respondents. Specifically, It Includes The Teachers' Age And Gender, Highest Educational Attainment, Years In Teaching, And Grade Level Taught, As Well As The Pupils' Age And Gender And Grade Level. The Profile Provides A General Overview Of The Respondents Who Participated In The Study And Establishes The Context For The Analysis And Interpretation Of The Succeeding Findings.

Age And Gender Of Teacher Respondents. This Section Presents The Distribution Of The Teacher-Respondents According To Their Age And Gender. The Profile Provides A General Overview Of The Demographic Characteristics Of The Teachers Who Participated In The Study And Establishes The Context For Understanding Their Perceptions Regarding Values Integration In Teaching And Learning.

Table 1
Age and Gender of The Teacher-Respondents

(N = 50)

Age (Years)	Male	Female	Total	Percentage
20–30	2	8	10	20.00
31–40	3	15	18	36.00
41–50	2	11	13	26.00
51 Years And Above	2	7	9	18.00
Total	9	41	50	100.00

Table 2 Presents The Age And Gender Distribution Of The Teacher-Respondents. Of The 50 Respondents, 41 (82.00%) Were Female, While 9 (18.00%) Were Male. In Terms Of Age, The Highest Proportion Belonged To The 31–40 Years Age Group With 18 Respondents (36.00%), Followed By Those Aged 41–50 Years With 13 (26.00%), 20–30 Years With 10 (20.00%), And 51 Years And Above With 9 (18.00%).

The Data Indicate That The Teaching Workforce Is Predominantly Female And Largely Composed Of Teachers In Their Early To Middle Adulthood. It Suggests A Workforce With Adequate Teaching Experience And Active Engagement In Classroom Instruction, Making The Respondents Well-Positioned To Assess The Extent Of Values Integration In Teaching And Learning. Lickona (2021) Emphasized That Teachers' Consistent Demonstration Of Positive Values Significantly Contributes To Learners' Character Formation And Moral Development. It Is Also Supported By Unesco (2021), Teachers Play A Crucial Role In Promoting Ethical Values And Responsible Citizenship Through Quality Education.

Highest Educational Attainment Of Teacher Respondents. This Section Presents The Distribution Of The Teacher-Respondents According To Their Highest Educational Attainment. Educational Attainment Is An Important Demographic Variable As It Reflects The Respondents' Academic Qualifications And Commitment To Professional Growth, Which May Influence Their Instructional Practices And The Integration Of Values In Teaching And Learning.

Table 3
Highest Educational Attainment Of The Teacher-Respondents

(N = 50)

Highest Educational Attainment	Frequency	Percentage
Bachelor's Degree	14	28.00
With Master's Units	20	40.00
Master's Degree	13	26.00
Doctorate Degree	3	6.00
Total	50	100.00

Table 3 Shows The Highest Educational Attainment Of The Teacher-Respondents. Of The 50 Respondents, 20 (40.00%) Had Earned Master's Units, Constituting The Largest Group. This Was

Followed By 14 (28.00%) Teachers With A Bachelor's Degree, 13 (26.00%) Who Had Completed A Master's Degree, And 3 (6.00%) Who Had Earned A Doctorate Degree.

The Data Reveal That Most Of The Teacher-Respondents Have Pursued Graduate Education Beyond Their Bachelor's Degree, It Indicates A Strong Commitment To Professional Advancement And Continuous Learning Among Teachers. The Data Also Suggests That Teachers Recognize The Importance Of Enhancing Their Competencies To Meet The Evolving Demands Of Quality Education. Pursuing Advanced Studies Enables Teachers To Strengthen Their Pedagogical Knowledge, Instructional Competencies, And Classroom Management Skills, Which Are Essential In Effectively Integrating Values Into Teaching And Learning. This Finding Is Consistent With The Philippine Professional Standards For Teachers (Deped Order No. 42, S. 2017), Which Emphasizes Continuous Professional Development As A Key Indicator Of Teacher Quality.

Years In Teaching Of Teacher Respondents. This Section Presents The Distribution Of The Teacher-Respondents According To Their Years In Teaching. Teaching Experience Is An Important Demographic Variable As It Reflects The Respondents' Exposure To Classroom Instruction And Professional Practice, Which May Influence The Manner In Which They Integrate Values Into Teaching And Learning.

Table 4
Years In Teaching Of The Teacher-Respondents
(N = 50)

Highest Educational Attainment	Frequency	Percentage
1–3 Years	8	16.00
4–7 Years	14	28.00
8–10 Years	11	22.00
More Than 10 Years	17	34.00
Total	50	100.00

Table 4 Presents The Distribution Of The Teacher-Respondents According To Their Years In Teaching. Of The 50 Respondents, 17 (34.00%) Had Been Teaching For More Than 10 Years, Followed By 14 (28.00%) With 4–7 Years Of Teaching Experience, 11 (22.00%) With 8–10 Years, And 8 (16.00%) With 1–3 Years Of Teaching Experience.

The Findings Indicate That The Majority Of The Teacher-Respondents Have Accumulated Considerable Teaching Experience. This Suggests That Most Respondents Have Been Exposed To Various Instructional Approaches, Curriculum Reforms, And Classroom Situations That May Have Strengthened Their Ability To Integrate Values Into Their Teaching Practices. According To Darling-Hammond Et Al. (2020), Who Emphasized That Teaching Experience, When Complemented By Continuous Professional Learning, Enhances Instructional Effectiveness And Promotes Holistic Learner Development.

Grade Level Taught By The Teacher Respondents. This Section Presents The Distribution Of The Teacher-Respondents According To The Grade Level They Currently Teach. Identifying The Grade

Level Assignment Of Teachers Provides An Overview Of Their Instructional Responsibilities And Ensures That The Respondents Represent The Different Grade Levels In The Elementary School, Thereby Providing Diverse Perspectives On Values Integration In Teaching And Learning.

Table 5
Grade Level Taught By The Teacher-Respondents
(N = 50)

Highest Educational Attainment	Frequency	Percentage
Grade 1	8	16.00
Grade 2	8	16.00
Grade 3	9	18.00
Grade 4	9	18.00
Grade 5	8	16.00
Grade 6	8	16.00
Total	50	100.00

Table 5 Presents The Distribution Of The Teacher-Respondents According To The Grade Level They Currently Teach. The Highest Number Of Respondents Were Assigned To Grades 3 And 4, With 9 Teachers (18.00%) Each. Meanwhile, 8 Teachers (16.00%) Were Assigned To Each Of Grades 1, 2, 5, And 6.

The Findings Reveal That The Respondents Are Fairly Distributed Across All Grade Levels, Ensuring Representation From Both The Primary And Intermediate Grades. This Balanced Distribution Provides A Comprehensive Perspective On How Values Are Integrated Into Teaching And Learning Throughout The Elementary Curriculum. It Is Consistent With The Enhanced Basic Education Act Of 2013 (Republic Act No. 10533), Which Advocates For A Learner-Centered Curriculum That Promotes The Holistic Development Of Learners Across All Grade Levels. According To Nucci And Narvaez (2022) Emphasized That Values Education Is Most Effective When Integrated Throughout The Curriculum And Reinforced Consistently Across Different Learning Experiences Rather Than Being Taught As A Separate Subject.

Age And Gender Of The Pupil-Respondents. This Section Presents The Distribution Of The Pupil-Respondents According To Their Age And Gender. The Profile Provides A General Description Of The Pupils Who Participated In The Study And Establishes The Demographic Context For Examining Their Moral Perspectives In Relation To Values Integration In Teaching And Learning.

Table 6
Age And Gender Of The Pupil-Respondents
(N = 100)

Age (Years)	Male	Female	Total	Percentage
7–8	4	6	10	10.00

9–10	20	25	45	45.00
11–12	18	20	38	38.00
13 Years And Above	4	3	7	7.00
Total	46	54	100	100.00

Table 6 Presents The Age And Gender Distribution Of The Pupil-Respondents. Of The 100 Respondents, 54 (54.00%) Were Female, While 46 (46.00%) Were Male. In Terms Of Age, The Largest Group Belonged To The 9–10 Years Old Category With 45 Pupils (45.00%), Followed By The 11–12 Years Old Group With 38 Pupils (38.00%), The 7–8 Years Old Group With 10 Pupils (10.00%), And The 13 Years And Above Category With 7 Pupils (7.00%).

The Findings Indicate That The Pupil-Respondents Were Fairly Distributed By Gender, With A Slightly Higher Proportion Of Females Than Males. Most Of The Respondents Were Between 9 And 12 Years Old, Which Corresponds To The Typical Age Range Of Learners In The Intermediate Grades. The Predominance Of Pupils Aged 9 To 12 Years Is Appropriate For A Study On Moral Perspectives, As Children Within This Age Range Undergo Significant Cognitive, Emotional, And Social Development. Malti And Krettenauer (2020) Emphasized That Moral Understanding And Prosocial Behavior Become Increasingly Evident During Late Childhood As Learners Develop Greater Emotional Awareness And Social Responsibility.

Grade Level Of The Pupil-Respondents. This Section Presents The Distribution Of The Pupil-Respondents According To Their Grade Level. Identifying The Grade Level Of The Respondents Provides An Overview Of The Learners Who Participated In The Study And Ensures That The Findings Represent The Perspectives Of Pupils Across The Intermediate Grade Levels.

Table 7
Grade Level Of The Pupil-Respondents
(N = 50)

Highest Educational Attainment	Frequency	Percentage
Grade 4	33	33.00
Grade 5	33	33.00
Grade 6	34	34.00
Total	100	100.00

Table 7 Presents The Distribution Of The Pupil-Respondents According To Their Grade Level. Of The 100 Respondents, 34 (34.00%) Were From Grade 6, While 33 (33.00%) Each Were From Grades 4 And 5. The Results Indicate An Almost Equal Representation Of Pupils Across The Three Intermediate Grade Levels.

The Findings Reveal That The Respondents Were Proportionately Distributed Among Grades 4, 5, And 6, Providing Balanced Representation From The Intermediate Grade Levels. Such Distribution Minimizes The Possibility Of Overrepresentation From A Particular Grade Level And Allows The Study To Capture Diverse Perspectives On Moral Development Across Learners With Varying Levels Of

Maturity. The Balanced Representation Of Pupils Across The Intermediate Grades Provides A Comprehensive Basis For Examining Moral Perspectives In Relation To Values Integration In Teaching And Learning. The Department Of Education, Through Republic Act No. 11476 Or The Good Manners And Right Conduct (Gmrc) And Values Education Act, Emphasizes That Values Education Should Be Continuously Reinforced Throughout The Elementary Years To Promote Moral Development And Responsible Citizenship.

Level Of Values Integration In Teaching And Learning

This Section Presents The Level Of Values Integration In Teaching And Learning As Perceived By The Teacher-Respondents. It Specifically Assesses The Extent To Which Teachers Integrate Values Into Their Instructional Practices In Terms Of Modeling, Integration, Management, And Reinforcement. Examining These Dimensions Provides A Comprehensive Understanding Of How Values Are Embedded In Classroom Instruction And Daily Learning Experiences. The Results Serve As An Empirical Basis For Determining The Effectiveness Of Values-Oriented Teaching Practices And Their Contribution To The Development Of Pupils' Moral Perspectives.

Values Integration In Terms Of Modeling. This Section Presents The Level Of Values Integration In Teaching And Learning In Terms Of Modeling. Modeling Refers To The Teachers' Demonstration Of Desirable Values Through Their Attitudes, Behaviors, And Interactions With Pupils. As Role Models, Teachers Influence Learners Not Only Through Instruction But Also Through The Values They Consistently Exhibit In The Classroom.

Table 8
Values Integration In Terms Of Modeling
(N = 50)

Indicators	Mean	Sd	Verbal Description
1. The Teacher Demonstrates Respect In Dealing With Pupils.	4.32	0.58	Very High
2. The Teacher Shows Honesty In Words And Actions.	4.24	0.63	Very High
3. The Teacher Models Responsibility In Completing Tasks.	4.15	0.67	High
4. The Teacher Treats Pupils Fairly And Equally.	4.08	0.71	High
5. The Teacher Demonstrates Patience And Understanding Toward Pupils.	4.12	0.69	High
Overall Mean	4.18	0.66	High

Table 8 Presents The Level Of Values Integration In Teaching And Learning In Terms Of Modeling. The Overall Mean Of 4.18 With A Standard Deviation Of 0.66 Indicates That The Teacher-Respondents Perceived The Practice Of Modeling Values At A High Level. Among The Indicators, Demonstrating Respect In Dealing With Pupils Obtained The Highest Mean Of 4.32, Interpreted As Very High, While Treating Pupils Fairly And Equally Registered The Lowest Mean Of 4.08, Although It Remained Within The High Descriptive Level.

The Findings Indicate That Teachers Consistently Model Desirable Values In Their Daily Interactions With Pupils. Respect And Honesty Were The Most Evident Values Demonstrated By The Respondents, While Fairness And Equal Treatment, Although Still Highly Practiced, Showed Relatively Lower Ratings. This Suggests That Teachers Generally Serve As Positive Role Models, But There Remains Room To Further Strengthen Equitable And Inclusive Classroom Practices. This Finding Supports Lickona (2021), Who Emphasized That Learners Develop Character More Effectively When Teachers Consistently Model Ethical Behavior In Everyday Classroom Interactions. Similarly, Tirri (2020) Noted That Teachers' Ethical Conduct And Professional Example Play A Significant Role In Fostering Learners' Moral Growth And Establishing A Positive Classroom Environment.

Values Integration In Terms Of Integration. This Section Presents The Level Of Values Integration In Teaching And Learning In Terms Of **Integration**. Integration Refers To The Deliberate Incorporation Of Values Into Lesson Discussions, Classroom Activities, And Learning Experiences Across Different Subject Areas. It Reflects The Extent To Which Teachers Intentionally Embed Values Education Into The Teaching-Learning Process.

Table 9
Values Integration In Terms Of Integration
(N = 50)

Indicators	Mean	Sd	Verbal Description
1. Values Are Integrated Into Lesson Discussions.	4.18	0.65	High
2. The Teacher Connects Lessons To Real-Life Moral Situations.	4.12	0.68	High
3. Activities Encourage Pupils To Practice Positive Values.	4.16	0.63	High
4. Different Subjects Include Values-Related Content.	3.98	0.72	High
5. The Teacher Emphasizes Values During Class Activities.	4.09	0.69	High
Overall Mean	4.11	0.67	High

Table 9 Presents The Level Of Values Integration In Teaching And Learning In Terms Of Integration. The Overall Mean Of 4.11 With A Standard Deviation Of 0.67 Indicates That The Teacher-Respondents Perceived Values Integration To Be Practiced At A High Level. Among The Indicators, "Values Are Integrated Into Lesson Discussions" Obtained The Highest Mean Of 4.18, While "Different Subjects Include Values-Related Content" Registered The Lowest Mean Of 3.98. Despite This, All Indicators Were Interpreted As High.

The Findings Indicate That Teachers Intentionally Incorporate Values Into Their Instructional Practices, Particularly During Lesson Discussions And Classroom Activities. However, The Comparatively Lower Rating For Integrating Values Across Different Subject Areas Suggests That Values Education May Be Implemented More Consistently In Some Learning Areas Than In Others. This Highlights The Need To Strengthen Interdisciplinary Approaches To Values Integration Throughout The Curriculum. **Unesco (2021)** Emphasized That Quality Education Should Intentionally Integrate Values, Ethics, And Global Citizenship Into Classroom Instruction To Promote Learners' Holistic Development And Responsible Participation In Society.

Values Integration In Terms Of Management. This Section Presents The Level Of Values Integration In Teaching And Learning In Terms Of Management. Management Refers To The Teachers' Application Of Values-Based Approaches In Maintaining Classroom Discipline, Fostering Positive Relationships, And Creating A Learning Environment That Promotes Respect, Responsibility, And Cooperation Among Pupils.

Table 10
Values Integration In Terms Of Management
(N = 50)

Indicators	Mean	Sd	Verbal Description
1. Classroom Rules Promote Respect And Discipline.	4.14	0.64	High
2. The Teacher Manages Behavior Using Values-Based Approaches.	4.07	0.68	High
3. Pupils Are Guided To Resolve Conflicts Properly.	3.95	0.73	High
4. A Positive And Respectful Classroom Environment Is Maintained.	4.11	0.66	High
5. The Teacher Encourages Cooperation Among Pupils.	4.06	0.69	High
Overall Mean	4.07	0.68	High

Table 10 Presents The Level Of Values Integration In Teaching And Learning In Terms Of Management. The Overall Mean Of 4.07 With A Standard Deviation Of 0.68 Indicates That Classroom Management Practices Anchored On Values Were Implemented At A High Level. Among The Indicators, "Classroom Rules Promote Respect And Discipline" Obtained The Highest Mean Of 4.14, While "Pupils Are Guided To Resolve Conflicts Properly" Recorded The Lowest Mean Of 3.95. Nevertheless, All Indicators Were Rated High.

The Findings Indicate That Teachers Effectively Employ Values-Based Classroom Management Practices That Promote Discipline, Respect, And Cooperation Among Pupils. However, The Relatively Lower Mean For Guiding Pupils In Conflict Resolution Suggests That Teachers May Benefit From Additional Strategies And Interventions That Strengthen Learners' Interpersonal And Problem-Solving Skills Within The Classroom. This Finding Aligns With **Oecd (2021)**, Which Emphasized That Positive Classroom Management And Supportive Teacher–Student Relationships Are Essential In Promoting Learners' Social And Emotional Competencies.

Values Integration In Terms Of Reinforcement. This Section Presents The Level Of Values Integration In Teaching And Learning In Terms Of Reinforcement. Reinforcement Refers To The Strategies Employed By Teachers To Strengthen And Sustain Positive Values And Desirable Behaviors Through Recognition, Feedback, Encouragement, And Consistent Reminders. Effective Reinforcement Encourages Pupils To Internalize Positive Values And Apply Them In Various Learning And Social Situations.

Table 11
Values Integration In Terms Of Reinforcement
(N = 50)

Indicators	Mean	Sd	Verbal Description
1. The Teacher Praises Pupils For Good Behavior.	4.10	0.67	High
2. Positive Values Are Recognized And Rewarded.	4.02	0.71	High
3. The Teacher Gives Feedback That Encourages Moral Behavior.	4.06	0.68	High
4. Pupils Are Reminded To Practice Values Consistently.	4.15	0.64	High
5. The Teacher Provides Recognition For Responsible Actions.	3.92	0.74	High
Overall Mean	4.05	0.69	High

Table 11 Presents The Level Of Values Integration In Teaching And Learning In Terms Of Reinforcement. The Overall Mean Of 4.05 With A Standard Deviation Of 0.69 Indicates That Reinforcement Practices Were Implemented At A High Level. Among The Indicators, "Pupils Are Reminded To Practice Values Consistently" Obtained The Highest Mean Of 4.15, While "The Teacher Provides Recognition For Responsible Actions" Registered The Lowest Mean Of 3.92. Nevertheless, All Indicators Were Interpreted As High.

The Findings Reveal That Teachers Consistently Reinforce Positive Values Through Reminders, Encouragement, And Constructive Feedback. However, The Relatively Lower Rating On Recognizing Responsible Actions Suggests That Formal Recognition Of Pupils' Positive Behaviors Is Less Consistently Practiced Than Other Reinforcement Strategies. This Finding Supports Republic Act No. 11476, Which Underscores The Importance Of Reinforcing Good Manners, Right Conduct, And Core Values As Integral Components Of Basic Education.

Level Of Values Integration In Teaching And Learning Comparison

This Section Presents The Overall Level Of Values Integration In Teaching And Learning As Perceived By The Teacher-Respondents. It Summarizes The Four Dimensions Of Values Integration, Namely Modeling, Integration, Management, And Reinforcement, To Provide A Comprehensive Assessment Of Teachers' Values-Oriented Instructional Practices.

Table 12
Values Integration In Teaching And Learning Comparison
(N = 50)

Dimensions	Mean	Sd	Verbal Description
Modeling	4.18	0.66	High
Integration	4.11	0.67	High
Management	4.07	0.68	High
Reinforcement	4.05	0.69	High
Overall Mean	4.10	0.68	High

Table 12 Presents The Overall Level Of Values Integration In Teaching And Learning. The Overall Mean Of 4.10 With A Standard Deviation Of 0.68 Indicates That Values Integration Was Practiced At A

High Level. Among The Four Dimensions, Modeling Obtained The Highest Mean (4.18), Followed By Integration (4.11), Management (4.07), And Reinforcement (4.05). All Dimensions Were Consistently Interpreted As High.

The Findings Indicate That Teachers Consistently Integrate Values Into Their Instructional Practices Through Their Personal Example, Lesson Delivery, Classroom Management, And Reinforcement Strategies. Although All Dimensions Received High Ratings, Modeling Emerged As The Strongest Practice, Suggesting That Teachers Primarily Influence Pupils' Values Through Their Own Conduct And Interactions. Comparatively Lower Ratings In Management And Reinforcement Indicate Opportunities To Further Strengthen Classroom Strategies That Sustain Positive Values And Behaviors.

Level Of Pupils' Moral Perspective

This Section Presents The Level Of Pupils' Moral Perspectives As Perceived By The Pupil-Respondents. Specifically, It Assesses The Pupils' Moral Perspectives In Terms Of Moral Reasoning, Empathy, Responsibility, And Respect For Others. Examining These Dimensions Provides An Understanding Of How Pupils Perceive And Demonstrate Moral Values In Their Daily Interactions And Decision-Making. The Findings Serve As An Empirical Basis For Determining Whether Values Integration In Teaching And Learning Contributes To The Development Of Pupils' Moral Perspectives.

Moral Reasoning. This Section Presents The Level Of Pupils' Moral Perspectives In Terms Of Moral Reasoning. Moral Reasoning Refers To The Pupils' Ability To Distinguish Right From Wrong, Make Ethical Decisions, And Consider The Consequences Of Their Actions Based On Accepted Moral Principles.

Table 13
Moral Reasoning
(N = 100)

Indicators	Mean	Sd	Verbal Description
1. I Can Tell The Difference Between Right And Wrong.	4.20	0.61	Agree
2. I Think Carefully Before Making Decisions.	4.08	0.67	Agree
3. I Understand The Consequences Of My Actions.	4.12	0.65	Agree
4. I Try To Do What Is Right Even When No One Is Watching.	4.03	0.71	Agree
5. I Consider How My Actions Affect Others.	4.10	0.66	Agree
Overall Mean	4.11	0.66	Agree

Table 13 Presents The Level Of Pupils' Moral Perspectives In Terms Of Moral Reasoning. The Overall Mean Of 4.11 With A Standard Deviation Of 0.66 Indicates That The Pupils Agreed That They Demonstrate Moral Reasoning In Their Daily Lives. Among The Indicators, "I Can Tell The Difference Between Right And Wrong" Obtained The Highest Mean Of 4.20, While "I Try To Do What Is Right Even When No One Is Watching" Obtained The Lowest Mean Of 4.03. Nevertheless, All Indicators Were Described As Agree.

The Findings Indicate That The Pupils Generally Possess A Positive Level Of Moral Reasoning. They Are Capable Of Recognizing Ethical Principles, Reflecting On The Consequences Of Their Actions, And Making Decisions Guided By Moral Considerations. However, The Comparatively Lower Rating On Consistently Doing What Is Right Without External Supervision Suggests That Pupils May Still Require Continuous Guidance And Reinforcement In Applying Moral Values Independently. According To Narvaez And Lapsley (2021), Who Explained That Moral Reasoning Develops Through Continuous Interaction Between Cognitive Understanding And Everyday Moral Experiences Provided By Families, Schools, And Communities.

Empathy. This Section Presents The Level Of Pupils' Moral Perspectives In Terms Of Empathy. Empathy Refers To The Pupils' Ability To Understand And Share The Feelings Of Others, Demonstrate Kindness, And Show Concern For The Well-Being Of Their Classmates And Other People.

Table 14
Empathy
(N = 100)

Indicators	Mean	Sd	Verbal Description
1. I Understand How Others Feel.	4.15	0.63	Agree
2. I Help Classmates Who Are In Need.	4.09	0.68	Agree
3. I Show Kindness To Others.	4.18	0.60	Agree
4. I Avoid Hurting Others' Feelings.	4.05	0.69	Agree
5. I Listen When Others Share Their Feelings.	4.12	0.65	Agree
Overall Mean	4.12	0.65	Agree

Table 14 Presents The Level Of Pupils' Moral Perspectives In Terms Of Empathy. The Overall Mean Of 4.12 With A Standard Deviation Of 0.65 Indicates That The Pupil-Respondents Agreed That They Demonstrate Empathy In Their Interactions With Others. Among The Indicators, "I Show Kindness To Others" Obtained The Highest Mean Of 4.18, While "I Avoid Hurting Others' Feelings" Obtained The Lowest Mean Of 4.05. Nevertheless, All Indicators Were Described As Agree.

The Findings Indicate That The Pupils Generally Demonstrate Empathy By Showing Kindness, Helping Others, And Understanding The Feelings Of Their Classmates. Although All Indicators Received Favorable Ratings, The Comparatively Lower Mean For Avoiding Behaviors That May Hurt Others' Feelings Suggests That Pupils May Still Benefit From Continuous Guidance In Developing Sensitivity And Consideration In Their Interactions With Others. Unesco (2021) Highlighted That Promoting Empathy In Schools Contributes To Inclusive Learning Environments And Helps Develop Learners Who Are Respectful, Caring, And Socially Responsible.

Responsibility. This Section Presents The Level Of Pupils' Moral Perspectives In Terms Of Responsibility. Responsibility Refers To The Pupils' Willingness To Be Accountable For Their Actions, Perform Assigned Tasks, Observe School Rules, And Demonstrate Self-Discipline In Fulfilling Their Obligations Both Inside And Outside The Classroom.

Table 15
Responsibility
(N = 100)

Indicators	Mean	Sd	Verbal Description
1. I Complete My School Tasks On Time.	4.14	0.64	Agree
2. I Admit My Mistakes.	4.02	0.71	Agree
3. I Follow Classroom Rules.	4.18	0.61	Agree
4. I Take Care Of My Belongings.	4.10	0.66	Agree
5. I Do My Duties Without Being Told.	3.97	0.74	Agree
Overall Mean	4.08	0.67	Agree

Table 15 Presents The Level Of Pupils' Moral Perspectives In Terms Of Responsibility. The Overall Mean Of 4.08 With A Standard Deviation Of 0.67 Indicates That The Pupil-Respondents Agreed That They Demonstrate Responsible Behavior In School. Among The Indicators, "I Follow Classroom Rules" Obtained The Highest Mean Of 4.18, While "I Do My Duties Without Being Told" Obtained The Lowest Mean Of 3.97. Despite The Variation, All Indicators Were Interpreted As Agree.

The Findings Indicate That The Pupils Generally Exhibit Responsible Behavior By Complying With Classroom Rules, Completing Assigned Tasks, And Taking Care Of Their Personal Belongings. However, The Comparatively Lower Rating On Performing Duties Without Reminders Suggests That Some Pupils Still Rely On Teacher Supervision And Encouragement In Carrying Out Their Responsibilities Independently. This Finding Is Consistent With Lickona (2021), Who Emphasized That Responsibility Is Developed When Learners Are Consistently Given Opportunities To Make Decisions, Fulfill Obligations, And Become Accountable For Their Actions.

Respect For Others. This Section Presents The Level Of Pupils' Moral Perspectives In Terms Of Respect For Others. Respect For Others Refers To The Pupils' Ability To Demonstrate Courtesy, Politeness, Acceptance Of Individual Differences, And Consideration In Their Interactions With Teachers, Classmates, And Other Members Of The School Community.

Table 16
Respect For Others
(N = 100)

Indicators	Mean	Sd	Verbal Description
1. I Respect My Teachers And Classmates.	4.25	0.58	Strongly Agree
2. I Listen When Others Are Speaking.	4.12	0.64	Agree
3. I Accept Differences Among People.	4.06	0.69	Agree
4. I Use Polite Words In Conversations.	4.18	0.61	Agree
5. I Show Good Manners In School.	4.21	0.60	Strongly Agree
Overall Mean	4.16	0.62	Agree

Table 16 Presents The Level Of Pupils' Moral Perspectives In Terms Of Respect For Others. The Overall Mean Of 4.16 With A Standard Deviation Of 0.62 Indicates That The Pupil-Respondents Agreed That They Demonstrate Respect Toward Others. Among The Indicators, "I Respect My Teachers And Classmates" Obtained The Highest Mean Of 4.25, Interpreted As Strongly Agree, While "I Accept Differences Among People" Obtained The Lowest Mean Of 4.06, Interpreted As Agree.

The Findings Indicate That The Pupils Consistently Demonstrate Respectful Behavior Toward Teachers And Classmates And Generally Practice Good Manners In School. However, The Relatively Lower Rating On Accepting Differences Among People Suggests That Pupils May Still Benefit From Activities That Promote Inclusivity, Tolerance, And Appreciation Of Diversity. Nucci And Narvaez (2022) Argued That Respect Is Best Developed When Learners Experience Consistent Opportunities To Practice Positive Interpersonal Relationships Within Supportive School Environments.

Level Of Pupils Moral Perspective Comparison

This Section Presents The Overall Level Of Pupils' Moral Perspectives As Perceived By The Pupil-Respondents. It Summarizes The Four Dimensions Of Moral Perspectives, Namely Moral Reasoning, Empathy, Responsibility, And Respect For Others, To Provide A Comprehensive Assessment Of The Pupils' Moral Development.

Table 12
Values Integration In Teaching And Learning Comparison
(N = 50)

Dimensions	Mean	Sd	Verbal Description
Moral Reasoning	4.11	0.66	Agree
Empathy	4.12	0.65	Agree
Responsibility	4.08	0.67	Agree
Respect For Others	4.16	0.62	Agree
Overall Mean	4.12	0.65	Agree

Table 17 Presents The Overall Level Of Pupils' Moral Perspectives. The Overall Mean Of 4.12 With A Standard Deviation Of 0.65 Indicates That The Pupil-Respondents Agreed That They Demonstrate Positive Moral Perspectives. Among The Four Dimensions, Respect For Others Obtained The Highest Mean Of 4.16, Followed By Empathy (4.12), Moral Reasoning (4.11), And Responsibility (4.08). All Dimensions Were Interpreted As Agree.

The Findings Indicate That The Pupils Generally Exhibit Desirable Moral Perspectives In Their Interactions And Decision-Making. Respect For Others Emerged As The Strongest Dimension, Suggesting That Pupils Consistently Demonstrate Courteous And Respectful Behavior Toward Teachers And Classmates. On The Other Hand, Responsibility Obtained The Lowest Mean, Indicating That Pupils May Still Require Continuous Guidance In Developing Greater Independence And Accountability For Their Actions. These Findings Support Republic Act No. 11476, Which Institutionalizes Good Manners And Right Conduct (Gmrc) And Values Education As Essential Components Of Basic Education To Strengthen Learners' Moral Character And Social Responsibility. It Is Also Supported By The Study Of

Malti And Krettenauer (2020) Asserted That Moral Development Is Strengthened When Learners Are Consistently Provided With Meaningful Opportunities To Practice Positive Values In Authentic Social Contexts.

Significant Relationship Between Values Integration In Teaching And Learning And Pupils' Moral Perspective

This Section Presents The Relationship Between Values Integration In Teaching And Learning And Pupils' Moral Perspectives. Pearson Product-Moment Correlation Was Employed To Determine Whether A Significant Relationship Exists Between The Independent And Dependent Variables.

Table 18
Significant Relationship Between Values Integration In Teaching And Learning And Pupils' Moral Perspectives

Variables	Computed R-Value	P-Value	Decision	Interpretation
Values Integration In Teaching And Learning And Pupils' Moral Perspectives	0.724	0.000	Reject Ho	Significant

Table 18 Presents The Relationship Between Values Integration In Teaching And Learning And Pupils' Moral Perspectives. The Computed Pearson Correlation Coefficient ($R = 0.724$) With A P-Value Of 0.000 Indicates A Statistically Significant Positive Relationship Between The Two Variables. Since The P-Value Is Less Than The 0.05 Level Of Significance, The Null Hypothesis Is Rejected.

The Findings Indicate That Higher Levels Of Values Integration In Teaching And Learning Are Associated With Higher Levels Of Pupils' Moral Perspectives. This Suggests That Teachers Who Consistently Model Positive Values, Integrate Values Into Classroom Instruction, Apply Values-Based Classroom Management, And Reinforce Desirable Behaviors Contribute To The Development Of Pupils' Moral Reasoning, Empathy, Responsibility, And Respect For Others.

3. Summary, Findings, Conclusion And Recommendation

This Chapter Presents The Summary Of The Entire Study Which Served As The Basis For Findings, Conclusion And Recommendation.

Summary

This Chapter Presented, Analyzed, And Interpreted The Data Gathered To Determine The Level Of Values Integration In Teaching And Learning And Pupils' Moral Perspectives In Montealegre Elementary School, Tuburan, Cebu. The Presentation Of The Findings Followed The Sequence Of The Research Questions And Utilized Appropriate Statistical Tools, Including Frequency, Percentage, Weighted Mean, Standard Deviation, And Pearson Product-Moment Correlation.

The Demographic Profile Revealed That The Majority Of The Teacher-Respondents Were Female And Belonged To The 31–40-Year Age Group. Most Had Earned Master's Units, Had More Than Ten Years Of Teaching Experience, And Represented Different Grade Levels In The Elementary School. On The Other Hand, The Pupil-Respondents Were Almost Equally Represented By Gender, Were Predominantly Between 9 And 12 Years Of Age, And Were Proportionately Distributed Across Grades 4, 5, And 6.

The Findings Further Showed That The Overall Level Of Values Integration In Teaching And Learning Was High, Indicating That Teachers Consistently Incorporated Values Into Their Instructional Practices. Among Its Dimensions, Modeling Obtained The Highest Mean, Followed By Integration, Management, And Reinforcement. These Results Suggest That Teachers Effectively Demonstrated Desirable Values And Embedded Them Into Classroom Instruction, Although Opportunities Remain To Further Strengthen Classroom Management And Reinforcement Practices.

Similarly, The Overall Level Of Pupils' Moral Perspectives Was Described As Agree, Indicating That Pupils Generally Demonstrated Positive Moral Behaviors And Attitudes. Among The Dimensions, Respect For Others Obtained The Highest Mean, Followed By Empathy, Moral Reasoning, And Responsibility. The Findings Imply That Pupils Exhibited Desirable Moral Characteristics, Although Greater Emphasis On Developing Personal Responsibility May Further Enhance Their Moral Growth.

Finally, The Pearson Product-Moment Correlation Analysis Revealed A Significant Positive Relationship Between Values Integration In Teaching And Learning And Pupils' Moral Perspectives. This Indicates That Effective Values-Oriented Instructional Practices Are Associated With Higher Levels Of Moral Reasoning, Empathy, Responsibility, And Respect For Others Among Pupils. The Findings Provided Empirical Support For The Development Of A Values Integration Enhancement Plan Aimed At Strengthening Teachers' Instructional Practices And Further Promoting Pupils' Moral Development.

Findings

The Study Revealed That The Majority Of The Teacher-Respondents Were Female And Belonged To The 31–40-Year Age Group. Most Of Them Had Earned Master's Units, Had More Than Ten Years Of Teaching Experience, And Were Distributed Across The Different Grade Levels In The Elementary School. Likewise, The Majority Of The Pupil-Respondents Were 9–12 Years Old, With A Nearly Equal

Distribution Of Male And Female Pupils, And Were Proportionately Represented Across Grades 4, 5, And 6.

The Findings Further Disclosed That The Overall Level Of Values Integration In Teaching And Learning Was High ($M = 4.10$, $Sd = 0.68$). Among Its Dimensions, Modeling Obtained The Highest Mean ($M = 4.18$), Followed By Integration ($M = 4.11$), Management ($M = 4.07$), And Reinforcement ($M = 4.05$). These Results Indicate That Teachers Consistently Integrated Values Into Their Instructional Practices And Classroom Interactions.

With Respect To The Pupils' Moral Perspectives, The Overall Level Was Described As Agree ($M = 4.12$, $Sd = 0.65$). Among The Dimensions, Respect For Others Obtained The Highest Mean ($M = 4.16$), Followed By Empathy ($M = 4.12$), Moral Reasoning ($M = 4.11$), And Responsibility ($M = 4.08$). The Findings Suggest That The Pupils Generally Demonstrated Positive Moral Perspectives In Their Daily Interactions And School Experiences.

The Pearson Product-Moment Correlation Analysis Revealed A Significant Positive Relationship Between Values Integration In Teaching And Learning And Pupils' Moral Perspectives ($R = 0.724$, $P = 0.000$). Since The Computed P-Value Was Less Than The 0.05 Level Of Significance, The Null Hypothesis Was Rejected. This Indicates That Higher Levels Of Values Integration In Teaching And Learning Were Associated With More Positive Moral Perspectives Among Pupils.

Based On The Foregoing Findings, A Values Integration Enhancement Plan Was Developed To Strengthen Values-Oriented Instructional Practices Among Teachers And Further Promote The Moral Development Of Pupils. The Proposed Plan Focuses On Enhancing Teachers' Competencies In Modeling, Integrating, Managing, And Reinforcing Values In The Teaching-Learning Process To Sustain Pupils' Positive Moral Growth.

Conclusions

Based On The Findings Of The Study, It Was Concluded That The Teacher-Respondents Possessed The Professional Qualifications And Experience Necessary To Effectively Integrate Values Into Classroom Instruction, While The Pupil-Respondents Demonstrated Positive Moral Perspectives Appropriate To Their Developmental Stage. Values Integration In Teaching And Learning Was Effectively Practiced, Indicating That Teachers Consistently Embedded Values In Their Instructional Practices And Classroom Interactions. Consequently, Pupils Exhibited Desirable Moral Reasoning, Empathy, Responsibility, And Respect For Others. Furthermore, The Study Established That Values Integration In Teaching And Learning Significantly Influenced Pupils' Moral Perspectives, Affirming The Important Role Of Teachers In Fostering Learners' Moral Development Through Values-Oriented Instruction. Therefore, The Proposed Values Integration Enhancement Plan Is Deemed Appropriate To Further Strengthen Values Integration Practices And Sustain The Moral Growth Of Pupils.

Recommendation

Based On The Findings And Conclusions Of The Study, It Is Recommended That The School Administration May Strengthen The Implementation Of Values Integration By Providing Continuous Professional Development Programs, Classroom Monitoring, And Support Mechanisms That Promote

Values-Oriented Teaching Practices. Teachers Are Encouraged To Consistently Model Positive Values And Integrate Them Across All Learning Areas Through Meaningful Classroom Activities And Learner-Centered Strategies That Foster Pupils' Moral Development. Pupils Should Be Provided With Varied Opportunities To Practice Moral Values Through Collaborative Learning, Leadership Activities, And School-Based Programs That Reinforce Responsibility, Empathy, And Respect For Others. Parents Are Likewise Encouraged To Collaborate With The School By Reinforcing Positive Values At Home To Ensure Consistency Between School And Family Experiences. Finally, The Proposed **Values Integration Enhancement Plan** May Be Adopted And Implemented To Further Strengthen Values Integration In Teaching And Learning, While Future Researchers May Conduct Similar Studies Involving Other Schools Or Additional Variables To Validate And Expand The Findings Of The Present Study.

4. Output Of The Study

Values Integration Enhancement Plan

Rationale

The Findings Of The Study Revealed That While The Level Of Values Integration In Teaching And Learning Was Generally High And Pupils Demonstrated Positive Moral Perspectives, Certain Areas Still Require Improvement, Particularly In Ensuring Fairness In Classroom Practices, Integrating Values Across All Learning Areas, Strengthening Values-Based Classroom Management, Reinforcing Positive Behaviors, And Developing Pupils' Responsibility. These Findings Indicate The Need For A Structured Intervention To Sustain And Enhance Existing Practices.

The Values Integration Enhancement Plan Was Developed To Strengthen Teachers' Competencies In Integrating Values Into Instruction And Classroom Management While Providing Meaningful Opportunities For Pupils To Internalize And Practice Positive Values. Through Professional Development Activities, Collaborative Learning Sessions, Recognition Programs, And Learner-Centered Values Formation Initiatives, The Plan Aims To Foster A More Values-Oriented Learning Environment That Supports The Holistic And Moral Development Of Every Learner. The Proposed Plan Seeks To Complement The School's Existing Programs And Contribute To The Realization Of The Goals Of Republic Act No. 11476, Which Promotes Good Manners And Right Conduct (Gmrc) And Values Education As Essential Components Of Quality Basic Education.

Objectives

The Proposed Values Integration Enhancement Plan Aims To Strengthen The Implementation Of Values Integration In Teaching And Learning To Further Enhance Pupils' Moral Perspectives And Promote Their Holistic Development.

Specifically, The Plan Aims To:

1. Strengthen Teachers' Competencies In Demonstrating Fairness, Respect, And Other Positive Values Through Effective Classroom Modeling.
2. Enhance The Integration Of Values Across Different Learning Areas Using Meaningful, Learner-Centered, And Values-Oriented Instructional Strategies.
3. Improve Teachers' Classroom Management Practices By Promoting Positive Discipline, Conflict Resolution, And A Respectful Learning Environment.

4. Reinforce Pupils' Positive Behaviors Through Consistent Recognition, Constructive Feedback, And Values-Based Reinforcement Strategies.
5. Develop Pupils' Moral Reasoning, Empathy, Responsibility, And Respect For Others Through Collaborative School And Classroom Activities That Promote Values Formation.
6. Encourage Active Collaboration Among School Administrators, Teachers, Parents, And Other Stakeholders In Sustaining A Values-Oriented School Culture.

Target Participants

The Proposed Values Integration Enhancement Plan Targets The 50 Teachers And 100 Pupils Of Montealegre Elementary School, Tuburan, Cebu. Teachers Will Implement The Proposed Strategies, While Pupils Will Be The Primary Beneficiaries Of The Program. The School Head, Master Teachers, And Parents Will Provide Support Through Supervision, Monitoring, And Reinforcement Of Values-Based Practices To Ensure The Effective Implementation Of The Enhancement Plan.

Scheme Of Implementation

The Proposed Values Integration Enhancement Plan Shall Be Implemented Upon The Approval Of The School Head And In Collaboration With Teachers, Pupils, And Parents. The Program Will Commence With An Orientation, Followed By The Implementation Of Professional Development Activities, Learning Action Cell (Lac) Sessions, Classroom-Based Values Integration Activities, And Recognition Programs. The School Head And Master Teachers Shall Regularly Monitor The Implementation Through Classroom Observations And Feedback Mechanisms. At The End Of The Implementation Period, The Program Shall Be Evaluated To Determine Its Effectiveness And To Identify Areas For Continuous Improvement In Values Integration And Pupils' Moral Development.

Areas Of Concern	Objectives	Strategies	Persons Involved	Budget (₱)	Source Of Budget	Time Frame	Expected Outcome
Strengthening Fair And Equitable Classroom Practices	To Enhance Teachers' Ability To Demonstrate Fairness And Equality In Dealing With Pupils.	Conduct A School-Based Seminar-Workshop On Inclusive And Equitable Classroom Practices, Followed By Classroom Observations And Coaching Sessions.	School Head, Master Teachers, Teachers	8,000.00	Moore / Inset Fund	1st Quarter	Teachers Consistently Demonstrate Fairness, Inclusivity, And Respect In Classroom Interactions.

Integrating Values Across Learning Areas	To Improve The Integration Of Values In All Subject Areas.	Develop Exemplar Lesson Plans Incorporating Values Integration And Conduct Learning Action Cell (Lac) Sessions For Sharing Best Practices.	School Head, Master Teachers, Teachers	6,000.00	Moee / Lac Fund	2nd Quarter	Teachers Effectively Integrate Values Across Different Learning Areas Using Varied Instructional Strategies.
Enhancing Values-Based Classroom Management	To Strengthen Teachers' Competencies In Managing Learner Behavior Through Values-Oriented Approaches.	Conduct Training On Restorative Discipline, Conflict Resolution, And Positive Classroom Management Techniques.	School Head, Guidance Coordinator, Teachers	7,500.00	Moee / School Fund	3rd Quarter	Teachers Effectively Manage Classrooms While Promoting Respect, Responsibility, And Cooperation Among Pupils.
Strengthening Recognition And Reinforcement Of Positive Values	To Encourage The Consistent Reinforcement Of Positive Values Among Pupils.	Implement A Monthly "Values Champion Recognition Program" And Integrate Positive Behavior Recognition During Flag Ceremonies And	School Head, Teachers, Pta	5,000.00	Pta Fund / Donations	Throughout The School Year	Pupils Are Consistently Motivated To Practice Positive Values Through Recognition And Encouragement.

		Classroom Activities.					
Developing Pupils' Responsibility And Moral Decision-Making	To Improve Pupils' Responsibility And Independent Practice Of Positive Values.	Conduct Leadership Camps, Peer Mentoring, Classroom Responsibilities, And Values Formation Activities Focusing On Accountability And Decision-Making.	School Head, Teachers, Pupils, Parents	10,000.00	Moore / Pta / Stakeholders	Through Out The School Year	Pupils Demonstrate Increased Responsibility, Accountability, And Sound Moral Decision-Making In School And At Home.

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