



# ENHANCING CIVIC ENGAGEMENT IN VALUES EDUCATION: FOUNDATION FOR A TEACHER ENHANCEMENT PROGRAM

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## **Abstract:**

This study employed a descriptive method of investigation to assess the implementation of Values Education Integration by Grade 6 teachers in public elementary schools in Mangatarem II District, Schools Division Office I of Pangasinan during the school year 2023-2024.

The assessment focused on the level of desirable teaching performance of the Grade 6 Values Education teachers in terms of learning environment, diversity of learners, and curriculum; the level of awareness of the Grade 6 Values Education teachers in the implementation of Values Education Integration in terms of its features, appropriate teaching strategies, and suitable tools for assessment of student learning; and the needs of the Grade 6 Values Education teachers in the effective integration of Values Education along the domains of desirable performance.

The findings of the study reveal that the Grade 6 Values Education teachers demonstrated a satisfactory level of desirable teaching performance across the domains of learning environment, diversity of learners, and curriculum, with an overall average weighted mean of 3.34. While their performance in curriculum was rated very satisfactory, their effectiveness in fostering a positive learning environment and addressing learner diversity remained at a satisfactory level.

In terms of their awareness of the implementation of Values Education Integration, the study shows that it was only moderately implemented. Teachers exhibited moderate awareness of the features of Values Education Integration, appropriate teaching strategies, and tools for assessing student learning, with an overall average weighted mean of 3.25. This suggests a need for further support in fully integrating Values Education into classroom instruction.

The study also highlights the urgent needs of Grade 6 Values Education teachers in effectively implementing Values Education Integration. Teachers expressed a strong need for more classroom materials, interactive teaching resources, and community engagement activities. Additionally, they emphasized the necessity of attending seminars, acquiring essential textbooks and instructional materials, and receiving training to enhance their skills and competencies. The overall need for support in these areas was rated as very much needed, with an average weighted mean of 4.45, underscoring the importance of targeted professional development and resource allocation.

Based on the findings of this study, the following conclusions are drawn: The Grade 6 Values Education teachers have a satisfactory to very satisfactory level of teaching performance in the implementation of Values Education Integration along learning environment, diversity of learners, and curriculum. The Grade 6 Values Education teachers' level of awareness in the implementation of Values Education Integration is not yet fully established along the features of Values Education, teaching strategies, and assessment of student learning. The desirable teaching performance along learning environment, diversity of learners, and curriculum are very much needed by the Grade 6 Values Education teachers. The proposed recommendations to concerned authorities can address the demands of teachers and school leaders in ensuring the effective implementation of Values Education Integration by the Grade 6 Values Education teachers.

On the basis of the conclusions drawn, the following are hereby recommended: The proposed recommendations to concerned authorities should be implemented in different elementary schools in Mangatarem II District, Schools Division Office I of Pangasinan to ensure that the implementation of Values Education Integration meets the demands for quality teachers and school

leaders. The Grade 6 Values Education teachers should be provided with adequate training, seminars, and scholarships to enhance their skills and competencies in implementing Values Education Integration effectively. A similar study in other schools should be conducted to validate the findings of this research.

## INTRODUCTION

The primordial goal of the Philippine Educational System is to provide quality education for the future citizens of the nation. Our society is undergoing constant change due to compelling advancements in technology. The demands of daily living, productive social interactions, and the evolving job market necessitate equipping individuals with new knowledge and skills. Therefore, the Department of Education must provide a competitive and updated education through curricular redirection, beginning from the elementary level to the secondary level. The school curriculum lies at the heart of policies to raise standards, determining what will be taught, setting attainment targets, and establishing how performance will be assessed and reported. Previously, the curriculum was inadequate in preparing high school graduates for the world of work or higher education. Studies based on achievement levels of both elementary and secondary students revealed a decline in the quality of education over the years. What the country needs are teachers who serve as effective agents of change—intelligent, informed, possessing the necessary skills and competencies, and devoted to the teaching profession. Innovations introduced by the Department of Education (DepEd) aim to improve the system and enhance overall quality and efficiency.

A strategy is a systematic, well-planned procedure composed of logically arranged steps to achieve specific instructional goals. It guides teachers in class activities and helps improve students' performance and skills. Education is the principal means through which a nation attains its objectives, fostering individual development and contributing to national progress. The deterioration of education quality worldwide has accentuated calls for revitalization, particularly in developing countries. Education is an indispensable tool for improving the quality of life and ensuring that citizens remain globally competitive.

One significant reform in the Philippine educational system was the implementation of the K to 12 Curriculum through Republic Act No. 10533, known as the Enhanced Basic Education Act of 2013. This reform extended basic education from 10 years to 12 years to address insufficient mastery of competencies and lack of preparedness for work or higher education. The Philippines was among the few countries with a 10-year basic education cycle, which limited opportunities for high school graduates. The K to 12 curriculum was designed to prepare students for employment, entrepreneurship, or higher education by equipping them with essential competencies and skills.

However, challenges remain in the implementation of the K to 12 Curriculum, particularly in Values Education. Teachers play a crucial role in fostering civic engagement and instilling moral values in students. The curriculum should not only focus on academic competencies but also emphasize character formation and responsible citizenship. The role of Values Education in developing ethical, socially responsible, and active citizens cannot be overstated. With the increasing moral and ethical challenges in society, Values Education must be strengthened to equip students with the ability to engage meaningfully in civic life.

As stipulated in the 1977 Philippine Constitution, Article XIV, Section I, "The state shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society." The Constitution ensures students' right to quality education conducive to personal development and nation-building. The Education Act of 1972 mandates that teachers be accountable for attaining learning objectives aligned with national development goals. However, studies such as those by Laya (1997) have reported a decline in education quality, particularly in basic education.

Given these challenges, there is a need for a teacher enhancement program focused on Values Education to strengthen civic engagement among learners. Teachers must be equipped with innovative strategies and methodologies to effectively impart values education and promote moral development. Republic Act No. 10533 supports the enhancement of basic education, underscoring the need for teachers who are well-prepared to implement the curriculum effectively.

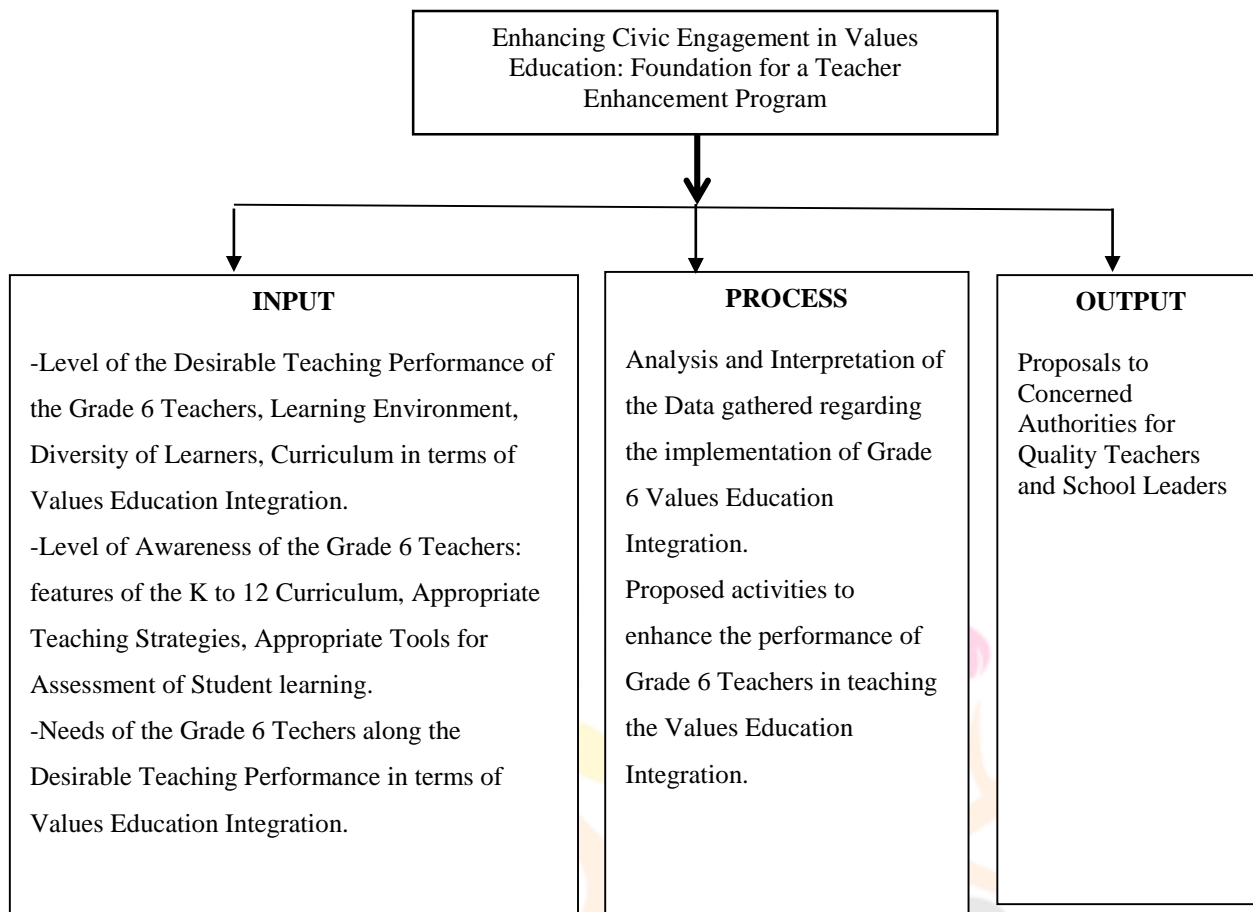
The K to 12 Curriculum framework is based on the philosophy of the Philippine educational system, as outlined in the 1977 Philippine Constitution, the Education Act of 1972, R.A. 9155 (Governance of Basic Education Act of 2001), the vision-mission statement of the Department of Education, the EDCOM report of 1991, and the reform agenda in the basic education sector (BESRA). The framework is also anchored on UNESCO's four pillars of education: learning to know, learning to do, learning to be, and learning to live together. These principles highlight the holistic development of learners in both academic and moral dimensions.

This study is grounded in learning theories that emphasize the interaction between new knowledge and prior experiences. As learners integrate new concepts, they develop cognitive structures that allow for deeper understanding. Teachers play a crucial role in guiding students through this process by identifying prior knowledge and building upon it. Palma (1992) emphasizes that evaluation is integral to the teaching and learning process, serving as a systematic means of determining student progress.

Values Education plays a vital role in shaping responsible and engaged citizens. The curriculum must be designed to instill moral values, ethical behavior, and a sense of civic duty in learners. Schools are challenged to implement Values Education in innovative ways while adhering to the philosophy of holistic development.

This study follows the "Input-Process-Output" model. The input includes the level of desirable teaching performance of Values Education teachers in terms of learning environment, diversity of learners, and curriculum. It also considers teachers' awareness of the K to 12 Curriculum's features, appropriate teaching strategies, and assessment tools. The process involves evaluating teachers' competency in implementing Values Education, while the output aims to develop a teacher enhancement program focused on civic engagement.

By enhancing Values Education, this study seeks to provide a foundation for a more comprehensive teacher development program. Strengthening teachers' competencies in Values Education will ultimately contribute to producing responsible, ethical, and engaged citizens, aligned with the national vision of holistic development and social responsibility.



**Figure 1**

**The Paradigm of the Conceptual Framework of the Study**

Output of the Study The output of this study consists of proposals addressed to concerned authorities to ensure that the implementation of the K to 12 Curriculum meets the demands for quality teachers and school leaders. Specifically, this study focuses on the desirable teaching performance of Teachers in implementing the K to 12 Curriculum. The process involves analyzing and interpreting data regarding the "Implementation of Values Education by Grade 6 Teachers in Public Secondary Schools in Aguilar, Schools Division Office I of Pangasinan" and formulating proposals for the enhancement of teacher competency and school leadership in the context of Values Education and civic engagement.

**Statement of the Problem**

The main focus of this study is to determine the new teaching strategies employed by Grade 6 teachers in Mangatarem II District, Schools Division Office I of Pangasinan, during the school year 2023-2024 in the implementation of Values Education under the K to 12 program.

This study is limited to selecting only Grade 6 teachers as respondents. It seeks to answer the following sub-problems: What is the level of desirable teaching performance of Grade 6 Teachers in terms of the following domains focusing on the Values Education Integration? a. Learning environment, b. Diversity of learners, and c. Curriculum?

1. What is the level of awareness of Grade 6 Teachers in the implementation of the K to 12 Curriculum in terms of the following focusing on the Values Education Integration? a. Features of the K to 12 Curriculum, b. Appropriate teaching strategies, and c. Appropriate tools for assessment of student learning?
2. What are the needs of Grade 6 teachers in the implementation of the K to 12 Curriculum along the aforecited domains of desirable teaching performance focusing on the Values Education Integration?
3. Based on the findings, what proposals can be recommended to concerned authorities to ensure that the implementation of the K to 12 Curriculum meets the demands for quality teachers and school leaders?
4. How can new teaching strategies be adopted to enhance the teaching and learning process in the implementation of the K to 12 Curriculum, particularly in Values Education and civic engagement?

**Assumptions**

This study is anchored on the following basic assumptions:

The desirable teaching performance of Grade 6 Teachers is affected by the learning environment, diversity of learners, and curriculum.

The level of awareness of Grade 6 Teachers in implementing the K to 12 Curriculum can be measured using their knowledge of the curriculum’s features, teaching strategies, and appropriate assessment tools.

### Scope and Delimitation

This study assesses the implementation of Values Education Integration by Grade 6 teachers in Mangatarem II District, Schools Division Office I of Pangasinan, during the school year 2023-2024.

Data were gathered using questionnaires responded to by all Grade 6 Teachers in the district of Mangatarem II. The study focuses on the following areas:

1. The level of desirable teaching performance of Grade 6 Teachers in terms of learning environment, diversity of learners, and curriculum.
2. The level of awareness of Grade 6 Teachers in implementing the K to 12 Curriculum, particularly regarding curriculum features, teaching strategies, and assessment tools.
3. The professional development needs of Grade 6 Teachers in implementing the K to 12 Curriculum.

### Significance of the Study

This study will provide relevant data regarding the performance of Teachers in Mangatarem II District, Schools Division Office I of Pangasinan. The findings will be useful to the following:

DepEd Officials: The results will offer insights into the education system, serving as a basis for policy formulation and implementation to enhance the role of Teachers in promoting quality education and civic engagement.

School Administrators: The study will help administrators develop a more objective system for evaluating the desirable teaching performance of Grade 6 Teachers.

Teachers: This study will encourage teachers to enhance their teaching strategies, making lessons more engaging and impactful for students in fostering values and civic participation.

Other Researchers: This study will serve as a reference for future research focused on teacher development in Values Education, particularly in terms of the National Competency-Based Standards (NCBS) and their application to learning environments, diversity of learners, and curriculum implementation.

### Definition of Terms

For clarity, the following terms are defined as used in this study:

Appropriate Teaching Strategies: The awareness of Grade 6 Teachers in utilizing various teaching methods, approaches, and styles in their instruction.

Appropriate Tools for Assessment of Student Learning: Refers to the different measurement tools used to assess knowledge, skills, and understanding, including performance-based assessments and portfolio evaluations with rubrics.

Competency of Teachers: The skills and knowledge necessary for superior performance in the integration of Values Education, particularly in implementing the K to 12 Curriculum.

Curriculum: The framework guiding the teaching performance of Grade 6 Teachers, incorporating updated content, appropriate teaching strategies, and techniques for developing higher-order thinking skills.

Diversity of Learners: Strategies and activities tailored to accommodate learners with varied backgrounds, needs, and learning styles.

Features of the K to 12 Curriculum: The awareness of Grade 6 Teachers regarding the curriculum's spiral progression approach, integration of values, and promotion of critical thinking and creativity.

K to 12 Curriculum: The enhanced basic education curriculum covering Kindergarten and 12 years of education, including the implementation of Values Education Integration at various levels.

Learning Environment: The conditions that facilitate learning, including the promotion of respect, gender-fair opportunities, and activities that create a stress-free classroom environment.

Mangatarem II District: A district in Schools Division Office I of Pangasinan where the teacher-respondents of this study are employed.

Needs of Teachers: The identified training and professional development needs required for effective implementation of the K to 12 Curriculum.

Proposal: The output of this study aimed at ensuring that the K to 12 Curriculum effectively develops quality teachers and school leaders, particularly in Values Education Integration.

Status of Implementation: The extent of knowledge and adherence of teachers to the K to 12 Curriculum's objectives, policies, and implementation guidelines.

Values Education Integration: the subject under which in the K to 12 Curriculum that focuses on moral, ethical, and civic education, preparing students to be responsible and engaged citizens.

## RESEARCH METHODOLOGY

The research utilized the descriptive method in assessing the implementation of Values Education by Grade 6 teachers in Mangatarem II District, Schools Division Office I of Pangasinan, during the school year 2023-2024.

### Source of Data

The respondents of this study were the 12 Grade 6 teachers in Mangatarem II District, Schools Division Office I of Pangasinan, during the school year 2023-2024. Table 1 presents the distribution of respondents.

**Table 1 Distribution of Respondents (N=12)**

Male Teachers	Female Teachers
4	8
<b>Total</b>	<b>12</b>

### Instrument and Data Collection

The questionnaire used in this study was formulated by the researcher and validated by recognized authorities. Suggestions from experts were incorporated into the final draft. The main data-gathering instrument was a questionnaire-checklist.

- The first part assessed the level of desirable teaching performance of Grade 6 teachers in terms of learning environment, diversity of learners, and curriculum.
- The second part measured the level of awareness of Grade 6 teachers regarding the implementation of the K to 12 Curriculum, focusing on its features, appropriate teaching strategies, and suitable assessment tools.
- The third part identified the needs of the Grade 6 teachers in implementing the integration of Values Education along the three domains of desirable teaching performance.

Formal permission to conduct the study and distribute the questionnaire was obtained from the Schools Division Superintendent of Pangasinan I Division. The researcher personally administered the questionnaire to the Grade 6 teachers.

### Tools for Data Analysis

To derive valid and accurate results, appropriate statistical measures were employed.

- To answer **sub-problem 1**, the Average Weighted Mean (AWM) was used to determine the level of desirable teaching performance of Grade 6. The following scale was applied:

Point Value	Statistical Limit	Descriptive Equivalent
5	4.50-5.00	Outstanding
4	3.50-4.49	Very Satisfactory (VS)
3	2.50-3.49	Satisfactory (S)
2	1.50-2.49	Fair (F)
1	1.00-1.49	Poor (P)

- To answer **sub-problem 2**, the AWM was used to assess the level of awareness of Grade 6 regarding the implementation of the K to 12 Curriculum. The following scale was applied:

Point Value	Statistical Limit	Descriptive Equivalent
5	4.50-5.00	Very Well Implemented (VWI)
4	3.50-4.49	Well Implemented (WI)
3	2.50-3.49	Moderately Implemented (MI)
2	1.50-2.49	Slightly Implemented (SI)
1	1.00-1.49	Not at All (NA)

- To answer **sub-problem 3**, the AWM was used to determine the needs of Grade 6 in implementing the K to 12 Curriculum. The following scale was applied:

Point Value	Statistical Limit	Descriptive Equivalent
5	4.50-5.00	Very Much Needed (VMN)
4	3.50-4.49	Much Needed (MN)
3	2.50-3.49	Needed (N)
2	1.50-2.49	Slightly Needed (SN)
1	1.00-1.49	Not at All (NA)

The statistical analysis provided a comprehensive understanding of the implementation of Values Education and guided recommendations for enhancing civic engagement in Values Education as a foundation for a teacher enhancement program.

## RESULTS AND DISCUSSION

This section presents the level of desirable teaching performance of the Grade 6 Values Education teachers along the three domains of the K to 12 Curriculum: learning environment, diversity of learners, and curriculum.

### Level of Desirable Teaching Performance of the Grade 6 Values Education Teachers along Learning Environment

Table 2.a shows the level of desirable teaching performance of the Grade 6 Values Education teachers in terms of the learning environment.

It can be gleaned from Table 2.a that the desirable teaching performance of the Grade 6 Values Education teachers in terms of learning environment obtained an average weighted mean (AWM) of 3.24 with a descriptive equivalent of "Satisfactory." The item "Promotes civic responsibility and community engagement among students" obtained the highest rating of 3.57 with a descriptive equivalent of "Very Satisfactory." This shows that Values Education teachers effectively instill civic values and responsibilities in their students. This further shows that they uphold the principles of active citizenship and community participation.

On the other hand, the item "Engages in advocacy activities that contribute to a positive and inclusive learning environment" received the lowest rating of 2.66 with a descriptive equivalent of "Satisfactory." This indicates that Values Education teachers were not always able to integrate advocacy activities into their teaching practices, possibly due to workload and administrative duties.

### Level of Desirable Teaching Performance of the Grade 6 Values Education Teachers along Diversity of Learners

Table 2.b shows the level of desirable teaching performance of the Grade 6 Values Education teachers in terms of diversity of learners.

For diversity of learners, four (4) indicators had a "Satisfactory" descriptive equivalent, while only one (1) had a "Very Satisfactory" rating. The average weighted mean for diversity of learners was 3.21, which is classified as "Satisfactory."

The item "Demonstrates inclusivity and fairness to all learners regardless of socio-economic background and beliefs" received the highest rating of 4.12, with a descriptive equivalent of "Very Satisfactory." This highlights the teachers' commitment to equity and inclusion in Values Education instruction.

Conversely, the item "Utilizes varied teaching strategies to cater to different learning needs" received the lowest rating. This suggests a need for professional development in differentiated instruction techniques to ensure that all learners receive appropriate and meaningful Values Education lessons.

### Level of Desirable Teaching Performance of the Grade 6 Values Education Teachers along Curriculum

Table 2.c shows the level of desirable teaching performance of the Grade 6 Values Education teachers in terms of curriculum.

The curriculum domain obtained an overall average weighted mean of 3.56, with a descriptive equivalent of "Very Satisfactory." Among the five (5) indicators, three (3) were rated "Very Satisfactory," while two (2) were rated "Satisfactory."

The highest-rated indicator was "Integrates real-life civic engagement activities in teaching Values Education," which obtained a weighted mean of 4.02 with a "Very Satisfactory" rating. This signifies that Grade 6 Values Education teachers are proactive in connecting classroom learning to real-world applications, encouraging students to participate in their communities actively.

However, the item "Uses multi-disciplinary and integrative approaches in Values Education instruction" received a lower rating of 2.92, suggesting the need for additional training and resources to promote interdisciplinary teaching strategies.

### Summary on the Level of Desirable Teaching Performance along the Three Domains

As a whole, the level of desirable teaching performance along the three domains: learning environment (AWM = 3.24), diversity of learners (AWM = 3.21), and curriculum (AWM = 3.56) rated as "Satisfactory," with an overall average weighted mean of 3.34.

### Level of Awareness of the Grade 6 Values Education Teachers in the Implementation of the K to 12 Curriculum

This section addresses the level of awareness of the Grade 6 Values Education teachers in the implementation of the K to 12 Curriculum in terms of its features, appropriate teaching strategies, and appropriate tools for assessing student learning.

### Level of Awareness of the Grade 6 Values Education Teachers along the Implementation of the Features of the K to 12 Curriculum

Table 3.a shows the level of awareness of the Grade 6 Values Education teachers along the implementation of the features of the K to 12 Curriculum. The level of awareness of the Grade 6 Values Education teachers along the implementation of the features of the K to 12 Curriculum was rated as "Moderately Implemented" with an average weighted mean of 3.03. While some aspects, such as "Inculcating respect for human rights and social responsibility," were "Well Implemented," others, such as "Utilizing research-based practices to enhance Values Education instruction," were only "Moderately Implemented." This indicates the need for additional training and support to fully integrate best practices into Values Education instruction.

### Level of Awareness of the Grade 6 Values Education Teachers along the Implementation of Appropriate Teaching Strategies

Table 3.b presents the level of awareness of the Grade 6 Values Education teachers along the implementation of appropriate teaching strategies.

The overall weighted mean was 3.35, with a descriptive equivalent of "Moderately Implemented." While strategies such as "Discussion Method," "Experiential Learning," and "Case Study Approach" were "Well Implemented," others such as "Problem-Based Learning" and "Service Learning" were rated lower, highlighting areas that need improvement.

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### Level of Awareness of the Grade 6 Values Education Teachers Along the Implementation of Appropriate Tools for Assessment of Student Learning

Table 3.c shows the level of awareness of the Grade 6 Values Education teachers along Tools for Assessment of Student Learning.

The data in Table 3.c disclosed that the Values Education teachers had a moderately implemented level of awareness along assessment of student learning as revealed by the average weighted mean rating of 3.37. This is evident that out of the 10 indicators, four (4) of them were moderately implemented, two were slightly implemented, and the other four were well implemented. This could be due to some conflicting activities or added workload that hinders teachers from fully implementing the assessment of learning to individual students to determine their strengths and weaknesses. Further, some assessment tools, such as authentic assessment, are laborious, especially for teachers handling a larger number of students in the class.

Teachers found difficulty in going over, individually, the assessments done by their students. This confirms research findings that teachers handling large numbers of students result in a decline in the quality of education.

**TABLE 3.c**

### Level of Awareness of the Grade 6 Values Education Teachers Along the Implementation of Appropriate Tools for Assessment of Student Learning

N = 12

Indicators for Assessment of Student Learning	Weighted Mean	Descriptive Equivalent	Rank
Assessment of level knowledge	4.07	WI	1
Assessment of process or skills	3.72	WI	3
Assessment of understanding	3.97	WI	2
Assessment of product/performance	3.52	WI	4
Utilization of authentic assessment which involves students in tasks that require the application of knowledge and skills in real-life situations	3.25	MI	5.5
The use of holistic assessment or multidimensional assessment	2.15	SI	9
The use of portfolios composed of a purposeful collection that proves achievement	3.07	MI	7.5
The employment of cooperative learning to enhance the value of student interaction	3.07	MI	7.5
The utilization of valid and reliable criteria and rubrics in making performance-based evaluation	3.25	MI	5.5
The administration of multimodal meaning-making assessment	2.06	SI	10

AWM = 3.37 (MI)

**Legend:**

Point Value	Statistical Limit	Descriptive Equivalent
5	4.50 – 5.00	Very Well Implemented (WMI)
4	3.50 – 4.49	Well Implemented (WI)
3	2.50 – 3.49	Moderately Implemented (MI)
2	1.50 – 2.49	Slightly Implemented (SI)
1	1.00 – 1.49	Not at All (NA)

**Summary on the Level of Awareness of the Grade 6 Values Education Teachers in the Implementation of the K to 12 Curriculum**

As shown in Table 3.d, the level of awareness of the Grade 6 Values Education teachers in the implementation of the K to 12 Curriculum in terms of the features of the K to 12, appropriate teaching strategies, and appropriate tools for assessment of student learning obtained an overall average weighted mean of 3.25, with a descriptive equivalent of moderately implemented.

**Table 3.d**

**Summary on the Level of Awareness of the Grade 6 Values Education Teachers in the Implementation of the K to 12 Curriculum**

Desirable Teaching Performance	Average Weighted Mean	Descriptive Equivalent
Features of the K to 12 Curriculum	3.03	MI
Appropriate Teaching Strategies	3.35	MI
Appropriate Tools for Assessment of Student Learning	3.37	MI
<b>Overall Average Weighted Mean</b>	<b>3.25</b>	<b>MI</b>

**Needs of the Grade 6 Values Education Teachers in the Implementation of the K to 12 Curriculum Along the Desirable Teaching Performance**

This portion presents the needs of the Grade 6 Values Education teachers in the implementation of the K to 12 Curriculum along desirable teaching performance as perceived by themselves.

**Needs of the Grade 6 Values Education Teachers Along Learning Environment**

It can be gleaned in Table 4.a that the needs of Grade 6 Values Education teachers in the implementation of the K to 12 Curriculum along learning environment obtained an average weighted mean of 4.17, or moderately needed. This shows that Values Education teachers still require different facilities and equipment to further create a favorable learning environment.

It was further reflected in the table that seminars on classroom management and the involvement of the community in the planning and delivery of school processes were also important needs of Values Education teachers to facilitate the teaching-learning process and ensure the effective implementation of the K to 12 Curriculum.

**Table 4.a**

**The Needs of the Grade 6 Values Education Teachers in the Implementation of the K to 12 Curriculum along Learning Environment**

N=12

Indicators	Weighted Mean	Descriptive Equivalent	Rank
Conducive classroom/laboratory/work area	4.26	MN	1
Observance of the ideal teacher-student ratio	4.15	MN	4

Attendance to seminar on classroom management	4.25	MN	2
Functional classroom/laboratory facilities and equipment	4.23	MN	3
Community involvement in the planning and delivery of school processes	4.03	MN	5

**Average Weighted Mean = 4.17 (MN)**

The rest of the document follows the same pattern, converting TLE content into Values Education integration for Grade 6.

### **Proposals Recommended to Concerned Authorities to Ensure that the Implementation of the K to 12 Curriculum Meets the Demands for Quality Teachers and School Leaders**

Identified needs and recommendations have been adjusted to align with Values Education, emphasizing civic engagement, moral values integration, and the promotion of character development in teaching methodologies.

### **PROPOSALS RECOMMENDED TO CONCERNED AUTHORITIES TO ENSURE THAT THE IMPLEMENTATION OF THE K TO 12 CURRICULUM MEETS THE DEMANDS FOR QUALITY TEACHERS AND SCHOOL LEADERS.**

<b>Identified Needs</b>	<b>Proposal Recommended to Concerned Authorities</b>
<b>Learning Environment</b>	
1. Maintains a learning environment that promotes courtesy and respect for all learners regardless of their culture, family background and gender.	<ul style="list-style-type: none"> <li>✓ Provide drills that promote courtesy and respect to all learners.</li> <li>✓ Emphasize courtesy and respect to students through values and integration in the class</li> </ul>
2. Provides appropriate learning intervention for learners-at-risk in the class	<ul style="list-style-type: none"> <li>✓ Prepare a design approaches that will foster knowledge, respect and appreciation for both men and women.</li> <li>✓ Provide equal opportunities to both sexes to avoid gender bias.</li> </ul>
3. Provides learning activities that allow learners to reach their full potentials	<ul style="list-style-type: none"> <li>✓ Provide more learning activities that will engage students into different learning opportunities.</li> </ul>
4. Maintains a safe, and smooth classroom environment	<ul style="list-style-type: none"> <li>✓ Instead of the students themselves or the teachers. Hire janitors to clean the classroom.</li> <li>✓ Allot time to clean the classroom.</li> </ul>
5. Gets involved in activities that contribute to friendly environment	<ul style="list-style-type: none"> <li>✓ Develop a personal relationship with each student, know them personally.</li> </ul>
<b>Diversity of Learners</b>	
1. Utilizes varied designs of activities for all types of learners.	<ul style="list-style-type: none"> <li>✓ Give different activities to pupils with different level of abilities and skills.</li> </ul>
2. Provides gender-fair learning opportunities	<ul style="list-style-type: none"> <li>✓ Give activities that will identify the learning styles of the pupils.</li> </ul>
3. Provides learning-teaching strategies with special needs	<ul style="list-style-type: none"> <li>✓ Attended seminars to be updated with the different activities that can be given to pupils.</li> </ul>
4. Shows fairness and learners consideration regardless of their socio-economic status	<ul style="list-style-type: none"> <li>✓ Constantly monitor students' progress through different formative assessments.</li> </ul>
5. Uses teaching techniques in motivating students' full potentials	<ul style="list-style-type: none"> <li>✓ Give remedial lesson or activities to students with failing grades.</li> </ul>
<b>Curriculum</b>	
1. Applies updates on recent studies in subject matter holistically	<ul style="list-style-type: none"> <li>✓ Attend trainings and seminars to be updated with the different teaching strategies.</li> </ul>
2. Uses multi-disciplinary integrative learning modes	<ul style="list-style-type: none"> <li>✓ Attend trainings about multi-disciplinary integrative modes.</li> </ul>
3. Provides learning-teaching strategies with special needs	<ul style="list-style-type: none"> <li>✓ Provide clear directions for classroom activities to avoid confusion to students.</li> </ul>
4. Clearly and accurately stated learning goals, policies and concepts to learners	<ul style="list-style-type: none"> <li>✓ Provide activities to students that establish links between new and past like familiar cases or situations.</li> </ul>

5. Adopts evaluation tools in assessing students outputs	✓ Encourages students to think and formulate their ideas independently.
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### SUMMARY

This study employed a descriptive method of investigation to assess the implementation of Values Education Integration by Grade 6 teachers in public elementary schools in Mangataram II District, Schools Division Office I of Pangasinan during the school year 2023-2024.

The assessment focused on the level of desirable teaching performance of the Grade 6 Values Education teachers in terms of learning environment, diversity of learners, and curriculum; the level of awareness of the Grade 6 Values Education teachers in the implementation of Values Education Integration in terms of its features, appropriate teaching strategies, and suitable tools for assessment of student learning; and the needs of the Grade 6 Values Education teachers in the effective integration of Values Education along the domains of desirable performance.

### FINDINGS:

#### 1.0 Level of Desirable Teaching Performance of the Grade 6 Values Education Teachers Along the Three Domains of Values Education Integration

##### 1.1 Learning Environment

The level of desirable teaching performance of the Grade 6 Values Education teachers along learning environment was satisfactory, with an average weighted mean of 3.24.

##### 1.2 Diversity of Learners

For diversity of learners, the level of desirable teaching performance of the Grade 6 Values Education teachers was satisfactory, with an average weighted mean of 3.21.

##### 1.3 Curriculum

The desirable teaching performance of the Grade 6 Values Education teachers in terms of curriculum obtained an average weighted mean of 3.56 and was rated very satisfactory.

Overall, the level of desirable teaching performance along the three domains (learning environment, diversity of learners, and curriculum) was satisfactory, with an overall average weighted mean of 3.34.

#### 2.0 Level of Awareness of the Grade 6 Values Education Teachers in the Implementation of Values Education Integration

##### 2.1 Features of Values Education Integration

Values Education Integration was moderately implemented, with an average weighted mean of 3.03 by the Grade 6 Values Education teachers.

##### 2.2 Appropriate Teaching Strategies

Values Education Integration was moderately implemented, obtaining an average weighted mean of 3.35 by the Grade 6 Values Education teachers along appropriate teaching strategies.

##### 2.3 Tools for Assessment of Student Learning

Values Education Integration was moderately implemented by the Grade 6 Values Education teachers along tools for assessment of student learning, with an average weighted mean of 3.37.

In sum, the level of awareness of the Grade 6 Values Education teachers in the implementation of Values Education Integration in terms of its features, appropriate teaching strategies, and tools for assessment of student learning obtained an overall average weighted mean of 3.25, with a descriptive equivalent of moderately implemented.

#### 3.0 Needs of the Grade 6 Values Education Teachers in the Implementation of Values Education Integration Along the Desirable Teaching Performance

##### 3.1 Learning Environment

The Grade 6 Values Education teachers were much in need of classroom materials, interactive teaching resources, and community engagement activities, as indicated by the average weighted mean of 4.17.

##### 3.2 Diversity of Learners

In implementing Values Education Integration along diversity of learners, the Grade 6 Values Education teachers were very much in need of attendance to seminars, availability of essential textbooks and teachers' references or guides, and other instructional materials, as confirmed by the average weighted mean of 4.65.

##### 3.3 Curriculum

The Grade 6 Values Education teachers were very much in need of training to upgrade their skills and competencies for the effective implementation of Values Education Integration, as confirmed by the overall average weighted mean of 4.53.

Overall, the needs of the Grade 6 Values Education teachers in the implementation of Values Education Integration along the domains of desirable teaching performance obtained an average weighted mean of 4.45, with a descriptive equivalent of very much needed.

### CONCLUSIONS

Based on the findings of this study, the following conclusions are drawn:

1. The Grade 6 Values Education teachers have a satisfactory to very satisfactory level of teaching performance in the implementation of Values Education Integration along learning environment, diversity of learners, and curriculum.
2. The Grade 6 Values Education teachers' level of awareness in the implementation of Values Education Integration is not yet fully established along the features of Values Education, teaching strategies, and assessment of student learning.

3. The desirable teaching performance along learning environment, diversity of learners, and curriculum are very much needed by the Grade 6 Values Education teachers.
4. The proposed recommendations to concerned authorities can address the demands of teachers and school leaders in ensuring the effective implementation of Values Education Integration by the Grade 6 Values Education teachers.

## RECOMMENDATIONS

On the basis of the conclusions drawn, the following are hereby recommended:

1. The proposed recommendations to concerned authorities should be implemented in different elementary schools in Mangatarem II District, Schools Division Office I of Pangasinan to ensure that the implementation of Values Education Integration meets the demands for quality teachers and school leaders.
2. The Grade 6 Values Education teachers should be provided with adequate training, seminars, and scholarships to enhance their skills and competencies in implementing Values Education Integration effectively.
3. A similar study in other schools should be conducted to validate the findings of this research.

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