

# PEDAGOGICAL APPROACHES OF ESP (EDUKASYON SA PAGPAPAKATAO) TEACHERS IN BANI DISTRICT: BASIS FOR CAPACITY BUILDING PROGRAM

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**Abstract :** This study explored the pedagogical approaches of Edukasyon sa Pagpapakatao (EsP) teachers in Bani District as a basis for developing a capacity-building program. Its main objectives were to identify the teaching methods used by EsP teachers, describe their profiles, and examine the relationship between their profiles and teaching approaches. Using a descriptive-correlational design, purposive sampling was applied to select 27 EsP teachers as respondents. The data gathering tool was validated with an average weighted mean of 4.54 and showed a reliability coefficient of 0.831. Data analysis included frequency, percentage, weighted mean, and descriptive equivalents to summarize results, while Pearson  $r$ , point biserial, Spearman rho, and chi-square tests were used to examine relationships. The results revealed that EsP teachers in Bani District are generally experienced and well-educated, demonstrating highly competent pedagogical approaches across different theories, including Virtue Ethics, Value Ethics, Interactive, Experiential, Constructivism, and Career Development. The study found no significant relationship between teachers' profiles and their teaching approaches, supporting the null hypothesis. Based on these results, the study recommends implementing a capacity-building program that focuses on enhancing pedagogical skills through training, collaboration, and reflection. This program aims to support teachers in maintaining and improving their competence in delivering value-based education effectively.

**IndexTerms - Component,formatting,style,styling,insert.**

## INTRODUCTION

Education isn't education if values aren't taught (Riego, 2023). Values education is essential because it enables students to form strong moral character, realize the consequences of their actions, and make a commitment to acting morally. It can also foster understanding and tolerance, which can lead to more democratic and civil communities (Iberdrola, 2021).

Values education, which started as Edukasyon sa Pagpapahalaga and later changed to Edukasyon sa Pagpapakatao (EsP) in the K–12 curriculum, enables teachers to help students develop their values, attitudes, and habits so they can become good citizens of the nation (Sinocruz & Daing, 2020).

According to a new curriculum, EsP (Edukasyon sa Pagpapakatao) is a required subject; however, one of the challenges that EsP (Edukasyon sa Pagpapakatao) faces is helping students understand the lessons. In elementary school, teachers only teach values education for thirty (30) minutes a day or 150 minutes a week; in junior high school (JHS), it is taught for two (2) hours a week or one (1) hour a day for two (2) days a week (DepEd Order No. 31 s. 2012). This means that students are only given this schedule to learn about values in their values class, and they often skip this class these days. Rather than assessing students holistically to see if they are equipped to handle life's ups and downs, some teachers focus more on academics.

Moreover, EsP (Edukasyon sa Pagpapakatao) teachers in the school where the researcher teaches also frequently worry about a variety of issues, including a lack of time to teach the subject, a lack of knowledge because the subject is not related to their field of specialty, and parents who are uncooperative and unsupportive. Some of the key focuses in this study are the short time allotted for teaching EsP (Edukasyon sa Pagpapakatao), the lack of programs and projects to address teaching practices, difficulties faced, and coping mechanisms of EsP that impact the curriculum. Therefore, EsP (Edukasyon sa Pagpapakatao) is crucial in helping students develop their conduct so they can add to society's progress (Riego, 2023).

Pedagogical approaches are seen as important factors in raising educational standards. As a result, teachers must possess a sufficient understanding of a range of approaches and know how to implement them effectively. Unlike the other subjects taught in school, which are clearly defined, Edukasyon sa Pagpapakatao is not. It is complicated because its goal is to help students understand ideas with ever-changing social applications. The subject's overarching goal could not be achieved with lecture-style talks alone (Sinocruz & Daing, 2020). DepEd, therefore, recommends teaching methods for this subject, as stated in the "K to 12 Gabay Pangkurikulum EDUKASYON SA PAGPAPAKATAO" (2019).

MATATAG uses a variety of pedagogical approaches for Good Manners and Right Conduct (GMRC)/Values Education (VE). This includes Virtue Ethics Theory and Value Ethics Theory, and utilizing Interactive, Experiential, Constructivist teaching methods and Career Development Theory, creating a comprehensive framework for values education (DepEd, 2023).

According to virtue ethics, a teacher should act in the most morally upright manner possible in order to inspire students to possess similar qualities. According to Grande et al. (2024), virtue ethics serves as a reminder to teachers of personal qualities like humility and honesty that are widely acknowledged to be essential for a healthy society. Integrating virtue ethics into public relations ethics education is crucial. According to Zhang (2024), emphasizing the development of personal character can enhance ethical decision-making in the field by supplementing conventional deontological techniques. Nonetheless, an investigation conducted by Uppsala University looks at the morality of teachers acting as role models in engineering education. Although virtue ethics advises teachers to model moral behavior for students to follow, the authors contend that this strategy may fall short in addressing the complexity of teacher-student relationships and the variety of environments found in educational settings (Grande et al., 2024).

Value ethics theory is the study of ethics and values in education with the goal of imparting to students' moral principles that they can use in their social and personal lives. By educating young people about values and ethics, the educational system can help them develop the self-assurance they need to handle any situation in life. When these traits are taught in conjunction with education in school, students' preparation and homework improve (Nirupama & D'Souza, 2021). Though teachers are likely to agree that ethics and values are important in all subject areas, they are of greater significance in domains that are practice oriented. These applied experts must find solutions to difficult social issues that call for the use of moral principles and values (Dighe, et al., 2024).

An educational strategy known as "interactive learning" emphasizes peer-teacher interaction to help students gain information and useful skills. In contrast to traditional teaching methods, which depend on the teacher to impart knowledge, interactive learning involves teachers and students participating in the learning process. Interactive learning is a contemporary pedagogical technique encouraging varied and captivating learning experiences that prioritize real-world applications above theoretical principles (Gregory, 2023).

Nonetheless, the ability of the teacher to use interactive teaching techniques effectively frequently determines their efficacy. According to Karsiwan et al. (2021), teachers might need specialized training and assistance in order to implement these techniques successfully. According to Ajani (2024), interactive teaching approaches are intended to enhance student participation, nevertheless, their effectiveness may differ depending on the situation and the students' expectations and past experiences. Additionally, effective use of interactive teaching techniques also frequently calls for sufficient time, materials, and institutional support. Without these tools, teachers might find it difficult to use these techniques successfully (Chiu et al., 2024).

In EsP (Edukasyon sa Pagpapakatao) instruction, experiential learning is emphasized as a promising strategy. It enables students to build their knowledge and abilities by allowing them to learn by experience. Because it allows students to assimilate content through simulated or real-life situations, this method is especially effective in EsP (Edukasyon sa Pagpapakatao). As a result, students' communication abilities in the target language naturally improve. EsP (Edukasyon sa Pagpapakatao) teachers may have a strong perception of pedagogical techniques in terms of interactive methods because of the emphasis placed on this strategy in contemporary educational paradigms (Tarnopolsky & Kozhushko, 2020).

According to a study, an interactive approach is an effective teaching strategy that promotes active learning through real-world situations in which students engage with and assess the course material. It underlined that in order to increase students' motivation for studying, teachers must comprehend and meet their basic mental needs (Kong, 2021).

Constructivism serves as a broader pedagogical framework that encompasses both principled pragmatism and experiential learning. In the context of EsP (Edukasyon sa Pagpapakatao), constructivism allows students to build their knowledge through active engagement and practical application. This approach is not limited to language learning but is applicable across various disciplines, particularly at the tertiary education level. It supports the idea that students learn best when they can relate new information to their existing knowledge base, thereby constructing new understanding through experience. Given the emphasis on this strategy in modern educational paradigms, the perceived level of pedagogical approaches among EsP (Edukasyon sa Pagpapakatao) teachers in terms of constructivist methods is likely high (Tarnopolsky & Kozhushko, 2020).

However, according to a study, EsP (Edukasyon sa Pagpapakatao) teachers were thought to have inadequate contextual knowledge and low self-efficacy using a constructivist approach. The study also indicated that the difficulties were caused by a lack of constructivist professional development programs and inexperience in teaching ESP (Edukasyon sa Pagpapakatao) (Demirdöken, 2021).

The scientific frameworks used to comprehend and explain how people evolve their roles throughout time are known as career development theories. They offer a methodical way to examine the variables that affect a person's career decisions and development as well as the phases and procedures of career advancement. Furthermore, anyone hoping to advance their profession and succeed in the long run must comprehend these notions (Young, 2024). However, effective implementation of these strategies frequently calls for sufficient time, resources, and institutional support. Teachers could find it difficult to use these strategies successfully without these materials. To improve professionals' proficiency in implementing career development theories, the study highlights the need for efficient tools and interventions (Wang & Li, 2024).

According to a study, there is no statistically significant difference in the competence of different approaches to teaching according to sex, civil status, educational achievement, and training received. Nonetheless, there is a noteworthy correlation according to age group (Riego, 2023).

Moreover, Mista et al.'s (2024) study explores the connection between the demographic characteristics of teachers and their EsP (Edukasyon sa Pagpapakatao) teaching methods. It draws attention to the important connections between the teaching approaches used and the years of experience and age of the EsP (Edukasyon sa Pagpapakatao) teacher. Particularly, age affects the strategies teachers employ, indicating that experienced teachers might modify their approaches. However, other demographic characteristics, including gender, civil status, educational achievement, and training received, did not show any significant relationships.

Additionally, in research published in 2024, Rebollido & Batara examine the methods used to teach EsP (Edukasyon sa Pagpapakatao) in a few schools in Ilocos Sur, Philippines, during the 2022–2023 academic year. The study uses a descriptive-correlational research approach and finds no significant correlation between the tactics used and the characteristics of EsP (Edukasyon sa Pagpapakatao) teachers, such as age, sex, civil status, greatest educational attainment, years of teaching EsP (Edukasyon sa Pagpapakatao), and associated training and seminars.

Initiatives to improve teachers' proficiency in moral and spiritual education have been put forth. The foundations of major religious cultures are the subject of these modular master's courses, which are intended for teachers with advanced pedagogical training. To help students develop their abilities, these courses stress the value of conventional "teacher-disciple" connections and a student-centered approach (Vikulova et al., 2022).

The value orientations of teachers have a substantial impact on their pedagogical content knowledge, which includes their choice of content and instructional methodologies (Gudmundsdóttir, cited by Isnaini et al., 2022). It is advised that teacher teachers assist aspiring teachers in comprehending how their values affect their methods of instruction. Teachers are also encouraged to create school environments that support inclusivity and involvement in order to transform inclusive ideas into educational activities. This entails recognizing the requirements of students and modifying the classroom setting to facilitate a variety of interactions (Väyrynen & Paksuniemi, 2020).



The issues and initiatives outlined by Edukasyon sa Pagpapakatao teachers have formed the basis for the development of an enhanced capacity plan in the Division of Ilocos Sur. Some suggestions include promoting "learning by doing," offering additional teaching resources, and holding seminars to discuss difficulties in the classroom (Rebollido & Batara, 2024).

Similar issues might arise in Bani District, where teachers might not have had enough exposure to modern approaches for the EsP (Edukasyon sa Pagpapakatao) curriculum, such as constructivism, interactive, experiential, career development theory, virtue ethics theory, and value ethics theory. This possible discrepancy between suggested best practices and real-world classroom application could make EsP (Edukasyon sa Pagpapakatao) less successful in supporting students' overall growth, especially in terms of moral character, values formation, and career readiness. Therefore, it is essential to conduct this study in order to analyze the unique pedagogical approaches employed by EsP (Edukasyon sa Pagpapakatao) teachers in Bani District, pinpoint areas that require improvement, and eventually guide the creation of a focused capacity-building program to meet these regional demands.

This study aims to determine the pedagogical approaches of EsP (Edukasyon sa Pagpapakatao) teachers in Bani District. This study will highlight areas of strength and areas in need of development by looking at the level of pedagogical approaches used by EsP (Edukasyon sa Pagpapakatao) teachers and comparing them with their professional profiles.

Furthermore, the results will also be used as a foundation for planning and carrying out a focused capacity-building initiative. By improving teachers' pedagogical approaches, this program hopes to improve EsP (Edukasyon sa Pagpapakatao) instruction and students' character development in Bani District.

### **Theoretical Framework**

This study is grounded in the theory of constructivism, which emphasizes the active role of learners in constructing their own understanding based on experiences and interactions within their environment. Constructivism, rooted in the works of Piaget and Vygotsky, holds that learning is a dynamic and social process where knowledge is not merely transmitted by the teacher but built through engagement, reflection, and collaboration (Vygotsky, 1978; Piaget, 1952). In the context of Edukasyon sa Pagpapakatao (EsP), which deals with values formation, ethical reasoning, and character development, constructivist teaching becomes particularly vital. Teachers must create meaningful opportunities where learners connect lessons to real-life situations, fostering internalization of values through dialogic and reflective practices.

Furthermore, Vygotsky's sociocultural theory enriches this framework by asserting that learning is influenced by social interactions and cultural tools. The role of the teacher, then, is not just to deliver knowledge but to mediate learning through scaffolding and guided participation. This approach aligns with the EsP curriculum, which encourages cooperative learning, moral reasoning, and values clarification. The study also draws on experiential learning theory by Kolb (1984), which highlights learning through experience and reflection as crucial in values education. These theoretical perspectives provide a lens through which the pedagogical practices of EsP teachers can be examined and evaluated, forming the basis for designing a responsive and evidence-based capacity building program.

### **Conceptual Framework**

This study is anchored on the Input-Process-Output (IPO) model, which serves as a practical guide for examining and understanding the pedagogical approaches of Edukasyon sa Pagpapakatao (EsP) teachers in the Bani District. The framework systematically outlines how relevant data are gathered, analyzed, and utilized to generate an evidence-based intervention aimed at improving teaching practices in values education.

The input of this study includes the demographic and professional profile of the EsP teachers. Specifically, the study takes into account their age, sex, civil status, highest educational attainment, years in service, and the number of trainings and seminars attended. These variables are essential in contextualizing the teaching practices of the respondents and in identifying patterns that may influence their pedagogical choices. Additionally, the perceived level of pedagogical approaches utilized by EsP teachers serves as a major component of the input. These approaches include dimensions such as Virtue Ethics Theory, Value Ethics Theory, Interactive teaching, Experiential learning, Constructivism, and Career Development Theory. Together, these elements provide a comprehensive view of how EsP instruction is currently being delivered across the district.

The process involves analyzing the relationship between the respondents' profiles and their perceived use of various pedagogical approaches. Through the use of descriptive and inferential statistical tools, the study aims to determine whether significant correlations exist that can inform program design. The process further includes interpretation of findings, which helps in diagnosing areas of strength and improvement in the current teaching strategies employed. This step is critical in identifying professional development needs that are specific, relevant, and grounded in actual teaching experiences.

The output of the study is a proposed capacity-building program tailored to the needs of EsP teachers in the Bani District. This program is expected to enhance their competencies by reinforcing effective pedagogical approaches and introducing innovative strategies aligned with the core principles of values education. By focusing on contextual relevance and practical application, the program aims to empower teachers to facilitate deeper character formation among learners, ultimately contributing to the holistic development of Filipino youth.

## **RESEARCH METHODOLOGY**

This chapter discusses research methodology, which includes research design and the procedures used to solve research problems. Similarly, it discusses the data collection tools as well as the statistical treatments that will be used to analyze the data.

### **Research Design**

This study employed a descriptive-correlational research design, which is deemed appropriate given the nature and objectives of the investigation. The descriptive aspect of the design was utilized to systematically present the demographic and professional profiles of the EsP teachers in Bani District, as well as to assess the perceived level of their pedagogical approaches based on established educational theories such as Virtue Ethics, Value Ethics, Constructivism, and Experiential Learning. Meanwhile, the correlational component of the research was used to examine the potential relationship between the teachers' profiles and their perceived use of various pedagogical strategies in Edukasyon sa Pagpapakatao instruction. This design is suitable because it allows the researcher to gather quantifiable data and analyze existing conditions without manipulating any variables, thereby providing a reliable basis for determining patterns, associations, and implications for capacity-building interventions (Creswell & Creswell, 2018). Through this method, the study aims not only to describe the current state of teaching practices in

values education but also to identify significant trends that may inform the development of relevant and targeted professional development programs for educators.

## Sources of Data

### Locale of the Study

This study was conducted in the district of Bani, which is under the jurisdiction of the Schools Division Office I of Pangasinan. Bani District is a coastal municipality located in the western part of Pangasinan, composed of various elementary and secondary schools that cater to a diverse population of learners. The district is known for its active implementation of the Edukasyon sa Pagpapakatao (EsP) curriculum, reflecting the Department of Education's commitment to nurturing learners' moral and ethical values alongside academic development. Schools within the Bani District operate under the guidance of DepEd's core values—Maka-Diyos, Maka-tao, Makakalikasan, at Makabansa—making them an ideal setting for a study focused on pedagogical approaches in values education. The locale was purposefully selected to gain an in-depth understanding of the teaching strategies employed by EsP teachers in both urban and rural school settings, and to provide insights that could be used as a foundation for a capacity-building program tailored to their specific needs and contexts.

### Population Sampling

This study employed purposive sampling to identify and select participants who are directly involved in the teaching of Edukasyon sa Pagpapakatao (EsP) across the schools in Bani District. Purposive sampling was deemed appropriate because the research specifically targeted individuals who possess the relevant experience, training, and knowledge required to provide meaningful insights into the pedagogical approaches used in EsP instruction. By focusing on EsP teachers currently handling the subject across various grade levels, the study ensured that the data collected would be rich, relevant, and aligned with the objectives of exploring instructional practices within the values education curriculum. The deliberate inclusion of these educators allowed the researcher to gather nuanced perspectives on teaching strategies anchored in moral and ethical frameworks, thereby strengthening the validity of the study's findings and supporting the formulation of an effective capacity-building program. This approach is consistent with what Palinkas et al. (2015) describe as the strategic selection of information-rich cases for in-depth study when the goal is to gain expert insights within a specific context.

### Instrumentation and Data Collection

To collect the necessary data for this study, a researcher-made questionnaire was developed, tailored specifically to address the objectives and research questions of the investigation. The instrument was carefully crafted to assess the school administrators' competence in managing school operations, focusing on the dimensions of leadership and management. To ensure the content validity of the questionnaire, it was reviewed and validated by three experts in the fields of educational leadership and research. Their feedback was used to revise and refine the items for clarity, relevance, and accuracy. Following validation, the instrument underwent a reliability test using a pilot group outside the study locale, resulting in a satisfactory reliability coefficient that confirmed the consistency of the responses. Once the questionnaire was finalized, it was administered face-to-face to all 25 school heads in the Anda District. This approach allowed the researcher to clarify any questions from the respondents, ensure completeness of responses, and foster a more accurate and personal data collection process.

#### Result of Research Instrument Validation

The validation of the researcher-made instrument used in this study yielded a favorable outcome, as shown in the computed mean scores for each indicator. The overall mean of 4.54 corresponds to a descriptive equivalent of "Very Valid," indicating that the questionnaire was generally well-crafted and suitable for data collection. Among the ten indicators evaluated, the item "Each item is readable" received the highest mean score of 5.0, suggesting that respondents found the items to be easily understood without ambiguity. Likewise, the items related to comprehensiveness ( $M = 4.7$ ), alignment with the study's objectives ( $M = 4.9$ ), and non-overlapping content ( $M = 4.8$ ) were rated as "Very Valid," confirming the tool's relevance and clarity in addressing the scope of the study.

On the other hand, several indicators such as the clarity of directions ( $M = 4.5$ ), objectivity of the items ( $M = 4.3$ ), and the logical sequence of questions ( $M = 4.5$ ) were assessed as "Highly Valid." Although slightly lower than others, these ratings still reflect strong agreement among the validators on the instrument's effectiveness. The lowest mean score of 4.2, observed in two indicators—item attractiveness and focused content—still falls under the "Highly Valid" category, indicating that only minor improvements, if any, were necessary.

The high scores across all indicators demonstrate that the instrument met both content and structural standards, supporting its appropriateness for assessing the pedagogical approaches of EsP teachers. The feedback from expert validators helped enhance its quality, ensuring that the tool could generate reliable and relevant data aligned with the study's objectives.

#### Result of Research Instrument Validation

Indicators	Mean	Descriptive Equivalent
1. The directions are clear in all sections of the gathering instrument.	4.5	Highly Valid
2. Each item is clearly stated.	4.3	Highly Valid
<b>3. Each item is readable, i.e., the items are easily read.</b>	<b>5.0</b>	<b>Very Valid</b>
4. Each item is attractive; enough space is provided to avoid crowding among the items.	4.2	Highly Valid

5. The data gathering instrument is comprehensive, i.e., covered all areas important to the study.	4.7	Very Valid
6. Each item is focused on a particular thought or idea.	4.2	Highly Valid
7. The items are objective, i.e., the responses to be elicited are neither biased nor reactive.	4.3	Highly Valid
8. The items are formulated per the study's explicit and implicit objectives.	4.9	Very Valid
9. The items are systematically arranged according to a desirable sequence.	4.5	Highly Valid
10. The items do not overlap with each other; no duplication of items is observed.	4.8	Very Valid
<b>Overall mean</b>	<b>4.54</b>	<b>Very Valid</b>

The instrument underwent statistical analysis using Cronbach’s Alpha, which is a widely accepted measure for determining the reliability of research tools, especially those utilizing Likert-type scales. The test yielded a reliability coefficient of 0.831, indicating a very high level of internal consistency. This result suggests that the items included in the instrument are well-aligned and consistently measure the intended constructs related to pedagogical approaches.

**Tools for Data Analysis**

To derive valuable insights and make significant discoveries, the data underwent a rigorous analysis employing appropriate statistical methods. This process ensured the precision of the results in accurately portraying the real situation and providing solutions to the research's addressed concerns.

To answer sub-problem 1, the profile of the respondents, frequency counts, and percentages were used.

To answer sub-problem 2, the pedagogical approach of EsP teachers, the weighted mean was computed and described using a five-point Likert scale with a descriptive equivalent shown below:

	Score	Median Score Range	Descriptive Equivalents
5	4.51 – 5.00		Very Competent (VC)
4	3.51 – 4.49		Highly Competent (HC)
3	2.51 – 3.49		Competent (C)
2	1.51 – 2.49		Less Competent (LC)
1	1.00 – 1.49		Not Competent (NC)

To answer sub-problem 3, to test if there is a significant relationship between the pedagogical approaches and profile variables of EsP teachers, Pearson's r, Point Biserial, and Spearman's rho were utilized.

To answer sub-problem 4, a Building Capacity Program was proposed.

**Ethical Consideration**

This study strictly adhered to ethical standards to ensure the integrity of the research process and the protection of all participants involved. Before the actual data gathering, formal approval was secured from the Schools Division Office I of Pangasinan and the respective school heads within the Bani District. A clear explanation of the study's purpose, scope, and procedures was provided to all potential respondents. Participation in the research was entirely voluntary, and informed consent was obtained from each EsP teacher prior to their involvement. Participants were assured that all information they shared would be treated with utmost confidentiality and used solely for academic purposes. Names, schools, or any identifying details were omitted or anonymized to protect their privacy. Furthermore, respondents were informed of their right to withdraw from the study at any point without fear of consequences. The researcher took great care to uphold honesty, transparency, and respect throughout the conduct of the study, in line with the ethical principles outlined by the American Psychological Association (APA, 2020). These procedures ensured that the research was conducted responsibly and with full regard for the dignity and rights of the individuals who contributed to it.



#### IV. RESULTS AND DISCUSSION

4 This chapter presents the results of the study based on the gathered, analyzed, and interpreted data. The results are arranged according to the order of the problems stated in the previous chapter.

##### Profile of the Respondents

This section presents the demographic and professional characteristics of the Edukasyon sa Pagpapakatao (EsP) teachers in Bani District who participated in the study.

**Table 1. Profile of the respondents in terms of Age**

Age	Frequency	Percent
30 to 39 years old	2	7.4
40 to 49 years old	10	37.0
<b>50 to 59 years old</b>	<b>15</b>	<b>55.6</b>
<b>Total</b>	<b>27</b>	<b>100.0</b>

Table 1 shows that most EsP teachers in Bani District are aged 50–59 years old (55.6%), followed by those aged 40–49 (37.0%), and only a few are 30–39 (7.4%). This suggests that the teaching force is mostly composed of experienced educators. According to Riego (2023), age significantly influences teaching approaches, with older teachers often applying more traditional yet practical strategies. While their experience is valuable, the lack of younger teachers may limit the integration of newer, interactive, and constructivist methods (DepEd, 2023). This highlights the need for capacity-building programs to equip all age groups with updated pedagogical approaches in EsP.

**Table 2. Profile of the respondents in terms of Sex**

Sex	Frequency	Percent
Male	2	22.2
<b>Female</b>	<b>21</b>	<b>77.8</b>
<b>Total</b>	<b>27</b>	<b>100.0</b>

Table 2 shows that most of the EsP teachers in Bani District are female, making up 77.8% of the respondents, while only 22.2% are male. This reflects a common trend in basic education where women are more likely to teach subjects that involve nurturing values and character. While gender may not directly affect the effectiveness of teaching approaches (Rebollido & Batara, 2024), the predominance of female teachers may influence how EsP lessons are delivered, especially in building empathy, patience, and care. Riego (2023) emphasized that values education is crucial in shaping students' moral character and guiding them to act ethically. Since EsP focuses on shaping behavior and understanding life values, the teacher's style—regardless of sex—matters more than gender differences in instructional technique. However, the findings still highlight the need for inclusive capacity-building programs that address the needs of both male and female EsP educators.

**Table 3. Profile of the respondents in terms of Civil Status**

Civil Status	Frequency	Percent
Single	3	11.1
<b>Married</b>	<b>24</b>	<b>88.9</b>
<b>Total</b>	<b>27</b>	<b>100.0</b>

Table 3 shows that most of the EsP teachers in Bani District are married (88.9%), while only a few are single (11.1%). This suggests that many teachers may bring life experiences from family and social relationships into their teaching, which can help in effectively discussing values and moral lessons. Although studies show that civil status does not significantly affect teaching competence (Riego, 2023; Mista et al., 2024), being married may still influence how teachers relate to students in values education. These insights are useful in designing capacity-building programs that consider teachers' backgrounds to better support their role in shaping students' character (Iberdrola, 2021; Grande et al., 2024).

**Table 4. Profile of the respondents in terms of Highest Educational Attainment**

Highest Educational Attainment	Frequency	Percent
Master's Units / Master's Level	5	18.5
Master's Graduate	3	11.1
<b>Doctorate Units / Doctorate Level</b>	<b>12</b>	<b>44.4</b>
Doctorate Graduate	7	25.9
<b>Total</b>	<b>27</b>	<b>100.0</b>

Table 4 shows that most EsP teachers in Bani District have advanced education. Nearly half (44.4%) have doctorate units, and 25.9% are doctorate graduates. The rest hold or are taking up master's degrees. This suggests that EsP teachers are academically qualified, which can support the use of deeper and more effective teaching methods.

Despite their credentials, teachers still face issues like limited time and lack of training (DepEd Order No. 31, s. 2012). As Riego (2023) stated, true education must include values. The high educational level of these teachers can be a strong basis for a capacity-building program that helps them apply interactive and values-based approaches in EsP (DepEd, 2023; Sinocruz & Daing, 2020).

**Table 5. Profile of the respondents in terms of Years in Service**

Years in Service	Frequency	Percent
6 to 10 years	4	14.8
11 to 15 years	3	11.1
16 to 20 years	5	18.5
<b>21 to 25 years</b>	<b>10</b>	<b>37.0</b>
26 to 30 years	3	11.1
31 years and above	2	7.4
<b>Total</b>	<b>27</b>	<b>100.0</b>

Table 5 reveals that most EsP teachers in Bani District have extensive teaching experience, with 37% having served for 21–25 years. This suggests that a majority are seasoned educators who likely have strong classroom management and teaching skills. However, despite their experience, challenges such as limited time for EsP instruction and lack of specialized training may hinder the use of modern, values-based approaches like interactive or experiential learning (DepEd, 2012; Grande et al., 2024). As Riego (2023) emphasized, values education is essential in shaping students’ moral character. Thus, these findings highlight the need for a capacity-building program to help experienced teachers adopt updated pedagogical strategies for more effective EsP instruction.

**Table 6. Profile of the respondents in terms of Relevant Training**

Relevant Training	Frequency	Percent
<b>10 and below</b>	<b>8</b>	<b>29.6</b>
11 to 20	6	22.2
21 to 30	6	22.2
31 to 40	2	7.4
41 to 50	2	7.4
51 and above	3	11.1
<b>Total</b>	<b>27</b>	<b>100.0</b>

Table 6 shows that most EsP teachers in Bani District have attended few relevant training sessions, with 29.6% having 10 or fewer, and only 11.1% having over 50. This limited training may affect their ability to use effective teaching methods like interactive or experiential learning, which are important for values education (Riego, 2023; Sinocruz & Daing, 2020). Challenges such as time constraints and lack of resources make training even more necessary (DepEd, 2012). Therefore, the data highlights the need for a focused capacity-building program to improve teachers’ skills and enhance EsP instruction in the district.

**Pedagogical Approaches of Edukasyon sa Pagpapahalaga Teachers in Bani District**

This part focuses on the different teaching methods and strategies employed by EsP teachers within the district. Specifically, it explores the extent to which various pedagogical approaches—such as Virtue Ethics, Value Ethics, Interactive, Experiential, Constructivism, and Career Development theories—are applied in their classrooms.

**Table 7. Level of Pedagogical Approaches of Edukasyon sa Pagpapahalaga Teachers in Bani District in terms of Virtue Ethics Theory**

Virtue Ethics Theory	Weighted Mean	Descriptive Equivalent
Teachers emphasize the development of virtues such as honesty, compassion, and courage through examples and narratives.	4.52	Very Competent
<b>Lessons integrate moral decision-making scenarios that highlight the importance of character over rules or outcomes.</b>	<b>4.59</b>	<b>Very Competent</b>
Students are encouraged to reflect on their behavior and align actions with virtuous traits.	4.56	Very Competent
Classroom discussions promote role models exemplifying good character in history or the community.	4.30	Highly Competent
Assessments focus on the demonstration of virtuous actions in real-life or simulated situations.	4.56	Very Competent
<b>Average Weighted Mean</b>	<b>4.51</b>	<b>Very Competent</b>

Table 7 shows that EsP teachers in Bani District are very competent in applying Virtue Ethics Theory, with an overall weighted mean of 4.51. They effectively teach virtues like honesty, compassion, and courage through examples, encourage moral reflection, and use discussions and assessments that focus on good character. This aligns with research emphasizing the importance of values education in developing strong moral character and responsible citizens (Riego, 2023; Iberdrola, 2021; Sinocruz & Daing, 2020).

Despite challenges such as limited teaching time and lack of resources (DepEd, 2012; Riego, 2023), teachers show commitment to nurturing students’ virtues. Since values education requires more than lectures, adopting approaches based on virtue

ethics helps teachers serve as role models and promote ethical behavior (Grande et al., 2024). To sustain and improve this, capacity-building programs are needed to support teachers in delivering effective values education tailored to Bani District’s needs.

**Table 8. Level of Pedagogical Approaches of Edukasyon sa Pagpapahalaga Teachers in Bani District in terms of Value Ethics Theory**

Value Ethics Theory	Weighted Mean	Descriptive Equivalent
Teachers emphasize the importance of respect, fairness, and individual autonomy in moral decision-making.	4.41	Highly Competent
Class activities focus on analyzing value-laden dilemmas and weighing conflicting values.	4.41	Highly Competent
<b>Students are guided to recognize and articulate their personal values during discussions or reflections.</b>	<b>4.56</b>	<b>Very Competent</b>
<b>Lessons involve comparisons of cultural and societal values to foster open-mindedness and respect for diversity.</b>	<b>4.56</b>	<b>Very Competent</b>
Teachers provide opportunities for students to justify their choices based on ethical reasoning related to values.	4.33	Highly Competent
<b>Average Weighted Mean</b>	<b>4.45</b>	<b>Highly Competent</b>

Table 8 reveals that Edukasyon sa Pagpapahalaga teachers in Bani District are highly competent in using Value Ethics Theory, with an average score of 4.45. Teachers focus on respect, fairness, and helping students understand moral decisions. They engage students in activities that explore value conflicts, personal values, and cultural diversity, encouraging ethical reasoning.

This aligns with the idea that values education is essential for building moral character and responsible citizenship (Riego, 2023; Iberdrola, 2021). Despite challenges like limited teaching time and lack of resources (DepEd Order No. 31 s. 2012; Riego, 2023), teachers effectively use value ethics to guide students’ moral development (Nirupama & D’Souza, 2021). To further improve, capacity-building programs are needed to support teachers in applying these approaches effectively (Rebollido & Batara, 2024).

**Table 9. Level of Pedagogical Approaches of Edukasyon sa Pagpapahalaga Teachers in Bani District in terms of Interactive**

Interactive	Weighted Mean	Descriptive Equivalent
Teachers employ group activities such as role-playing, debates, and collaborative problem-solving exercises.	4.37	Highly Competent
<b>Pair or team discussions are used to enhance understanding and explore multiple perspectives on moral issues.</b>	<b>4.52</b>	<b>Very Competent</b>
Technology-enhanced tools such as online forums or apps facilitate interaction and engagement with lesson content.	4.37	Highly Competent
Structured peer feedback is used to refine student responses to ethical questions.	4.30	Highly Competent
Teachers create an inclusive classroom environment that encourages participation and respectful dialogue.	4.41	Highly Competent
<b>Average Weighted Mean</b>	<b>4.39</b>	<b>Highly Competent</b>

Table 9 shows that Edukasyon sa Pagpapahalaga teachers in Bani District are highly competent in using interactive teaching methods, with an average score of 4.39. They use group activities, discussions, technology, peer feedback, and create inclusive classrooms to engage students in learning values. These interactive approaches help students understand and practice moral principles better, which is important since EsP has limited teaching time (Riego, 2023; DepEd Order No. 31 s. 2012).

Despite these strengths, teachers face challenges like limited time, lack of training, and parental support, which can affect their teaching. To improve, capacity-building programs are needed to provide more skills and resources. Overall, teachers use interactive methods well, but support is essential to help them teach values more effectively and support students’ character development.

**Table 10. Level of Pedagogical Approaches of Edukasyon sa Pagpapahalaga Teachers in Bani District in terms of Experiential**

Experiential	Weighted Mean	Descriptive Equivalent
Lessons incorporate community immersion or service-learning projects to provide real-world ethical practice.	4.44	Highly Competent
Students engage in simulations or role-playing activities to experience ethical dilemmas in context.	4.41	Highly Competent
Reflection journals or logs document students’ insights and growth from direct experiences.	4.44	Highly Competent
<b>Teachers organize school or community events that encourage active practice of values, like fundraisers for charitable causes.</b>	<b>4.59</b>	<b>Very Competent</b>
Hands-on activities, such as creating campaigns or programs promoting positive values, are regularly included in lessons.	4.41	Highly Competent
<b>Average Weighted Mean</b>	<b>4.46</b>	<b>Highly Competent</b>



Table 10 reveals that EsP teachers in Bani District are highly competent in using experiential teaching methods, with an average weighted mean of 4.46. They incorporate activities like community immersion, role-playing, reflection journals, and value-based events to help students apply ethical lessons in real life. These approaches support strong moral development despite limited class time for values education (Riego, 2023; Iberdrola, 2021). The results highlight the importance of training programs to enhance teachers' skills and improve values instruction in the district.

**Table 11. Level of Pedagogical Approaches of Edukasyon sa Pagpapahalaga Teachers in Bani District in terms of Constructivism**

Constructivism	Weighted Mean	Descriptive Equivalent
Lessons are student-centered, allowing learners to construct their understanding through inquiry and exploration.	4.41	Highly Competent
Students build knowledge by connecting lesson topics to personal experiences and prior learning.	4.41	Highly Competent
<b>Teachers use problem-based learning scenarios that require critical thinking and collaborative resolution.</b>	<b>4.56</b>	<b>Very Competent</b>
<b>Opportunities for student-led discussions and projects promote ownership of learning.</b>	<b>4.56</b>	<b>Very Competent</b>
Teachers facilitate reflective practices where students reassess their thoughts based on new insights or peer interactions.	4.33	Highly Competent
<b>Average Weighted Mean</b>	<b>4.45</b>	<b>Highly Competent</b>

Table 11 reveals that EsP teachers in Bani District are highly competent in using constructivist approaches, with an overall weighted mean of 4.45. Teachers focus on student-centered lessons that encourage exploration, critical thinking, and reflection. They promote student-led discussions and organize activities that help students practice values in real life. These methods support deeper understanding and moral growth, aligning with the idea that education must include values to build good character and responsible citizens (Riego, 2023; Iberdrola, 2021). Despite challenges like limited time and resources, the teachers' use of constructivism shows promise in enhancing both learning and values formation. This highlights the need for capacity-building programs to develop these skills further.

**Table 12. Level of Pedagogical Approaches of Edukasyon sa Pagpapahalaga Teachers in Bani District in terms of Career Development Theory**

Career Development Theory	Weighted Mean	Descriptive Equivalent
Lessons link personal values and virtues to potential career paths and professional behavior.	4.37	Highly Competent
<b>Students are encouraged to set goals related to personal growth and future careers based on their interests and values.</b>	<b>4.52</b>	<b>Very Competent</b>
Teachers provide examples of ethical challenges and resolutions within various professions.	4.37	Highly Competent
Classroom activities help students explore how personal virtues and values align with vocational responsibilities.	4.30	Highly Competent
Reflection sessions focus on the development of life skills, such as decision-making, critical thinking, and ethical leadership, applicable to future careers.	4.41	Highly Competent
<b>Average Weighted Mean</b>	<b>4.39</b>	<b>Highly Competent</b>

Table 12 reveals that EsP teachers in Bani District are highly competent in using Career Development Theory in their teaching, with an overall weighted mean of 4.39. They effectively connect students' personal values to future careers, encourage goal-setting, and use ethical examples from different professions. Reflection activities develop life skills like decision-making and leadership. Teachers also organize practical activities that promote values, earning a high competence rating of 4.46.

These results highlight the importance of values education in shaping students' character and career readiness, despite challenges like limited teaching time and resources (Riego, 2023; Sinocruz & Daing, 2020). Improving teacher training and support in these areas is vital to strengthen EsP instruction and help students grow as responsible citizens.

**Relationship between Pedagogical Approaches and the Profile of Edukasyon sa Pagpakatao Teachers in Bani District**

This section examines whether there is a significant relationship between the teachers' demographic and professional profiles and pedagogical approaches.

**Table 13. Test of Relationship between the Pedagogical Approaches and the Profile of Edukasyon sa Pagpakatao Teachers in Bani District**

Profile	Pedagogical Approaches	
	Statistics	P-value
Age <sup>a</sup>	-0.036	0.858
Sex <sup>b</sup>	0.131	0.154

Civil Status <sup>d</sup>	0.605	0.662
Highest Educational Attainment <sup>c</sup>	-0.085	0.672
Years in Service <sup>a</sup>	-0.258	0.194
Relevant Training <sup>a</sup>	-0.112	0.579

\*Significant at 0.05

<sup>a</sup>Pearson-r; <sup>b</sup>Point Biserial Correlation; <sup>c</sup>Spearman – Rho, and <sup>d</sup>Chi-Square Test

Table 13 presents the test of relationships between the pedagogical approaches of Edukasyon sa Pagpapakatao (EsP) teachers and their personal profiles in Bani District. The results show that none of the factors—age, sex, civil status, highest educational attainment, years in service, or relevant training—had a statistically significant relationship with how teachers apply pedagogical methods in EsP, as all p-values are greater than 0.05. This means that these demographic and professional characteristics do not influence the teaching approaches that EsP teachers use.

These findings support previous studies that emphasize the importance of values education regardless of a teacher’s background. Education is incomplete without teaching values, as they help students develop moral character and understand the consequences of their actions (Riego, 2023). EsP aims to foster good citizenship by guiding students to develop positive attitudes and behaviors (Sinocruz & Daing, 2020). However, challenges such as limited teaching time, lack of specialized training, and insufficient resources often affect how effectively these values are taught.

Although the teachers’ profiles in this study did not significantly relate to their pedagogical approaches, other research suggests that age and experience may affect teaching styles, while factors like sex, civil status, and educational attainment generally do not (Mista et al., 2024; Rebollido & Batara, 2024). This highlights the need to focus on professional development and capacity-building programs that equip all EsP teachers with effective, modern teaching strategies—such as interactive, experiential, and constructivist methods—to better engage students in values education (DepEd, 2019; Tarnopolsky & Kozhushko, 2020).

Improving EsP teachers’ skills will help overcome common issues like limited instructional time and lack of support, ensuring that students receive a more meaningful and impactful values education. This will prepare them to become responsible citizens who contribute positively to society, fulfilling the core purpose of EsP in the K-12 curriculum (Riego, 2023; Iberdrola, 2021).

### Proposed Capacity Building Program for Edukasyon sa Pagpapakatao Teachers

**I. Rationale.** Values education through Edukasyon sa Pagpapakatao (EsP) is essential to help students develop good morals, responsible behavior, and respect for others. However, teachers in Bani District face challenges such as limited teaching time, lack of specialized training, and insufficient resources. These challenges affect how effectively they deliver EsP lessons. The study showed no significant link between teachers’ profiles and their teaching methods, meaning that all teachers can benefit from improved skills regardless of their background. To support teachers and improve student learning, a capacity building program is needed. This program will focus on updating teachers’ knowledge of modern and interactive teaching strategies, helping them confidently deliver EsP lessons and build stronger values in students.

**II. Goal.** To enhance the pedagogical skills and confidence of EsP teachers in Bani District by providing training on effective teaching methods, ensuring that they can engage students meaningfully and improve values education outcomes.

### III. Capacity Building Program

Objectives	Activities	Resources Needed	Timeline	Person Responsible
Improve knowledge of interactive teaching methods	Conduct workshops on interactive and experiential learning	Training materials, facilitators, venue	1st month	District Education Coordinator
Develop skills in applying constructivist approaches	Hands-on sessions with lesson planning and practice	Sample lesson plans, classroom setup	2nd month	EsP Master Teachers
Increase awareness of value ethics and virtue ethics theories	Seminar on ethics theories and their classroom use	Expert speakers, reading materials	3rd month	Curriculum Specialist
Provide strategies for managing limited teaching time	Time management training and sharing best practices	Workshop handouts, peer discussion groups	4th month	School Principals
Build support networks for EsP teachers	Create online group for sharing resources and experiences	Internet access, social media platform	Ongoing	District ICT Coordinator
Evaluate progress and gather feedback	Conduct surveys and focus groups after sessions	Survey forms, feedback tools	After each session	Program Monitoring Team

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