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Strategies and Challenges in Teaching Edukasyon Sa Pagpapakatao in the Selected Schools in the Division of Ilocos Sur

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Abstract

This study aimed to determine the strategies and challenges encountered by EsP teachers in the selected schools in the Division of Ilocos Sur for School Year 2022-2023 as basis for an enhancement program. The researcher looked into the profile of the respondents, approaches they used, the challenges they encountered using descriptive-correlational research design.

The researcher used the descriptive-correlational and developmental research design. The Descriptive-correlational research design was utilized to look into the profile of the respondents in its relation the approaches and challenges met by the teachers teaching Edukasyon sa Pagpapakatao. In addition, developmental design is also used for the development of enhancement Capacity Plan based in EsP. The researcher used a three-part questionnaire distributed to the 45 EsP teachers from the selected secondary teachers in the division of Ilocos Sur. Gathered data were analyzed using the frequency count and percentage, weighted mean and simple correlation analysis. Based on the findings, the Edukasyon sa Pagpapakatao teachers in the selected schools in the Division of Ilocos Sur are of varying profile, values inculcation approach is more often used by the Edukasyon sa Pagpapakatao teacher,

parental involvement is the most serious challenge encountered by the Teacher Respondents in teaching EsP, there are recommendations to address the challenges encountered by teachers in teaching EsP primarily on the conduction of seminars or symposia, the demographic profile of the respondents is not significantly different on the various approaches used by the teachers to teach EsP and there is no significant relationship to the strategies used in teaching Edukasyon sa Pagpapakatao to the profile variables of the respondents.

The researcher recommends the following: Teachers may encourage students the practice of “learning by doing” in the classroom; more instructional materials are provided for teaching and learning of the subject to promote teachers’ efficiency and improve students’ performance; they make learning more interesting, practical, realistic, and appealing.; the administration may hire teachers who are specializing EsP subject for mastery and to improve productivity; teacher-parent consultation may be considered in addressing their children to inculcate good moral values; teachers may serve as role models to the students in terms of desirable attitudes and varied strategies and approaches may be employed in teaching to arouse students’ interest to study.

Keywords: Strategies, Challenges, Philippines

Introduction

Background of the Study

There is abundant rationale for the environment of public education in the values education training of students. Many researchers and learning theorist like John Dewey, Jean Piaget and Lawrence Kohlberg believed that the responsibility for the values development of the child falls upon the schools. All formal education should include values education, the school should be a place where the activity of everyone can also be social in character, where the students can develop as an individual and at the same time use his powers to further the larger activities of the group. It is the moral responsibility of the teacher to supply every possible aid to this process. The goal of values education in the school is to help young students become ethically mature adults, capable of moral thought and action (Ryan, 2016).

The concept of Values Education in education is no longer new to our age. Written records will tell that from the time of Aristotle and the bible to at present time, state that great teachers are instrumental in conveying values teachings to the

students. Values Education functions become as agent in socialization and the need to help students grow to possess more highly developed moral standards. "As a twig is bent, so the tree will grow" as William Wordsworth said.

Values education can take place in any situation or institutions. Dealing with values is recognized as an integral part of teacher's roles. Education has an enormous role to play in the social, intellectual, and political transformation.

Education is a process of all round development of an individual-physical, intellectual, emotional, social, moral, and spiritual. The teacher is expected to function not only as facilitator for acquisition of knowledge but also as inculcator of values and transformer of inner being. Ancient Indian Education was value based (Kaur & Nagpal, 2013).

Values Education, which evolved into *Edukasyon sa Pagpapahalaga*, then changed to *Edukasyon sa Pagpapakatao* (EsP) in the K to 12 curriculum, allows the teacher to guide students in the formation of their values, attitudes, and habits in order to become good citizens in the country. This is where the vital role of EsP in molding students to become contributor in the society's progress comes in (Miranda, 2016) [26]. Development of the society does not have a predetermined characteristic because it is in itself a result of a consensus of the members of the society.

It can be recalled that teaching of Values Education materialized as provided for through the DECS Values Education Program. Values Education was taught then as a separate subject, five times a week. However, in 2002, under the Basic Education Curriculum (BEC)/ Revised Basic Education Curriculum (RBEC), the number of hours of teaching the EsP subject was reduced (*DepEd Order no. 43 series 2002*). As a component and not a separate subject, *Edukasyon sa Pagpapahalaga* was included in the *MAKABAYAN*. The time *Edukasyon sa Pagpapahalaga* was taught reduced to only two hours a week.

DepEd Order No. 31 s. 2012 entitled, Policy Guidelines on the Implementation of Grades 1 to 10 of the K to 12 Basic Education Program (BEP) effective school year 2012-2013, provides details on the time allotment per learning area across grade levels. *Edukasyon sa Pagpapakatao* (EsP), one of the learning areas, is taught thirty (30) minutes per day or one hundred fifty' (150) minutes per week in the elementary. In the Junior High School (JHS), it is taught two (2) hours per week or one (1) hour a day for two (2) days per week.

For big schools, School Heads should assign a subject teacher to handle EsP. Class Adviser should not be the EsP teacher of their own advisorship to ensure that no teacher will handle more than one (1) subject in a class. EsP should be scheduled either in the second or third period in the morning and afternoon sessions.

In Santa Maria National High School, we observe that some of our learners are acting delinquently, the basic values are diminishing like the polite words (Thank you, sorry, etc.). And with these we educators has great role to transform the values of the learner.

Here are some of frequent common complaints of EsP teachers in the school; the limited time teaching the subject, the insufficiency of knowledge on the approaches and strategies they can apply to different types of learners, the lack of understanding on the nature of the subject due to irrelevant field of specialization and limited seminars given to EsP teachers, and the uncooperative and unsupportive parents. These ignited the interest and curiosity of the

researcher to conduct the study to learn if EsP teachers in the Selected School in the Division of Ilocos Sur experienced the same difficulties.

The outcome of this study will be helpful for the head teacher of EsP subject in understanding the circumstances that affects the teaching and learning in which can serve as bases in choosing topics for Learning Action Cell, study sessions, department seminars, trainings and the like, all for the purpose of improving and enhancing teachers' capability in achieving the objectives and goal of *Edukasyon sa Pagpapakatao* subject as part of the curriculum.

Framework of the Study

This study was grounded in the Theory of Constructivism. This theory emerged when educators observed that the students were learning in isolation and had no background skills and information. This trend resulted in the inability of the students to apply their learned skills to real-life situations (Gredler, 1997).

According to Ernest von Glaserfeld, constructivism, as a theory of knowledge, has two principles: "*knowledge is not passively received but actively built up by the cognizing subject; and the function of cognition is adaptive and serves the organization of experiential world, not the discovery of ontological reality*" (Von Glaserfeld 1989, as cited in Fernando & Marikar, 2017) [14]. Therefore, constructivist teaching and learning theory promotes a method which requires active participation of learners in the learning process or simply "*learning by doing*" (Zhou & Brown, 2015) [49]. This is supported by the doctrine of Confucius, 450 BC, as cited in Zhou & Brown (2015) [49], which stated that "*Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand.*" This is exactly what the *Edukasyon sa Pagpapakatao* is doing, letting the learners to learn by actual involvement and making the teaching-learning process more learner-centered. *Edukasyon sa Pagpapakatao* is a subject which provides learners a thorough understanding on how to face, from simple to complex, life experiences and prepare them to become a more responsible individual of a society by involving them into variety of situation and direct experiences.

The Philosophical and Theoretical Basis in Teaching and Learning *Edukasyon sa Pagpapakatao* (EsP) according to K to 12 Curriculum, 2016

The Concept of EsP is based on the philosophy of Personalism about the Personality and Virtue Ethics. Personalism posits ultimate reality and value in personhood-human as well as divine. It emphasizes the significance, uniqueness, and inviolability of the person, as well as the person's essentially relational or social dimension. The virtue ethics defines good actions as ones that display embody virtuous character traits. It is a disposition to act, think and feel in certain ways.

At a young age 6 to 12 years, they may not fully understand their nature according to the theory of personalism. Their virtues and values can develop to become good person. At this age, he/she understand that to be good it's not because he is told too but because he's a person with dignity and naturally good. A person has a dignity because he is special. He is connected to fellow humans, God, and environment. The Social learning theory of Albert Bandura, Experiential

Learning of David Kolb, Constructivism and Theory of Career Development of Ginzberg, *et al.* at Super and other theories explaining on how they learn in EsP class. Social Learning Theory suggests that social behavior is learned by observing and imitating the behavior of others. Others perception about the person is important but it doesn't guarantee a change of action.

Experience as the source of learning and development according to David Kolb in the Experiential Learning. Kolb's four learning styles are Diverging (feeling and watching), Converging (doing and thinking), and Accommodating (doing and feeling). The theory of constructivism supports the theory of kolb's, constructivists claim that learners accumulate new knowledge by themselves and use this to pile up previous knowledge and experiences.

These theories displayed in teaching focuses on the learners. They acquire new knowledge through the questions of the teacher and their creativity.

They applied learnings in decision making like in choosing a career or profession. According to the theory of Career Development of Ginzberg, *et al.* at Super, it undergoes a process of choosing a career or profession based on self-concept, attitude, and values. He may accept or reject a course based on observation (example, the action of his/her parents according to their profession) and what is valued (example, high salary or public service).

Conceptual framework of the study

In conducting this study, the researchers will be guided by the following model:

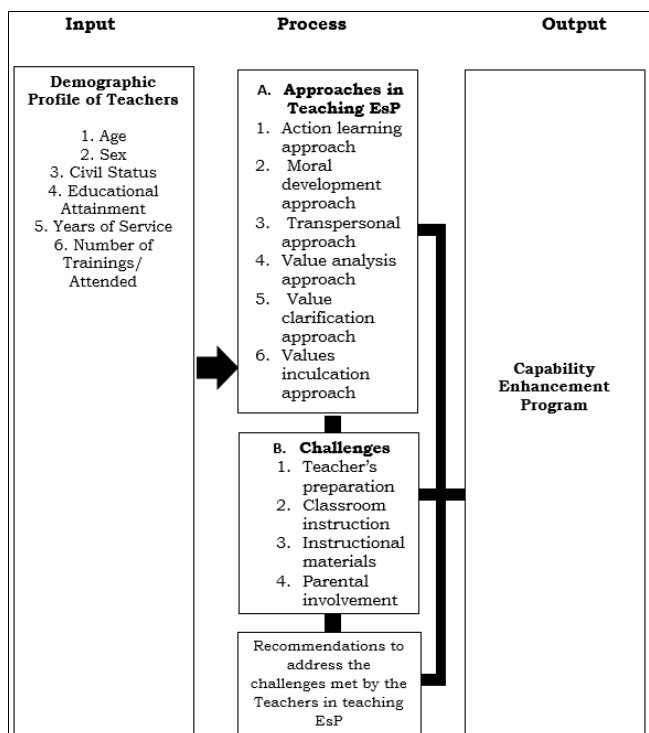


Fig 1: The Research Paradigm

Statement of the Problem:

This study aims to determine the Approaches and Challenges of EsP Teachers in the selected school in the Division of Ilocos Sur.

Specifically, it seeks to determine the following questions:

1. What is the demographic profile of the Teachers in terms of
 1. Age,
 2. Sex,
 3. Civil Status,
 4. Highest Educational Attainment,
 5. Years in teaching the EsP, and
 6. Related trainings and seminars in EsP?
2. What is the extent of utilization of the different strategies in teaching EsP along...
3. What is the degree of seriousness of the problems encountered in teaching EsP along...
4. What are the recommendations to address the challenges encountered in teaching EsP?
5. Is there a significant difference between the profile and the extent of utilization of the strategies?
6. Is there a significant relationship between the profile and the degree of the challenges encountered in teaching EsP?
7. Is there a significant relationship between the extent of utilization of the different strategies and the degree of seriousness of the challenges encountered in teaching EsP?
8. What Capability enhancement program can be developed for EsP teachers?

Hypothesis

Based on the given premises, the following hypothesis were formulated:

1. There is a significant difference in the teaching approaches used by EsP teachers when grouped according to their profile.
2. There is a significant relationship between the profile and strategies used in teaching EsP.

Scope and delimitation of the study

This study limits to determine the Strategies and Challenges of EsP Teachers in the selected school in the Division of Ilocos Sur for the School Year 2022 – 2023.

The result of the study will be the basis for the proposed capacity enhancement program for Edukasyon sa Pagpapakatao Teachers.

Importance of the study

The researcher believes that the results of this study will benefit the following:

Students: This study provides learning opportunities in EsP relevant to their level of understanding. This can also help them improve their academic performance and personality.

EsP Teachers: The outcome of this study will help them improve their strategies in teaching and overcome the challenges in teaching EsP.

Parents: The outcome of this study will help the parents to support their children in their studies not just financially but morally.

EPS in EsP: The result of this study may provide them feedback for some necessary changes or adjustments to the curriculum.

School Administrators: The statistical results will serve as a basis for school administrators in crafting programs or plans addressing teachers' needs. This may also serve as a guide for them to provide enhancement program for Edukasyon sa Pagpapakatao teachers.

Researcher: The result will serve as a guide for the researcher to initiate plan to enhance the teaching and learning in EsP.

Future Researchers: This research may be used as basis for future studies related to the topic. This may provide them literature to support their future claims.

Definition of terms

To achieve clarity and comprehensibility of the study, the following terms were operationally defined.

Profile of the Teachers: This refers to the characteristics of the respondents in terms of:

Age: It pertains to the number of years the respondents had existed from birth to the time the study is being conducted.

Sex: It refers to whether the respondents are male or female.

Civil Status: This pertains to a status of an individual in relation to marriage.

Highest Educational Attainment: In this study, it is defined as the highest educational accomplishment of the teacher.

Years of Service: This refers to length of service rendered by the respondent during the conduct of this study.

Number of Trainings/Seminars: It refers to the numbers of seminars related to the Subject Edukasyon sa Pagpapakatao during the School year 2022-2023.

Edukasyon sa Pagpapakatao: It is an academic subject separated from other subjects included in the curriculum under K to 12 programs.

Teaching Strategies: It refers to the various ways of applying or implementing the content of the curriculum. These are how the content of the curriculum are being executed through the skills of the teacher to bring out the curriculum and result to the learning of the students.

In this study the **teachings strategies** are:

Action learning approach: This develops students' abilities to act directly in personal and social situations that express their personal values.

Analysis approach: It is an approach which rests on helping the students develop logical thinking and using scientific inquiry procedures in solving value issues. This approach makes use of problem analysis and decision-making methods. Here, valuing is said to be "guided not dictate of the heart and conscience but by rules and procedure of logic".

Moral development approach: It is used primarily to stimulate students to advance their powers of moral reasoning through a series of increasingly advanced and conflict stages. The most popular method under this approach is the moral dilemma. It may be presented through activities like role- playing and skit. The focus of moral dilemmas is on the moral reasoning not the choice of the students to determine their moral developmental stage based on Kohlberg's Theory.

The prime requisite of Moral development approach is self-reflection. There are three types of student dialogic which stimulates self-reflection approach: (1) the student dialogue with teachers, (2) the student dialogue with other students, and (3) the student dialogue with self.

Transpersonal approach: It refers to strategies which will help learners to enhance their level of consciousness and spiritual growth through the process of knowing themselves towards self-actualization.

Value clarification approach: It refers to the valuing process of the students that must be taught. Its purpose is to

help students clarify and actualize personal values. Argandon (2003) as cited in Mahmood, Rizvi & Perveen (2017) ^[23] defines this as students' clarification of their individual values in which the stand of the teachers is to be broadminded of the values of the students.

Values inculcation approach: It refers to instilling desirable and pre-chosen values to students. Teaching methods under values inculcation approach include explanation, positive and negative reinforcement and modeling.

Values: It means anything which is considered of worth because of qualities that appeal as good and as desirable. They refer to the standards based on which it is decided whether something is superior or frightful, right or improper (Mahmood, Rizvi & Perveen, 2017) ^[23]. It is a set of rules that leads people to certain actions or guide people to behave in appropriate way (Faurholm, 2011, as cited in Aglasi & Casta, 2017 ^[1]).

Values Education: It refers to a separate subject area taught under National Secondary Curriculum (NSEC). Mahmood, Rizvi & Perveen (2017) ^[23], defines values education as an obvious attempt to teach about values and valuing.

Challenges: These refer to the problems met by the teacher in teaching Edukasyon sa Pagpapakatao.

Recommendations refers to the suggested activities to improve the teaching of EsP.

Capability Enhancement Program: It pertains to the action plan proposed by the researcher as a result of the study to improve the strategies in teaching EsP.

Review of Related Literature

Profile of the Teacher-Respondents

Teachers, as members of the society, are at schools with values, attitudes, manners, emotional sides, views of world, and behaviors; and, by the time the values of the society (Memis et.al, 2010). It can be said that teachers' values have an important effect on the behaviors they display at school and classroom in the teaching and learning process.

Sex: Molina (2014) mentioned that there were more females in the division of Ilocos Sur revealed that more women enter the teaching force. In the field of teaching there is no discrimination between male and female. But there are more female teachers than males as found out from the study of Calumbing (2014). Bernabe (2016) female teachers have the qualifications pupils that include female motherly-touch that spells the kindness and understanding.

Civil Status: The findings of Nartatez (2017) shows that majority of her teacher-respondents were marries which shows that their love manifest their love for children since they have experiences in child rearing in their homes.

In addition, the study of Benabese (2017) manifest that most of the teacher-respondents were married with 82.86% and since they are married, it is easy for them to understand the principle of loco-parentis, which explains that teachers served as the second parent of the child while in school and matured enough to face a family or responsibilities.

Highest Educational Attainment. A further difference might be seen between teachers who have continued to study at a post-graduate level and those teachers who may not have studied since they obtained their original qualifications. Changes to teacher demographics have also been apparent. Bayudan (2014) and Rabe (2012) in her study that majority of their respondents are already satisfied in their achievement that most of them are fulfilled with the position

or designation granted to them by virtue of the academic requirement of MA/MS Units earned. Rabe (2012) also noted that most of his respondents were with their MA/MS units only.

Number of Years in Teaching Edukasyon sa Pagpapakatao

The findings of Sinocruz (2020)^[37] shows that there were 54 teacher respondents who have 5 years and below experienced in teaching Esp. According to Boyd, *et al* (2010) improvement occurs over the first 4 to 5 years, but to point out this is an average, and some less experienced teachers improve faster than others.

More recent studies suggest that experience may assist with effectiveness, although some experienced teachers become less effective later in their careers (Chingosa & Peterson, 2010).

Number of Trainings/seminars attended: Boudersa (2016) said that Programs of Teachers' training and professional development are central importance in any educational institution, be it in primary, middle school, high school or even in university level. Teachers at all level need to be trained in their related fields and subject matter on regular basis if they are to change their teaching belief, attitudes and daily life practices in classrooms. Such programs will help teachers sharpen their teaching skills deepen and improve their knowledge in the subject matter they teach, and hence improve students' learning and schools' education. For positive and beneficial change to take place, there should be alignment between the curriculum and teachers' actual experiences in teaching. Another important point is related to the time spend on professional development and efficiency.

Edukasyon sa Pagpapakatao (EsP) as a Subject

Education is expected to help form social cohesion and mutual understanding (Okabe 2013)^[30]. *Edukasyon sa Pagpapakatao* is a subject dedicated for this matter, although being given a lower regard for importance since it does not readily translate to academic skills or measurable outcomes.

Edukasyon sa Pagpapakatao is one of the subjects that is part of the new K-12 curriculum of DepEd which aims to impart to the students love of the world and promotes active citizenry to maintain the "political structures and laws that stabilizes human plurality and spontaneity" (Miranda, 2016)^[26]. Furthermore, students from grades 1-10 needs to take this subject wherein each grade level has corresponding competencies they required to achieve before they could pass the subject.

The *Edukasyon sa Pagpapakatao* (EsP) is a subject which is formerly termed as *Edukasyon sa Pagpapahalaga* under Basic Education Curriculum (BEC) and initially called as Values Education. It became part of the curricula since the policy statement on it was part of the content of the 1935 Philippine Constitution, 1973 as well as 1987 Constitution. It was taught as a separate subject since 1989 wherein it became one of the eight subject areas. It aims to develop skills for rational thinking and judgment to affect behaviour change in a student through experiential learning which was define by Kolb, 1984 as cited in Baker in 2012, as "the process whereby knowledge is created through the transformation of experience".

The goal of education is to develop the holistic skills and ability of the students which includes intellectual skills, emotional skills, and behavioral skills. *Edukasyon sa Pagpapakatao* curriculums have gained so much interest for more than a decade past wherein it is intended to produce students who are thoughtful, ethical, morally responsible, community oriented, and self-disciplined (Peli, 2017). This is aligned to the content of the K to 12 Curriculum Guide of *Edukasyon sa Pagpapakatao* (2016), which emphasized that the basic skills of functional literacy is the ability to make decision and act responsibly towards the common good. EsP aims to develop and foster the ethical character of the students. It aims to guide the students in searching and finding the meaning and value of their life, their role in the society to share in establishing a community ruled by truth, liberty, justice, and love. For this to happen, students should possess the five macro skills such as comprehension, reflection, consultation, decision, and taking action.

Edukasyon sa Pagpapakatao (EsP) is a learning area which is a compilation of good words, right deeds, and moral thinking (Artezuela, 2018)^[5]. She stresses the importance of EsP as a subject. According to Ibay (2017) as cited in Artezuela (2018)^[5], "moral fiber of society can be strengthened through Esp". Artezuela (2018)^[5] laid down some of the importance of EsP. According to her, EsP teaches learners different virtues that are important to life; EsP teaches the significance of life and morality; EsP teaches learners to respect others; it teaches how worthy to have faith through religion; and it also teaches learners the virtue of humility. Furthermore, EsP emphasizes reformation of society through the intensive desire of an individual to be restored. Therefore, EsP helps in molding an individual as a person to become morally upright. It is a subject wherein we find wisdom to understand our action and relate it to our existence. It helps us to learn and understand life itself, and it can lead us to realize the answer to the question, as claimed by philosophers *What makes man truly human?*

Strategies in Teaching Edukasyon sa Pagpapakatao

Teaching approaches are considered as important factor to improve the quality of education. Thus, teachers have to be well knowledgeable enough on variety of strategies that they can use and how to apply them in effective ways.

Edukasyon sa Pagpapakatao is not like the other subjects being taught in school that are well-defined in nature. It has a complex nature since it aims to allow the students to grasp concepts with applications that are constantly evolving in the society. Lecture type discussions would not suffice in order to fulfill the overall objective of the subject. Hence, DepEd prescribes strategies on how to teach this subject as indicated in the "K to 12 *Edukasyon sa Pagpapakatao Gabay Pangkurikulum*" (2013). Education can be considered to impart general and specific information which includes teaching skills and most importantly inculcate values. The role of teachers cannot be deemed minor in developing good character among students (Chaitanya, 2017)^[11]. With this, teachers are expected to be well equipped with sufficient knowledge on varied strategies that can be used to make the teaching-learning truly effective.

Tomlinson (1999), as cited in Chac-Ip (2016), stressed that effective teachers adapt instruction to meet the needs of individual learners. They defined differentiated instruction, also known as responsive instruction, as a philosophy that encourages teachers to modify curriculum, instructional strategies, and student products based on the readiness levels, interests, and learning profiles of individual students. They added that effective teachers incorporate a variety of techniques in the instruction, assessment, and grouping of students because not everyone learns the same thing at the same time with the same approach. This has something to do with individual differences of learners and the so-called multiple intelligences. According to Gardner's theory, everyone has a different intelligence profile (Zhou & Brown, 2017). By proactively identifying the needs of each student, teachers are better able to make decisions regarding curriculum adaptation, instructional design, instructional tools integration (e.g., computer, graphic organizers, visual aids, and cues), and data interpretation (Lovin, Kyger, & Allsopp, 2004, as cited in Chac-Ip, 2016).

Contents of the upper mentioned discussion all focused on the importance of the effectiveness of strategies or practices to be applied in teaching *Edukasyon sa Pagpapakatao*. Hence, it is also imperative that EsP teachers know the answer on "how" (to teach EsP) and not just on "what" (to teach). Reyes (2019)^[35], presented the major approaches in teaching values education as follows:

Action Learning Approach: In this approach, learners are given opportunities and chances to discover and act on their values. It aims to encourage students to view themselves as personal-social interactive beings. Action learning approach is derived from a perspective that it is important to move beyond thinking and feeling and that values are seen in the interaction between the person and society. There are two strategies unique in this approach: the skills practice in group organization and the action projects or community outreach projects.

Moral Development Approach: The purpose of this approach is to help learners develop more complex moral reasoning patterns and urge them to discuss the reasons for their value choices and positions. By putting themselves in a role and experiencing the process of deciding, learners can begin to see moral decisions in a larger framework than their single point of view. It consists of the learners discussing a dilemma and by reasoning they achieve a higher level of knowledge. In this manner students are, by discussion and reflection, encouraged to express a value position rather than compromise on a consensus.

Transpersonal Approach: The purpose of this approach is to develop among learners a higher level of consciousness and spiritual upliftment. It emphasizes the process of self-discovery and the significance of self-actualization to become a fully functioning person. The commonly used strategies in this approach are rest and relaxation exercises, meditation and brief fantasizing imagination, creativity and mind games and self-awareness activities.

Value Analysis Approach: In this approach, learners are encouraged to study social value problems. They are asked to clarify value questions and identify values in conflict. They are encouraged to determine the truth and evidence of purported facts and then evaluate the consequences, and arrive at value decision, applying analogous cases, inferring and testing value principles underlying the decision (Chaitanya, 2017)^[11]. Some of the most common strategies

used in this approach are individual and group studies of social problems, library and field research, case studies, testing principles, analyzing analogous cases, debate, and rational discussion that demands reasons and evidence.

Value Clarification Approach: The purpose of this approach is to encourage learners become aware of and identify and reflect on their own values and those of others, for them to communicate openly and honestly about their values, and to help them use both rational thinking and emotional awareness to examine their personal feelings, values and behavior patterns. The value clarification strategies commonly used in teaching are role playing, games and simulations, contrived or real value-laden situations, introspection or in-depth self-analysis exercise, sensitivity activities, small group discussion, values grid, ranking, group dynamics, case study, dyadic and triadic sharing, and dialogue or clarifying response strategy.

Values Incultation Approach: In this approach, learners are forced to act according to specific desired values. A positive and negative reinforcement by the teacher helps value incultation. This can be done by a teacher's natural actions and responses (Chaitanya, 2017)^[11]. Modelling as a method in this approach is applied when instances of modelling behavior are drawn from history, literature or more directly from teachers and students and themselves.

Challenges in Teaching *Edukasyon sa Pagpapakatao*

Values are judgments based on explicit and systematic ideas about how a person relates to his/her environment (Veugelers & Vedder, 2003, as cited in Nart, 2017)^[28]. Values education is a process wherein, through the way the learner interacts with the environment with the guidance of the teacher, his/her values, attitudes and habits are formed. In values education man is the object and it is said that values is caught rather than taught. Therefore, the person inculcating moral values must be of very high moral standard (Basha & Ramana, 2018)^[7]. This is where the importance of teacher as role-model for the students will come in, because teachers' actions convey more than their words. Moreover, a teacher should practice what he preaches (Chaitanya, 2017)^[11]. Thus, *Edukasyon sa Pagpapakatao* teacher must have a healthy attitude and should possess rich values to demonstrate appropriate behavior to their students by their actions. They must be selected in such a way that they should be reservoir of good values.

Teacher's Preparation: There is no such thing as "one size fits all" in teaching *Edukasyon sa Pagpapakatao*. Considering the fact that a classroom is composed of students with different gender, needs, interests, skills and abilities, the teacher, therefore, must be flexible and well knowledgeable in applying differentiated instruction. Moreover, the teacher have to remember that in choosing and applying differentiated instruction and/or new learning methodologies they have to consider that not all students respond well to one particular style. Hence, Nart (2017)^[28] mentioned that teachers need to be informed on variety of modern techniques and methods that they can use in the teaching of values. However, it is sad to note that only few number of teachers are exerting efforts to improvise instructional materials (Chac-Ip, 2016). In addition, despite several strategies that can be applied in teaching EsP, it is a problem for teachers on what to choose that will be suitable to different types of learners and how to apply it.

Classroom Instruction

Mahatma Gandhi, once said, "If wealth is lost, nothing is lost; If health is lost, something is lost; If character is lost, everything is lost." Best of all things is character (Basha & Ramana, 2018)^[7]. But in today's scenario values have been discarded by the new generation in the upcoming of the new trends and fashions (Basha & Ramana, 2018)^[7] as well as the erosion of values caused by globalization of the concept of values education (Nart, 2017)^[28]. This brought difficulty to teachers of *EdukasyonsaPagpapakatao* subject on how to deal effectively to the tremendous effects and influences of this things to their students. Moreover, it also leads to the problem of teachers on how to properly perform their role as classroom manager. Hence, there is a need to remember that it is operationalized as behavioral tendencies that teachers use to conduct daily instructional activities, and that these tendencies reflect the teacher's discipline, communication, and instructional styles, as well as the classroom spatial management. All of these manifests in the teacher's preferences and efforts to achieve desirable educational goals.

Instructional Materials

It is assumed that there is a direct relation between the materials that the teachers use, and the students' learning outcome. Furthermore, instructional materials have the capacity to develop into students the highest order of intellectual skills (Gagne *et al*, 2005, as cited in Tety, 2016)^[44]. This signifies the importance of instructional materials to realize the role of teachers in teaching EsP. Unfortunately, Tety (2016)^[44] mentioned that lack of exposure and limited accessibility to modern instructional facilities is another challenge that teachers face.

Parental Involvement

There is a good deal that can be done by united efforts of teachers and parents (Chaitanya, 2017)^[11]. Parents should be cooperative to teachers for the benefit of their child and should not leave to the teacher the sole responsibility in molding the values of their child. In his study, Tety (2016)^[44], mentioned in his recommendation that parents should not sit down and wait for the actions the government will take to resolve problems in schools that they can be remedied. The study urges parents to effectively involve physically and financially where possible for the development of the schools.

Methodology

This chapter presents the research design, population and locale of the study, research instrument, data gathering procedure, and statistical treatment of data to provide a better understanding of the study.

Research Design

The researcher will use the descriptive-correlational and developmental research design. Descriptive research is used to describe characteristics of a population or phenomenon being studied (Wikipedia). Theories or concepts gathered are used a certain phenomenon and are subject to correlational strategy to see significant associations.

The descriptive determine the profile of the selected teachers in the Division of Ilocos Sur. Descriptive-correlational design is used to describes the profile of the respondents in its relation to the strategies and challenges

met by the teachers in teaching *Edukasyon sa Pagpapakatao* subject in the Selected Schools in the Division of Ilocos Sur. In addition, developmental are used. This method will be used in the development of Capability Enhancement Program in EsP.

Population and Locale of the Study

The *Edukasyon sa Pagpapakatao* Teachers in the selected Schools in the Division of Ilocos Sur, SY 2022 – 2023 gave meaning to the research through their responses. The distribution of respondents is presented below.

Table 1: Distribution of Respondents by School

School	Population	Percentage (%)
Santa Maria National High School	13	22.89
Ag-agrao National High School	2	4.44
San Esteban National High School	5	11.11
Burgos National High School	25	55.56
Total	45	100.00

Using total enumeration, a total of 45 EsP teachers were involved in the study as respondents.

Research Instrument

The research instrument was divided into four parts. The questionnaire was adapted from the study of of Sinocruz (2020)^[37] which consisted of the following parts:

Part I is about the profile of the respondents which includes the age, sex, civil status, number of years in teaching EsP, educational attainment, and the related trainings and seminars attended by the *EdukasyonsaPagpapakatao* teacher.

Part II is about the different possible strategies that teachers of *Edukasyon sa Pagpapakatao* usually applied in teaching the subject. The questionnaire utilizes rating scale wherein the respondents affirmed the frequency of employing each strategy.

- 5 – Always
- 4 – Often
- 3 – Sometimes
- 2 – Seldom
- 1 – Never

Part III consists of the challenges encountered by the teacher-respondents of *Edukasyonsa Pagpapakatao*. This includes the problems in terms of teacher's preparation, classroom instruction, instructional materials, and parental involvement. The questionnaire also used a rating scale which validated their judgment on how frequently they encountered each problem.

- 5 – Very Highly Serious
- 4 – Highly Serious
- 3 – Serious
- 2 – Moderately Serious
- 1 – Not Serious

Part IV is about the recommendations the EsP teachers suggested to improve the teaching of *Edukasyonsa Pagpapakatao* subject in Selected Secondary Schools in the Division of Ilocos Sur

Data Gathering Procedure

The researcher secured permission from the Office of the Schools Division Superintendent of the Schools Division of Ilocos Sur and the school principal of the selected schools in

the Division of Ilocos Sur before gathering data. A survey questionnaire that includes the six (6) questions in the statement of problem and was distributed, retrieved, tallied, analyzed, and interpreted.

Statistical Treatment of Data

To treat and analyze the data gathered, the following statistical tools were used:

Frequency count and percentage: will be used to describe the profile of the respondents.

Mean: will be utilized to determine the average responses of the teachers in the approaches in teaching the EsP subject as well as in the challenges they met.

Simple Correlation Analysis: was employed to test significant associations between variables included in the study like the profile and the strategies and challenges met by the teachers in teaching EsP.

Data Categorization

The researcher will use the following scales to interpret the gathered data:

A. Strategies in Teaching Edukasyon sa Pagpapakatao

Scale	Range	Descriptive Rating	Overall Rating
5	4.21 - 5.00	Always (A)	Very High (VH)
4	3.41 - 4.20	Often (O)	High (H)
3	2.61 – 3.40	Sometimes (SO)	Moderate (M)
2	1.81 – 2.60	Seldom (SE)	Low (L)
1	1:00 – 1.80	Never (N)	Very Low (N)

B. Challenges in Teaching Edukasyon sa Pagpapakatao

Scale	Range	Descriptive Rating	Overall Rating
5	4.21 - 5.00	Very Highly Serious	Very High (VH)
4	3.41 - 4.20	Highly Serious	High (H)
3	2.61 – 3.40	Serious	Moderate (M)
2	1.81 – 2.60	Moderately Serious	Low (L)
1	1:00 – 1.80	Not Serious	Very Low (N)

Results and Discussion

This chapter includes the presentation, interpretation, and analysis of significant findings of the current study.

Findings

Profile

Table 2: Profile of the Respondents

Profile	F	Percentage
Age		
<25	2	4.44
26-30	8	17.78
31-35	9	20.00
36-40	5	11.11
41-45	8	17.78
46-50	3	6.67
51-55	7	15.56
56-60	3	6.77
Total	45	100.00
Sex		
Male	6	13.33
Female	39	86.67
Total	45	100.00
Civil Status		
Single	12	26.67

Married	31	71.11
Separated	0	0.00
Widow/Widower	1	2.22
Total	45	100.00
Highest Educational Attainment		
Bachelor’s Degree	3	6.67
With MA/MS Units	31	68.89
MA/MS Units	9	20.00
With Ph.D/Ed.D Units	1	2.22
Ph.D/Ed.D Units	1	2.222
Total	45	100.00
Number of Years in Teaching EsP		
>5	26	6.67
6-10	12	68.89
11-15	6	13.33
16-20	0	0.00
21-25	0	0.00
26-30	1	2.22
Total	45	100.00

Table 2 Presents the profile of the respondents.

Age

The table shows that most of the teacher-respondents are from age group of 31-35 years old with 9 or 20.00% of the total population while 2 or 4.44 % are from age group of 25 and below.

The result is parallel to the study of Edaña and Meer (2021) when out of 300 respondents of most of the teacher-respondents are from age group of 31-35 years old with 73 or 24.30%

Sex

The male, 6 or 13.33% outnumbered the female with 39 or 86.67% from the total population.

This is similar to the study of Tašner and Rožman (2015) and Tašner, *et al.*, (2017) ^[43], wherein it came out that majority of women still decide for “typically female” fields of study which include education, while men remain prevalent in “traditionally male” programs. Feminist analyses explain the predominance of women in teaching with the interpretation that this profession, to some extent, represent an extension of the work of women traditionally performed at home. Moreover, this affirmed the findings of Apple (1985), as cited in Sari and Basarir (2016) ^[42]. In their study of the perceptions of female teacher and male teacher within traditional gender roles, they stressed that teaching is an extension of the productive and reproductive work women did at home. Teaching, considered as a caring profession, is still considered as female-adequate profession (Tašner, *et al.*, 2017) ^[43].

Civil Status

Majority of the teacher respondents are married of 31 or 71.11% of the total population while 12 or 26.67 % of them are single and there is only one widow among them.

Alufohai & Ibhafidon (2015) ^[3] affirmed this point of view that married teachers have higher satisfaction in their job. In addition, marital status of teachers is not found to influence their professional adjustment condition. It does not seem to clash with the institutional loyalty responsibility or duty-bound determination of teachers. Hence it neither helps none distracts the professional adjustment to any perceptible degree (Rizvi, 2016).

Highest Educational Attainment

Most of the teacher-respondents are with MA/MS Units which is 31 or 68.89% of the total population and 9 or

20.00% finishes their masteral degree and one who finished her doctorate degree.

Ucan (2016) ^[45] emphasized that teacher development is a continuing process in which teachers always seek new ways and methods to improve the learning of their students. On the other hand, high percentage of teachers having MA/MS Units can also be the result of the Continuing Professional Development (CPD) Act of 2016 requiring professionals, including teachers, to have CPD units before they can renew their Professional Identification Card.

Number of Years in Teaching Edukasyon sa Pagpapakatao

It shows that 26 or 57.78% of teacher-respondents who have 5 years and below are the ones teaching Edukasyon sa Pagpapakatao and there is only one teaching EsP over 26 to 30 years in service.

According to Boyd, *et al.* (2010), improvement occurs over the first 4 or 5 years, but pointed out that this is an average, and some less experienced teachers improve much faster than others. Moreover, numerous studies contradict the idea that “more experience is better” (Irvine, 2018) ^[19].

Table 3: Number of Training/s and Seminars attended

Range	School	District	Provincial	Regional	National	International
0	17	37	35	40	42	44
1	20	7	7	3	2	0
2	4	1	1	1	0	0
3	2	0	1	1	0	0
4	2	0	1	0	0	1
5	0	0	0	0	1	0
Total	45	45	45	45	45	45

Table 3 presents the number of trainings and seminars attendance of teachers teaching EsP.

It implies that most of the teachers attended seminars on school level because it is mandated by the Department of Education, DO 35 s. 2016 to conduct Learning Action Cell (LAC) at least once a month on in-person learning modality; however, it may also be done virtually when involving clustered schools. The LAC as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for improvement of Teaching and Learning, suggest the following broad areas of discussion where specific topics may be deduced: Learner Diversity and Student Inclusion, Content and Pedagogy of the K to 12 Basic Education Program, Assessment and Reporting in the K to 12 Basic Education Program, 21st Century Skills and ICT Integration in Instruction and Assessment and Curriculum Contextualization, Localization, and Indigenization. (Teacherph.com)

Furthermore, it is in the school that teaching learning takes place, the curricula and approaches, and the needs and deficiencies discovered, therefore, the school also is more able to explore and define the trainings teachers should have (Alkhalwaldeh, 2017) ^[2]. However, Erawan (2015) did not support the used form of in-service training and because of factors related to school management and direct supervision of teacher training and continuity of life-long skills, the scholar, otherwise, tended to favor the school-based training method.

Strategies in Teaching Edukasyon sa Pagpapakatao

Table 4: Action Learning Approach

Action Learning Approach	WMDR
1. Teacher asks the students to participate in a clean-up drive activity in the school.	4.36 A
2. Teacher asks the students to do a simple campaign about a societal issue using bulletin boards.	3.56 O
3. Teacher directs the students to join in a tree planting activity in their community.	4.00 A
Overall, Action Learning Approach	3.97 H

Legend

Range	Item DR	Overall DR
4.21-5.00	Always (A)	Very High (VH)
3.41-4.20	Often (O)	High (H)
2.61-3.40	Sometimes (SO)	Moderate (M)
1.81-2.60	Seldom (SE)	Low (L)
1.00-1.80	Never (N)	Very Low (LW)

Overall, the results reflected a mean score of 3.97 interpreted as high which yielded the same outcome in the study of Sinocruz (2020) ^[37]. Moreover, this shows that teachers action learning approach is based on promoting one of the DepEd Core Values which is maka-kalikasan trough participating in a clean-up drive activity in the school and directs the students to join a tree planting activity in their community (DepEd Order 36 series of 2013).

Table 5: Moral Development Approach

Moral Development Approach	WMDR
1. Teacher conducts rationally structured discussion wherein he/she provide series of questions about a certain dilemma until learners realize the appropriate solutions.	4.00 O
2. Teacher gives the students an example of a moral dilemma and let them discuss about it in a small group.	4.02 O
Overall, Moral Development approach	4.01 H

Legend

Range	Item DR	Overall DR
4.21-5.00	Always (A)	Very High (VH)
3.41-4.20	Often (O)	High (H)
2.61-3.40	Sometimes (SO)	Moderate (M)
1.81-2.60	Seldom (SE)	Low (L)
1.00-1.80	Never (N)	Very Low (LW)

The result shows that respondents often use moral development approach in teaching EsP as reflected high with an overall mean of 40.01 Many aspects of school life are constitutive elements on moral education. The school culture and the teacher as a moral person, for instance, are extremely significant in students’ moral development. Kohlberg’s Just Community approach to moral education (Power *et al.* 1989) has been very influential on research into the moral climate in schools. This approach focuses on how schools can be transformed into democratic, moral communities and on the effects of the moral atmosphere on students’ moral development. Besides school culture, teachers as moral exemplars and the interaction between teachers and students have significant influence on students

(Hansen 2001, Oser 1992, Pring 2001)

Table 6: Transpersonal Approach

Transpersonal Approach	WM	DR
1. Teacher spends few minutes to facilitate meditation and brief fantasizing of my students.	4.00	O
2. Teacher asks the students to imagine a difficult situation and to express their personal perspective about it	4.13	O
Overall, Transpersonal Approach	4.07	H

Legend

Range	Item DR	Overall DR
4.21-5.00	Always (A)	Very High (VH)
3.41-4.20	Often (O)	High (H)
2.61-3.40	Sometimes (SO)	Moderate (M)
1.81-2.60	Seldom (SE)	Low (L)
1.00-1.80	Never (N)	Very Low (LW)

Overall, the respondents use transpersonal approach in teaching EsP with an overall mean of 4.07 which interpreted as high. Transpersonal approach purpose is to develop among students their higher level of consciousness and spiritual upliftment. It underscores the process of self-discovery and the significance of self-actualization to become a fully functioning person (Reyes, 2019) [35].

Table 7: Values Analysis Approach

Values Analysis Approach	WM	DR
1. Teacher gives the students analogous cases to be analyzed	4.07	O
2. Teacher facilitates debate to know the stand of my students on a matter they are familiar with.	3.87	O
3. Teacher asks the students to identify the relevant strengths, weaknesses, opportunities, and threats relating to a particular issue.	4.13	O
4. Teacher asks the students to have an individual/group study to critically analyze the truth/facts based on social issues.	4.20	O
Overall, Values Analysis Approach	4.07	H

Legend

Range	Item DR	Overall DR
4.21-5.00	Always (A)	Very High (VH)
3.41-4.20	Often (O)	High (H)
2.61-3.40	Sometimes (SO)	Moderate (M)
1.81-2.60	Seldom (SE)	Low (L)
1.00-1.80	Never (N)	Very Low (LW)

Overall mean is 4.07 which means that the respondents are using this approach often in class. Value analysis approach help the students us logical thinking and scientific investigation in dealing with social issues, especially values education issues (Reyes, 2019) [35].

Table 8: Values Clarification Approach

Values Clarification Approach	WM	DR
1. Teacher gives the students numerous statements on an issue and ask them to rank it in order of importance	3.84	O
2. Teacher let the students to write a short reflection on common dilemma of most students and then ask them to do the think-pair-share method	4.11	O
3. Teacher asks the students to enumerate possible consequences of their decisions and actions based on the values that they are holding and to place it in a graphic organizer	4.18	O
4. Teacher gives real life scenarios and use role playing methods to instill to the students the important values and life-learnings.	4.40	A
Overall, Values Clarification Approach	4.07	H

Legend

Range	Item DR	Overall DR
4.21-5.00	Always (A)	Very High (VH)
3.41-4.20	Often (O)	High (H)
2.61-3.40	Sometimes (SO)	Moderate (M)
1.81-2.60	Seldom (SE)	Low (L)
1.00-1.80	Never (N)	Very Low (LW)

On Values clarification approach, item number 4 “Teacher gives real life scenarios and use role playing methods to instill to the students the important values and life-learnings.” got the highest mean score of 4.40 described as always. Values clarification has its origin in the humanistic and transpersonal psychology. Abraham Maslow is its major proponent. He believed that every human being could attain self-actualization through the valuing process. Self-actualization in an ongoing process of using one’s innate capacities and potentials in full, creative and joyful ways. The purposes of Values Clarification: To help students become aware of and identify their own values and those of others, communicate openly and honestly about their values, help students use both rational thinking and emotional awareness to examine their personal feelings, values and behavior patterns (Reyes, 2019) [35].

Table 9: Values Inculcation Approach

Values Inculcation Approach	WM	DR
1. Teacher let the students watch a short film with moral lessons that they can emulate.	3.91	O
2. Teacher tells the students with moral values.	4.53	A
3. Teacher helps the students unleash their insecurities, negative past experiences, and/or fears through arts or literature.	4.16	O
Overall, Values Inculcation Approach	4.20	H

Legend

Range	ItemDR	Overall DR
4.21-5.00	Always (A)	Very High (VH)
3.41-4.20	Often (O)	High (H)
2.61-3.40	Sometimes (SO)	Moderate (M)
1.81-2.60	Seldom (SE)	Low (L)
1.00-1.80	Never (N)	Very Low (LW)

Table 9 shows that the teacher respondents always used values inculcation approach specifically item number 3 which is “Teacher tells the students with moral values” which has a mean of 4.54. The result is parallel to the findings of Sinocruz which is most of her respondents used this method with a mean of 3.71 out of 300 teacher respondents.

Table 10: Summary of the Strategies in Teaching EsP

Strategies in Teaching EsP	WM	DR
1. Action Learning Approach	3.97	O
2. Moral Development Approach	4.01	O
3. Transpersonal Approach	4.07	O
4. Values Analysis Approach	4.07	O
5. Values Clarification Approach.	4.13	O
6. Values Inculcation Approach	4.20	O
Overall, Approaches in teaching EsP	4.09	H

Legend

Range	Item DR	Overall DR
4.21-5.00	Always (A)	Very High (VH)
3.41-4.20	Often (O)	High (H)
2.61-3.40	Sometimes (SO)	Moderate (M)
1.81-2.60	Seldom (SE)	Low (L)
1.00-1.80	Never (N)	Very Low (LW)

Table 10 shows that the teacher respondents used the different approaches often in their teaching EsP. Values Incultation approach is more often to used with a mean of 4.20. The result is like the study of Sinocruz, 2020 which the respondents got the mean of 3.71 and an SD 0.56. In addition, Edaño and Meer, 2021 study reveals that the values education teacher-respondents assessed “Very Much Effective” on Incultation Approach with overall weighted mean of (3.50) and ranked 1st.

Challenges met in teaching Edukasyon sa Pagpapakatao

The tables reveal the results of the problems met by the teacher respondents in teaching EsP.

Table 11: Teacher’s Preparation

A. Teacher’s Preparation	WMDR
1. Lack of orientation in the use of teaching guide and others	2.76 S
2. No formal training for teaching EsP	2.78 S
3. Having more loads than the usual teaching loads	2.38 MS
4. Inadequate training on the different strategies to be used in value development	2.96 S
5. Inability to utilize instructional materials effectively	2.47 MS
6. Difficulty of teachers to prepare needed materials for instruction	2.29 MS
7. Insufficiency of time to prepare instructional materials	2.49 MS
Overall, Teacher’s Preparation	2.59 L

Legend

Range	Item DR	Overall DR
4.21-5.00	Very Highly Serious (VHS)	Very High (VH)
3.41-4.20	Highly Serious (HS)	High (H)
2.61-3.40	Serious (S)	Moderate (M)
1.81-2.60	Moderately Serious (MS)	Low (L)
1.00-1.80	Not Serious (NS)	Very Low (LW)

On teachers’ preparation, the table shows that item 1, Lack of orientation in the use of teaching guide and others, item 2; No formal training for teaching EsP and item 4, Inadequate training on the different strategies to be used in value development are the serious problems met in the teacher’s preparation. However, the overall teacher’s preparation mean is 2.59 which is a good indicator that the teacher’s teaching EsP are prepared in teaching the subject matter. Preparation and planning are critical component of effective teaching. Lack thereof will lead to failure. If anything, every teacher should be over prepared. Good teachers are almost in continuous state of preparation and planning. They are always thinking about the next lesson. The impact of preparation and planning is tremendous on student learning. (Thoughtco.com)

Table 12: Classroom Instruction

B. Classroom Instruction	WMDR
1. Lack of skills in analysis, decision-making, and value application among students.	2.53 MS
2. The ability of the teacher to use the right instructional methods or approaches in teaching EsP is not sufficient.	2.48 MS
3. Difficulty to persuade the students to participate in class discussion	2.38 MS
4. Lack of skills to construct test items	2.47 MS
5. Hesitancy in giving fair grades	2.13 MS
6. Difficulty to manage classroom discipline skillfully	2.71 MS
7. Difficulty to initiate different activities and programs in improving instruction in EsP	2.47 MS
8. Difficulty to motivate students in learning core and related values	2.38 MS
9. Having problem in keeping records and accomplishing forms	2.20 MS
10. Lack of mastery of the subject matter	2.27 MS
11. Difficulty in using Filipino language as medium of instruction	2.13 MS
12. Inefficiency of teacher in teaching values	2.29 MS
13. Insufficient knowledge on teaching strategies	2.24 MS
14. Insufficient time allotment to teach the subject	2.44 MS
15. Lack of skills in handling difficult students	2.22 MS
Overall, Classroom Instruction	2.36 L

Legend

Range	Item DR	Overall DR
4.21-5.00	Very Highly Serious (VHS)	Very High (VH)
3.41-4.20	Highly Serious (HS)	High (H)
2.61-3.40	Serious (S)	Moderate (M)
1.81-2.60	Moderately Serious (MS)	Low (L)
1.00-1.80	Not Serious (NS)	Very Low (LW)

The overall mean on classroom instruction is 2.36 which is low or moderately serious. It shows that the way the teacher manages her class is good since it’s not a highly serious problem.

Effective Classroom instruction: The key to maintaining a desirable classroom climate is to provide students with quality instructional delivery aligned to the skill level of each student. This enables students to experience success and keeps them attentive. (Winginstitute.org.)

Table 13: Instructional Materials

C. Instructional Materials	WMDR
1. Lack of textbooks	3.11 S
2. Lack of teacher’s manual	2.98 S
3. Lack of references	2.84 S
4. Lack of teaching devices (i.e., widescreen, projector, etc.)	2.49 MS
5. Lack of multimedia devices (i.e., television, computer, etc.)	2.47 MS
Overall, Instructional Materials	2.78 M

Legend

Range	Item DR	Overall DR
4.21-5.00	Very Highly Serious (VHS)	Very High (VH)
3.41-4.20	Highly Serious (HS)	High (H)
2.61-3.40	Serious (S)	Moderate (M)
1.81-2.60	Moderately Serious (MS)	Low (L)
1.00-1.80	Not Serious (NS)	Very Low (LW)

The overall mean on instructional materials is 2.78 which is moderate or serious. Lack of textbooks, teacher’s manual, and references in teaching EsP are a serious matter. Chemwei, 2015 says that one dimension in teacher education that is getting a lot of attention is related to the use of instructional materials. Instructional materials bring life to learning by stimulating students to learn.

Table 14: Parental Involvement

C. Parental Involvement		WMDR
1. Lukewarm attitudes of parents	2.95	S
2. Lack of time to spare for their children’s welfare	3.22	S
3. No follow-up of values taught in school at home	3.31	S
4. Lack of cooperation of parents	3.13	S
5. Indecisiveness of parents to support the interest their children	3.11	S
Overall, Instructional Materials	3.18	M

Legend

Range	Item DR	Overall DR
4.21-5.00	Very Highly Serious (VHS)	Very High (VH)
3.41-4.20	Highly Serious (HS)	High (H)
2.61-3.40	Serious (S)	Moderate (M)
1.81-2.60	Moderately Serious (MS)	Low (L)
1.00-1.80	Not Serious (NS)	Very Low (LW)

Parental involvement reveals to be serious with the mean of 3.18. No follow-up of values taught in school at home. In the Philippines, however, parental involvement in education is often limited to financial support. A study by the Asian Development Bank found that only 22% are involved in their child’s schooling, compared to the regional average of 38 %.

Table 15: Summary of the Challenges/problems met

Summary of the Problems Met by the EsP Teachers		WMDR
1. Teacher’s Preparation	2.59	MS
2. Classroom Instruction	2.36	MS
3. Instructional Material	2.78	S
4. Parental Involvement	3.18	S
Overall, Challenges/Problems Met	2.73	M

Legend

Range	Item DR	Overall DR
4.21-5.00	Very Highly Serious (VHS)	Very High (VH)
3.41-4.20	Highly Serious (HS)	High (H)
2.61-3.40	Serious (S)	Moderate (M)
1.81-2.60	Moderately Serious (MS)	Low (L)
1.00-1.80	Not Serious (NS)	Very Low (LW)

The table reveals that the most serious encountered by the Teacher Respondents in teaching EsP is Parental involvement with the mean 3.18 followed by the instructional materials. It implies that parental involvement is essential and can significantly impact their child’s academic success. When parents are involved in their child’s education, they are more likely to help their children succeed in school and life. (Teacherph.com)

Table 16: Recommendations to address the challenges encountered by the teachers in teaching EsP

Recommendations	F	%
1. Organize relevant seminars or symposia on EsP with teachers as target participants.	33	73.3
2. Prepare modules and materials applicable to local situations.	25	55.6
3. Create warm interpersonal relationship between teacher and the school manager so that values may take place.	21	44.7
4. Multiplicity of procedures and strategies used by the teacher in teaching EsP.	20	46.7
5. Fitted instructional materials to have an effective teaching and learning process	31	68.9
6. Coordination between parents and teachers with the values taught at home and school	28	62.2
7. Classroom observations to be conducted by school administrators regularly	10	22.2
8. Checking of Daily Lesson Log (DLL) by the school head	9	20.0
9. Others (Hiring of teacher specialized in EsP)	1	2.2

The table reveals that 73.3% of the teachers wants to have an organize relevant seminars or symposia on EsP with teachers as target participants. It is the goal of the Department of Education that every teacher will become not only efficient but also effective. It is in this that today, a lot of trainings and mission are being conducted to improve and develop the craft of each mentor in school. Trainings and seminars on ICT, new and techniques in teachings, orientations on K-12 curriculum, Values Formation seminars and the likes are being held in different parts of the country as to prepare all the teachers in globalization (Felipe, 2013).

Table 17: Test of difference of the Approaches used in teaching Edukasyon sa Pagpapakatao when group according to Demographic Profile

Difference When Grouped According to Profile

Profile	F/T	P-value	Interpretation	Decision
Age	1.082	0.394	Statistically not different	H _a is rejected
Sex	0.683	0.498	Statistically not different	H _a is rejected
Civil Status	0.099	0.960	Statistically not different	H _a is rejected
Highest Educational Attainment	0.204	0.959	Statistically not different	H _a is rejected
Years in Teaching	1.003	0.418	Statistically not different	H _a is rejected
Training Attended School	-	0.821	Statistically not different	H _a is rejected.
District	0.883	0.411	Statistically not different	H _a is rejected.
Division	0.182	0.862	Statistically not different	H _a is rejected.
Regional	0.178	0.875	Statistically not different	H _a is rejected
National	a	a		
International	a	a		

Legend: ^a t cannot be computed because at least one of the groups is empty

Table 18 shows the test differences of the approaches used in teaching Edukasyon sa pagpapakatao when group according to demographic profile. The study shows that there was no statistical difference in age ($F=1.082, p>.05$), sex ($F=0.683, p>.05$), civil status ($F=0.099, p>.05$), highest educational attainment ($F=0.204, p>.05$), years in teaching ($1.003, p>.05$), training attended in school ($F=-0.230, p>.05$) district ($F=0.883, p>.05$) division ($F=0.182, p>.05$) regional ($F=0.178, p>.05$).

These confirms the study of Sinocruz and Daing, 2020 that there were no significant differences in age, sex, civil status, highest educational attainment, trainings, and seminars in terms of scope, trainings and seminars in terms of duration as well as training and seminars in terms of participation. However, the result was supported by Yason and Manaig (2017) except for the number of years in teaching EsP which has a significant difference in the teacher’s approach to teaching.

Table 18: Significant Correlation between the Approaches used in teaching Edukasyon sa Pagpapakatao when group according to Demographic Profile

Profile	r _s	p-value	Interpretation
Age	-0.160	0.295	Not significant
Sex	-0.141	0.356	Not significant
Civil Status	0.094	0.539	Not significant
Highest Educational Attainment	0.100	0.512	Not significant
Years in Teaching	-0.036	0.812	Not significant
Training Attended			
School	0.045	0.769	Not significant
District	0.136	0.374	Not significant
Division	0.003	0.986	Not significant
Regional	-0.037	0.809	Not significant
National	0.075	0.623	Not significant
International	0.209	0.168	Not significant

Table 19 presents the significant correlation between the approaches used in teaching Edukasyon sa Pagpapakatao when group according to demographic profile.

As shown in the table, there’s no significant relationship exist between the approaches used in teaching EsP and the demographic profile of the respondents as indicated by a correlation along the following profile; age, $r=-0.160$; sex, $r=-0.141$; civil status, $r=0.094$; highest educational attainment, $r=0.1000$; years in teaching, $r=-0.036$; and training attended: School, $r=0.045$, district, $r=0.136$; division, $r=0.003$; regional -0.037 ; national, $r=0.075$; international, $r=0.209$. this implies that none of the profile variables show significant relationship to the approaches used in teaching Edukasyon sa Pagpapakatao.

This conforms the result of the study of Sinocruz and Daing, 2020 that there was no significant relationship between the strategies used in teaching EsP and the respondents’ sex, civil status, highest educational attainment, years in teaching EsP, trainings and seminars in terms of scope, duration, and participation. However, there was a significant relationship between the approach use in teaching EsP and age of the teachers. This indicates that the age of the teacher has something to do with the strategies they use in teaching EsP. On the other hand, this implies that every teacher can teach EsP regardless of its profile, Ordinary Teachers can bring about extraordinary transformation in the society. A teacher should practice what he preaches. Teachers are a role-model for the students. Their actions convey more than their words. Students learn values from what the teachers are rather than from what they say. According to a Japanese saying- A poor teacher tells, an average teacher teaches, a good teacher explains, an excellent teacher demonstrates, and a great teacher inspires. To inspire the students, a teacher should discharge twin roles- one is to mould himself and other to mould others. (Ahmad Gul, 2017)

Proposed Enhance Capacity Building Program for Edukasyon sa Pagpapakatao Teachers (Approaches)

Approaches	Indicator	Program	Objective	Strategies		Persons involved		Time Frame	Expected Output
				Activities	Resource Needed	Beneficiaries	Implementer		
Action Learning Approach	Teacher asks the students to do a simple campaign about a societal issue using bulletin board	EsP Core Values in Action	To enhance the teacher’s awareness on societal issues and be able to apply these to classroom instruction	Seminars on Contemporary issues Training/ workshop on creating bulletin boards.	Budget Facilities Resource Speakers	Teachers Students	Education Program Specialist School Head/ Principal Department Head	S.Y. 2024-2025	Teacher participant will be able conduct EsP Festival showcasing different bulletin boards
Moral Development Approach	Teacher conducts rationally structured discussion wherein he/she provide series of questions about certain dilemma until the learners realize the appropriate solutions.	HOTS Program	To improve the art questioning into higher order thinking skills	Seminars on the Effective Art of Questioning	Budget Facilities Resource Speakers	Teachers Students	Education Program Specialist School Head/ Principal Department Head	S.Y. 2024-2025	Teacher participant have constructed questionnaires based on higher order thinking skills
Transpersonal Approach	Teacher spends few minutes to facilitate meditation and brief fantasizing	Yes! to Meditate and Be Rejuvenate	To improve the skills of the teachers in facilitating meditation of the students	Seminars/ Trainings on facilitating meditation. Immersion on Yoga Classes	Budget Facilities Resource Speakers	Teachers Students	School Head/ Principal Department Head	S.Y. 2024-2025	Teacher participants have assisted in facilitating recollection activity in school.

	of my students				Yoga Master				
Values Analysis Approach	Teacher facilitates debate to know the stand of my students on matter they are familiar with	Let me know your stand	To enrich the capability of teachers in facilitating debate	Seminars/ Trainings on debate facilitation	Budget Facilities Resource Speakers	Teachers Students	School Head/ Principal Department Head	S.Y. 2024-2025	Teacher-participants have organized a debate relative to the content of curriculum
Values Clarification Approach	Teacher gives the students numerous statements on an issue and ask them to rank it in order of importance	Subject Integration of values	To enrich awareness on the different issues and concerns of the learners	Conduct meeting on the Subject Integration of values	Facilities School Head/ Principal Department Head	Teachers Students	School Head/ Principal Department Head	S.Y. 2024-2025	Teacher-participants have integrated values in their classes
Values Clarification	Teacher let the students watch a short film with moral lessons that can emulate.	ICT Integration	To improve the skills of the teacher's integrating ICT in their classes	Seminar on the use of ICT integration in classes	Budget Facilities School ICT Coordinator	Teachers Students	School Head/ Principal Department Head	S.Y. 2024-2025	Teacher participant have developed instructional materials with the use of educational technologies

**Proposed Enhance Capacity Building Program for Edukasyon sa Pagpapakatao Teachers
(Challenges)**

Challenges	Indicator	Program	Objective	Strategies		Persons involved		Time Frame	Expected Output
				Activities	Resource Needed	Beneficiaries	Implementer		
Teachers Preparation	Inability to utilize instructional materials effectively	Share Ko Lang!	To equip teachers with proper utilization of instructional materials.	Sharing and Posting of the Best Practices on the Effective Use of Instructional Materials Benchmarking	Budget Facilities Resource Speakers	Teachers Students	Education Program Specialist School Head/ Principal Department Head	S.Y. 2024-2025	Teacher participants adopted varied means from their colleagues and schools on how the effectively teach the subject
Classroom instruction	Difficulty in using Filipino language as medium of instruction	Linangin Mo!	To effectively use Filipino language as medium of instruction	Using Wikang Filipino in a month of August as a one of the activities in Buwan ng Wika	School Memorandum	Teachers Students	School Head/ Principal Department Head Student Council	S.Y. 2024-2025	Teacher participants have improved their filipino language
Instructional Materials	Lack of multimedia devices	Unlock the Lack!	To develop Activity Sheet for EsP Subject	Seminars / trainings on write shop on creating activity sheet.	Budget Facilities Resource Speakers	Teachers Students	Education Program Specialist School Head/ Principal Department Head	S.Y. 2024-2025	Teacher participants created their own Activity Sheet
Parental involvement	Lukewarm attitudes of parents	E-connect!	To elevate the networking skills of teachers towards parents in relation to their child's attitude	Seminars / trainings on networking skills	Budget Facilities Resource Speakers	Teachers Students Parents	School Head/ Principal Department Head	S.Y. 2024-2025	Increased parents' involvement

Conclusion

The following conclusions are drawn based on the salient findings of the study.

1. The Edukasyon sa Pagpapakatao Teachers in the selected schools in the Division of Ilocos Sur are of varying profile.
2. Values inculcation approach is more often used by the Edukasyon sa Pagpapakatao teachers.
3. Parental involvement is the most serious challenge

encountered by the Teacher Respondents in teaching EsP.

4. There are recommendations to address the challenges encountered by teachers in teaching EsP primarily on the conduction of seminars or symposia.
5. The demographic profile of the respondents is not significantly different on the various approaches used by the teachers to teach EsP.

- There is no significant relationship to the approaches used in teaching Edukasyon sa Pagpapakatao to the profile variables of the respondents.

Recommendations

- Teachers may encourage students the practice of “learning by doing” in the classroom.
- More instructional materials are provided for teaching and learning of the subject to promote teachers’ efficiency and improve students’ performance. They make learning more interesting, practical, realistic, and appealing.
- The administration may hire teachers who are specializing EsP subject for mastery and to improve productivity.
- Teacher-parent consultation may be considered in addressing their children to inculcate good moral values.
- Teachers may serve as role models to the students in terms of desirable attitudes.
- Varied strategies and approaches may be employed in teaching to arouse students’ interest to study.

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