

Extent of Integration of Values Education in the Teaching of Grade VI Pupils in the Public Elementary Schools of District V, Division of Bacolod City

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Gamaliel Alen V. Tiblero

Principal I, Bata Elementary School, Philippines

<https://orcid.org/0009-0007-7946-2310>

Abstract:

This study explored the extent to which values education is integrated into the teaching of Grade VI pupils in District V, Division of Bacolod City, focusing on moral, psychological, and social values. Using a descriptive research design, data were gathered from 30 Grade VI public school teachers across five schools through a validated and reliable 30-item questionnaire. Results revealed that teachers perceived a "very great extent" of values integration in their teaching practices, with an overall mean score of 4.52, indicating a strong presence of moral, psychological, and social values in the curriculum. Significant differences in integration levels emerged based on sex, age, educational attainment, and teaching experience, while civil status showed no effect—suggesting that personal and professional backgrounds influence how teachers incorporate values. Older, female, more experienced, and more educated teachers tended to integrate values more effectively. The study emphasizes the vital role of character education alongside academic instruction and recommends sustaining strong practices while addressing weaker areas. Suggested strategies include enhancing teacher-parent collaboration, monitoring student behavior, and offering targeted support for learners needing behavioral guidance. Further research is encouraged, especially in private schools or with additional variables, to broaden the understanding of values education across different educational settings.

Keywords: Curriculum integration, pupils, values education

Introduction:

Nature of the Problem

In today's rapidly changing society, education plays a critical role not only in the intellectual development of learners but also in shaping their character and moral compass. Values education, when effectively integrated into the curriculum, helps learners develop ethical behavior, social responsibility, and emotional intelligence. At the elementary level, particularly in Grade VI, students begin to form more mature understandings of right and wrong, making it an essential stage for values formation. According to Halstead and Taylor (2000), values education involves the transmission of moral standards, cultural norms, and ethical understanding, which are crucial for nurturing responsible and active citizens. The role of teachers in this process is vital, as they serve as both educators and role models for the young minds entrusted to their care.

However, despite the inclusion of values education in the basic education curriculum, questions remain about how deeply it is embedded in actual classroom instruction. This concern is particularly relevant in public schools, where challenges such as limited resources, large class sizes, and varying teacher capacities may hinder the full implementation of values-based learning. The Department of Education (DepEd, 2020) stresses the integration of core values—such as respect, integrity, and discipline—across all learning areas, but the extent of this integration in practice requires further examination. This gap highlights the need to assess not just the presence of values education in policy, but its real impact and delivery in the classroom.

Supporting this need for assessment is the recognition that value inculcation has long been a foundational aim of Filipino education, meant to give deeper meaning to life and promote the holistic development of individuals as members of society (Andres, 1989). Values play a critical role in uniting communities and fostering the democratic ideals of freedom and human dignity. As such, Philippine education must be grounded in shared values that help learners understand their own beliefs and pursue meaningful, lasting goals. Teachers, while central to this process, must work in partnership with students, encouraging their active participation in values formation through dynamic and reflective classroom experiences (Andres, 1988). The classroom, therefore, becomes a space not just for acquiring knowledge, but for nurturing identity, purpose, and character.

Recognizing the evolving needs of learners and the shifting contexts in which they grow, schools must continuously adapt their approaches to values education. It is essential for educational institutions to provide students with meaningful opportunities to internalize desirable values that support both academic success and personal development. Given that values education is an ongoing process influenced by students' experiences and environments, this study was undertaken to examine the extent to which values education is integrated into the teaching of Grade VI pupils in public elementary schools in District V, Division of Bacolod City. By exploring current practices and challenges, this study aims to contribute to the improvement of values education in Philippine classrooms.

Objectives of the Study

This research work attempted to determine the extent of integration of values education in the teaching of Grade VI pupils in the district V, Division of Bacolod City. Specifically, this study aimed to answer the following question: 1) the extent of integration of values education in the teaching of Grade VI as perceived by the Grade VI teachers in each of the areas of morale value, psychological value and social value; and 2) the significant difference that exists in extent of integration of values education in the teaching of Grade VI pupils as perceived by the Grade VI teachers when they were grouped and compared according to selected variables.

Current State of Knowledge

The integration of values education into classroom instruction is a multifaceted challenge that requires structured frameworks and committed teacher development. Dandan (2024) addressed this through her 6 P's Framework—Purpose, Purge, Plan, Perform, Parallelism, and Pause & Prove—which aligns subject matter with core values. However, her findings revealed that many teachers, while capable of identifying values, hesitate to implement them. To bridge this gap, she proposed the 3 TEA stages—Train, Enhance, and Assess—to build teachers' confidence and competence, a strategy that complements Esteban's (1990) notion of values as ethical principles essential for holistic student development. This idea is echoed by Tuico (2019), who stressed the potential of Learning Action Cells in strengthening values integration across subjects, even if no significant link was found between teaching approaches and value acquisition.

Further emphasizing the role of school culture, Garcia and Bual (2022) found a strong correlation between students' awareness and their practice of core values, while Garcia and Damoco (2020) highlighted how the school's people, processes, and environment influence learners' character formation. Loisaga (2020) added that inconsistencies in the extent of values integration—particularly in Araling Panlipunan—call for standardized approaches and teacher training. These findings align with Dandan's call for structured teacher development and suggest that systemic support is key to effective values education.

Broadening the context, values serve as essential anchors for personal identity and decision-making, particularly during formative years. Hin et al. (1990) argued that adolescence offers prime opportunities for reflective valuing, a process best guided rather than dictated by educators. Yet in the Philippines, the clash between values imparted by home, school, and religious institutions (Gorospa, 1988) adds complexity. Andres (1985, 1988, 1991) warns against imposing values, advocating instead for facilitating personal valuing processes. Institutional support for values education, such as DECS Order No. 6, s. 1988 and Quisumbing's (1989) vision for nation-building, reinforces the significance of integrating values at both personal and societal levels. Rokeach (1968) and Legaspi (1976) further contextualize values as enduring beliefs viewed through various lenses—philosophical, social, and spiritual—adding depth to the understanding of their role in education.

Finally, Kluckhohn (1971) and Corey (1955) provide a theoretical foundation for the evolving nature of values, shaped by personal experience and environment. In the Filipino context, there remains a need to reconcile traditional values with Christian principles to foster moral clarity. The family remains the foundational institution for values formation, with Stennet and de Fraun (1988) identifying commitment, communication, and spirituality as core traits of value-rich households. Together, these studies form a cohesive view: that the integration of values in education requires more than curriculum alignment—it demands cultural sensitivity, systemic support, and a commitment to nurturing the whole child.

Theoretical Underpinnings

One of the key indicators of a teacher's effectiveness lies in their ability to guide pupils in the process of valuing, enabling them to develop a personal set of values that provides direction and criteria for decision-making. As students mature, they must begin to live responsibly, guided by a value system that aligns with their own experiences and reflections. Teachers play a vital role in helping students form this system, which Erik Erikson refers to as "ego identity"—a self-concept shaped through life experiences. Since values are often unclear or in conflict during childhood, it becomes the teacher's responsibility to help pupils explore, question, and understand their beliefs. This requires creating a supportive environment where the teacher listens actively, encourages self-expression, and

promotes understanding without necessarily imposing agreement. A classroom built on trust and cooperation, rather than competition, allows students to feel valued and confident in contributing, thus facilitating genuine moral and personal growth.

Values are both acquired and transmitted, often beginning within the family and reinforced in school. Cultural expectations, family rules, and societal norms shape a child's sense of right and wrong even before formal education begins (Gonzales et al., 1989). Recognizing the importance of values formation, the Department of Education issued Order No. 6, s.1988, launching the DECS Values Education Program to respond to growing demands for social transformation. In line with this, the present study investigates the extent to which values education is integrated into the teaching of Grade VI pupils, focusing on three key domains: moral, psychological, and social development. Moral development involves fostering honesty, fairness, and upright behavior; psychological development emphasizes emotional resilience, self-awareness, and positive interpersonal relations; and social development encourages cooperation, empathy, and community involvement. Teachers' perceptions of how these values are integrated in their teaching are measured on a continuum from very great to very negligible, shedding light on how deeply values education is embedded in actual classroom practices.

Methodology:

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

This study sought to establish the extent of integration of values education in the teaching of Grade VI pupils in District V, Division of Bacolod City. The very nature of this study therefore called for the use of descriptive type of research methodology. This method according to Best (1981), deals with the relationships between variables, the testing of hypotheses, and the development of generalizations, principles or theories that have universal validity. It describes and interprets conditions or relationships that exist.

Study Respondents

The study's subject-respondents were all Grade VI public elementary school teachers from five schools in District V, Division of Bacolod City, totaling 30 teachers. The respondents were categorized by sex (male or female), age (younger or older based on the mean age), civil status (single or married, with widows/widowers included as married), length of teaching experience (shorter or longer than the mean years of experience), and educational attainment (higher if enrolled in or completed masteral studies, lower if not). Table 1 details the distribution of respondents across the schools, showing Rizal Elementary with the largest share (30%) and Don C.V. Ramos and Dona Emilia Garcia Elementary Schools the smallest (13.33% each).

Instruments

The research instrument was a 30-item questionnaire adapted from Villegas (1995) and supplemented by the researcher and adviser, covering three areas: moral, social, and psychological values. It had two parts—Part I gathered respondent profiles (sex, age, civil status, educational attainment, and teaching experience), while Part II measured the extent of integration of values education with five response options ranging from "Very Great Extent" to "Very Negligible Extent." Validity was ensured through face validation by three school principals and guidance counselors, as well as review by a thesis panel of experts who refined the items. Reliability was tested using a test-retest method with 20 Grade VI teachers from another district, yielding a Pearson r of 0.91, indicating the instrument was highly reliable.

Data Gathering Procedure

After establishing the validity and reliability of the questionnaire, enough copies were reproduced. The researcher went to the District Supervisor and asked permission for his to conduct and administer his questionnaire to the different schools in District V. Then, after permission was granted, the researcher personally administered and distributed the questionnaire to the teachers in order for him to ensure immediate retrieval of the same, and at the same time to answer questions on issues that need to be clarified. The researcher personally requested the teachers to give their honest and objective answers to the questionnaire as their answers would be treated with utmost and strictest confidentiality. Furthermore, the teachers were given the option to write or not to write their names in order to hide their identity thus giving them the chance to truly express their sentiments and feelings about each issue. As a result, one hundred percent of the questionnaire was retrieved.

Data Analysis and Statistical Treatment

Objective No.1 used a descriptive-analytical scheme and mean to determine the the extent of integration of values education in the teaching of Grade VI as perceived by the Grade VI teachers in each of the areas of morale value, psychological value and social value.

Objective No.2 used a comparative-analytical scheme and critical ratio to determine the significant difference that exists in extent of integration of values education in the teaching of Grade VI pupils as perceived by the Grade VI teachers when they were grouped and compared according to selected variables.

Ethical Consideration

Ethical principles play a vital role in all research to safeguard human participants, guarantee voluntary involvement, secure informed consent, and reduce potential harm. Voluntary participation means individuals freely agree to join the study without any coercion, fully understanding the research procedures and associated risks. Informed consent ensures participants receive adequate information to make an autonomous decision about their involvement. Ethical standards also emphasize minimizing physical and psychological risks through measures such as carefully scheduled interviews. Confidentiality protects participants' personal information, while anonymity ensures that their identities remain unknown even to the researchers. Throughout the study, these ethical guidelines were strictly followed, with participants assured of their rights, including the freedom to withdraw at any point.

Results and Discussion

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Table 1

Extent of Integration of Values Education in the Teaching of Grade VI Pupils in the Area of Moral Value

Item No.	Issues	Mean Score	Interpretation
1	Inculcating among pupils an honest behavior and attitude in their dealings with other people.	4.75	Very Great Extent
2	Teaching pupils to deal with life with honesty and positiveness.	4.80	Very Great Extent
3	Teaching pupils to be tactful in confronting other people of their mistakes and misdeeds.	4.30	Very Great Extent
4	Teaching pupils to engage in activities that conform to the accepted standard behavior of the community.	4.40	Very Great Extent
5	Initiating pupils' activity that favors good acts and avoid the bad.	4.45	Very Great Extent
6	Teaching pupils the values of being honorable and upright.	4.70	Very Great Extent
7	Teaching pupils to develop a sense of conformity to the rules of the right and wrong behavior.	4.45	Very Great Extent
8	Guiding pupils to develop the ability of recognizing righteous behavior.	4.50	Very Great Extent
9	Letting the pupils understand the virtue of helping other people in times of needs without expecting something in return.	4.80	Very Great Extent
10	Teaching pupils to be fair in their dealing with their friends and classmates in making decisions.	4.45	Very Great Extent
Overall Mean		4.56	Very Great Extent

The first area considered in this study was Moral value. A set of ten issues or items were included in this area. These can be seen in Table with their corresponding mean scores and verbal interpretations. Also the mean of mean scores for this area is shown to show the extent of integration of values education in the teaching of grade VI pupils in this area as perceived by the teachers. As revealed by Table 3, all ten issues considered in this area yielded mean scores with one verbal interpretation of very great extent.

The highest mean score of 4.80" was obtained by items 2 and 9 considering the issues, "Teaching pupils to deal with life with honesty and positiveness" and "Letting the pupils understand the virtue of helping other people in times of needs without expecting something in return". This is closely followed by item i on the issue, "Inculcating among

pupils an honest behavior and attitude in their dealings with other people" with a mean score of 4.75 and also interpreted as very great extent; then by item 8 with a mean score of 4.70 which is still interpreted as very great extent which stated the issue, "Teaching pupils the values of being honorable and upright." On the other hand, the lowest mean score among the ten mean scores was 4.30 but also interpreted very great extent was obtained by item 3 on the issue, "Teaching pupils to be tactful in confronting other people of their mistakes and misdeeds". Item 4 on the "Teaching pupils to engage in activities that issue? conform to the accepted standard behavior of the community" follows this item. When all ten mean scores of the ten items were added and the mean of means was determined, it turned out to be 4.56 which is interpreted as very great extent of manifestation in the integration of values education in the teaching of Grade VI pupils as perceived by the public elementary school teachers. This value caused hypothesis 1a which stated that the extent of integration of values education in the teaching of grade VI pupils in the public elementary schools of District V, Division of Bacolod City in the area of Moral Development is moderate, is therefore denied.

Table 2

Extent of Integration of Values Education in the Teaching of Grade VI Pupils in the Area of Psychological Value

Item No.	Issues	Mean Score	Interpretation
1	Letting the pupils understand other persons behavior and attitude to achieve harmonious relationship.	4.40	Very Great Extent
2	Motivating pupils to communicate with others with ease and openness thereby reducing tension.	4.35	Very Great Extent
3	Training pupils to control their feeling of anxiety and fear to avoid stress.	4.35	Very Great Extent
4	Helping pupils establish a warm and stable relationship with others with intendment.	4.35	Very Great Extent
5	Making pupils enjoy life in spite of the challenges and problems for one's peace of mind.	4.50	Very Great Extent
6	Teaching pupils the ways to deal with problems without mental torture.	4.30	Very Great Extent
7	Teaching pupils to consider the rights and welfare of other people.	4.60	Very Great Extent
8	Letting pupils gain peace of mind knowing they are being love and cared of by their parents.	4.75	Very Great Extent
9	Instilling pupils that parental discipline means being loved and cared for.	4.75	Very Great Extent
10	Encouraging pupils to consider failure as a challenge for the better and not as a defeat.	4.50	Very Great Extent
Overall Mean		4.49	Very Great Extent

The second area considered in this study was psychological value. Another set of ten on issues or items were included in this area. These are shown in Table 4 with their corresponding mean scores and verbal interpretations. Also, the mean of mean scores for this area is shown to show the extent of integration of values education in the teaching of grade VI pupils by the public elementary school teachers in this area.

It can be viewed from the Table 4 that all ten issues or items considered in this area yielded mean scores with one verbal interpretation, that is, a very great extent of integration of values education.

From these ten mean scores, the highest was 4.75 which is interpreted as very great extent. This was obtained by items 8 and 9 considering the issues, "Letting pupils gain peace of mind knowing they are being loved and taken care of by their parents", "Instilling in pupils the value that parental. A mean score of 4.30 and still interpreted as very great extent was the lowest means score among the cen 1cema. 1n1s was lcem b stating the 1554e, "Teaching pupils the ways to deal with problems without mental torture". When all issues were considered and their mean scores were added to get the mean of mean scores, it resulted to a computed value of 4.49 which interpreted as very great extent of integration of values education. From this result, hypothesis ib which said that the extent of integration of values education in the teaching of grade VI pupils in the public elementary schools of District V in the Division of Bacolod City in the area of Psychological Development is moderate, is therefore denied.

Table 3

Extent of Integration of Values Education in the Teaching of Grade VI Pupils in the Area of Social Value

Item No.	Issues	Mean Score	Interpretation
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1	Teaching pupils to cooperate in classroom activities as well as in the activities of the school and the community where they belong.	4.75	Very Great Extent
2	Teaching pupils the essence of having friends and not to become self-centered and egoistic.	4.45	Very Great Extent
3	Teaching pupils to discover their worth and importance and to share their skills and knowledge with other people.	4.45	Very Great Extent
4	Inculcating among the minds of pupils that no man is an island and that they must have friends to rely on and share their thoughts and feelings.	4.50	Very Great Extent
5	Teaching pupils the importance of sharing one's resources, knowledge and skills with other people.	4.60	Very Great Extent
6	Teaching pupils to be open minded and try to consider the feelings of their friends and classmates.	4.30	Very Great Extent
7	Teaching pupils the proper way of good grooming to create a favorable impression.	4.50	Very Great Extent
8	Teaching pupils the proper way of interacting and participating in school and community affairs.	4.35	Very Great Extent
9	Guiding pupils in finding a good peer and group and not to get involved in drugs and other vices.	4.55	Very Great Extent
10	Teaching pupils to develop their self-confidence i=by motivating them to participate in class discussions and other classroom and school programs as well as giving them assigned tasks and responsibilities.	4.65	Very Great Extent
Overall Mean		4.51	Very Great Extent

The last area considered on the extent of integration of values education in the teaching of grade VI pupils in the public elementary schools of District V, Division of Bacolod City was on Social Development. The last set of ten issues or items were considered in this area. Findings are reflected in Table 5.

As shown from Table 3, all ten issues or items considered on this area got mean scores with one verbal interpretation of very great extent.

The highest mean score of 4.75 which is interpreted as very great extent was obtained by item i on the issue, "Teaching pupils to cooperate in classroom activities as well in the activities of the school and the community where they belong".

A mean score of 4.30 and still interpreted 25 very great extents was the lowest mean score among the This was by item 6 stating the issue. ten items. "Teaching pupils to be open-minded and try to consider the feelings of their friends and classmates". When all issues were considered and their mean scores were added to get the mean of mean scores, it resulted to & computed value of 4.31 which is interpreted as very great extent. From this result, hypothesis which said that the extent of integration of values education in the teaching of grade VI pupils in the public elementary schools of District V, Division of Bacolod City in the area of Social value is moderate, is therefore denied.

Table 4

Extent of Integration of Values Education in the Teaching of Grade VI Pupils when all Areas Taken as a Whole

ASPECTS	Mean Score	Interpretation
Moral value	4.56	Very Great Extent
Psychological Value	4.49	Very Great Extent
Social Value	4.51	Very Great Extent
Overall Mean	4.52	Very Great Extent

After determining the extent of integration of values education in the teaching of Grade VI in each of the given areas of moral value, social value and psychological value individually, the next concern of this study was to determine such integration when all areas were taken as a whole. Table 6 gives the findings for this concern.

The table shows that all three areas got mean scores with verbal interpretations of very great extent of integration of the values education as perceived by the Grade VI public elementary school teachers in District V, Division of

Bacolod City. The highest mean score of 4.56 and interpreted as very great extent was obtained by the area on moral value; followed by the area on psychological value with a mean score of 4.51 and also interpreted as very great extent and then by the area on social value with a mean score of 4.49 which is the lowest among the three mean scores but still interpreted as very great extent.

When all three mean scores of the three aspects were considered, the obtained mean of mean scores was found to be 4.32 which as interpreted as very great extent of integration of values education in the Grade VI curriculum. As a result, hypothesis id which stated that the extent of integration of values education in the teaching of Grade VI pupils as perceived by the teachers is moderate, is therefore denied.

Table 5

Difference in the Extent of Integration of Values Education in the Teaching of Grade VI Pupils as Perceived by the Teachers when they are Grouped and Compared According to Sex, Age, Civil Status, Educational Attainment, and Length of Teaching Experience

Variable	Category	N	Mean Rank	Std Dev.	Std Error of Mean	Std. Diff. of Mean	Error of Mean	Diff. of Mean	Critical Ratio	Sig. level
Sex	Male	5	4.29	0.0162388	0.006763					
	Female	25	4.41	0.016273	0.002649	0.0019235	0.12	62.39		
Age	Younger	12	4.37	0.030025	0.002654					
	Older	18	4.42	0.0143108	0.0009995	0.0028106	0.05	17.79		
	Single	7	4.32	0.0229	0.0013517					
Civil Status	Married	23	4.39	0.0426	0.006281	0.0064187	0.07	10.91		0.05
	Higher	12	4.38	0.006372	0.000480					
Educational Attainment	Lower	18	4.27	0.024789	0.001978					
	Higher	12	4.38	0.006372	0.000480	0.0020248	0.11	54.33		
Length of Teaching Experience	Shorter	9	4.28	0.035719	0.007991					
	Longer	21	4.34	0.014325	0.005062	0.009459	0.06	6.34		

The study sought to determine whether significant differences existed in the extent of values education integration in teaching Grade VI pupils based on teachers' demographic variables. When grouped by sex, male teachers had a mean score of 4.29 and female teachers 4.41, resulting in a critical ratio of 62.39—well above the threshold of 1.96—indicating a significant difference. Similarly, in terms of age, older teachers (mean = 4.42) differed significantly from younger ones (mean = 4.37), with a critical ratio of 17.79. Civil status, however, showed no significant difference; single and married teachers had mean scores of 4.32 and 4.39, respectively, but the critical ratio of 10.91 did not exceed the significance threshold, thus the hypothesis was accepted.

Further analysis by educational attainment and length of teaching experience showed significant differences. Teachers with higher educational attainment (mean = 4.38) differed from those with lower attainment (mean = 4.27), with a high critical ratio of 54.33. Likewise, those with longer teaching experience (mean = 4.34) differed significantly from less experienced teachers (mean = 4.28), with a critical ratio of 6.34. Therefore, the study rejected the null hypotheses for sex, age, educational attainment, and teaching experience, but accepted it for civil status, indicating that most demographic variables influenced teachers' perceptions of values education integration.

Conclusions:

The study found that the integration of values education in the teaching of Grade VI pupils, as perceived by public elementary school teachers, was to a very great extent across moral, psychological, and social dimensions. The overall mean score of 4.52 supported this, rejecting the hypothesis that values integration was only moderate. When grouped by variables, significant differences were found based on sex, age, educational attainment, and length of teaching experience, while no significant difference was found based on civil status. These findings imply that teachers' demographic profiles influence their approach to values integration. Older, female, more experienced, and

more educated teachers tended to demonstrate better integration of values in their teaching, likely due to their broader life experiences and deeper pedagogical preparation. The study concludes that the strong manifestation of values integration contributes to the moral and academic development of pupils, and recommends maintaining this strength while addressing weaker areas. Regular teacher-parent collaboration, focused monitoring of pupil behavior, and targeted interventions are advised to support values formation. Teachers should prioritize values that scored lower and refer students needing behavioral support to counselors when necessary. The researcher also encourages further studies, particularly in private school settings or involving variables not addressed in this study, to provide a more comprehensive view of values integration in education.

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