



# Studies in Technology and Education

Volume I, Issue 2, 2023 | <https://www.azalpub.com/index.php/ste>

OPEN ACCESS

## RESEARCH ARTICLE

### Article Info

Received: 1-3-2026

Accepted: 4-3-2026

Published: 5-24-2026

## VALUES- BASED PEDAGOGICAL PRACTICES AND POSITIVE ATTITUDE DEVELOPMENT AMONG GRADE 6 LEARNERS IN EDUKASYON PAGPAPAKATAO IN PUBLIC ELEMENTARY SCHOOLS OF LEGISLATIVE DISTRICT IV, SCHOOLS DIVISION OF ISABELA

**Christine L. Gonzales, Dr. Anne Grace D. Pascual**

Kakilingan Elementary School, Northeastern Collage, Santiago City, Philippines

### Abstract

Values education plays a vital role in shaping learners' character, moral reasoning, social responsibility, and positive behavioral development in basic education. In the Philippine educational context, Edukasyon sa Pagpapakatao (EsP) serves as a foundational subject that promotes ethical values, self-awareness, responsible decision-making, and citizenship formation among learners. Teachers play a crucial role in facilitating values formation through learner-centered pedagogical practices, reflective learning experiences, and contextualized classroom instruction. This qualitative phenomenological study explored the values-based pedagogical practices and their influence on positive attitude development among Grade 6 learners in public elementary schools of Legislative District IV, Schools Division of Isabela. Specifically, the study examined teachers' instructional practices, classroom experiences, learner responses, implementation challenges, and coping mechanisms in teaching EsP. Twelve Grade 6 EsP teachers and fifteen learners were purposively selected as participants. Data were gathered through semi-structured interviews, focus group discussions, classroom observations, and document analysis of lesson plans and instructional materials. Braun and Clarke's thematic analysis framework was employed in analyzing the collected data. Findings revealed that teachers utilized reflective discussions, storytelling, role-playing, collaborative activities, experiential learning, and contextualized moral situations to strengthen learners' positive attitudes, empathy, discipline, respect, and social responsibility. Learners demonstrated improved classroom behavior, interpersonal relationships, self-awareness, and participation through values-oriented instructional experiences. However, participants also encountered challenges related to varied learner behavior, limited parental involvement, time constraints, and difficulties in sustaining positive attitudes outside classroom settings. Despite these challenges, teachers demonstrated commitment, adaptability, and professional dedication through consistent modeling of positive values, collaborative guidance, and learner-centered instructional strategies. The study concluded that effective values education requires strengthened school-home collaboration, continuous teacher development programs, contextualized instructional materials, and supportive learning environments that promote holistic learner development. The findings contribute to the growing discourse on values education, character formation, and learner-centered pedagogy in Philippine elementary education.

**Keywords:** values-based pedagogy, positive attitude development, Edukasyon sa Pagpapakatao, EsP, values education, elementary education, qualitative research, learner development

\*Corresponding author: [Christine.gonzales101@deped.gov.ph](mailto:Christine.gonzales101@deped.gov.ph)

## INTRODUCTION

Values education serves as an essential component of holistic learner development in basic education. Beyond academic achievement, schools are expected to cultivate learners' moral character, ethical behavior, social responsibility, emotional intelligence, and positive interpersonal relationships. In the Philippine educational system, Edukasyon sa Pagpapakatao (EsP) plays a significant role in developing learners' understanding of values, responsible citizenship, self-discipline, empathy, and decision-making skills. The subject emphasizes character formation, values integration, and reflective learning experiences that support learners' personal and social development.

The Department of Education continuously promotes learner-centered and values-oriented instruction through curriculum reforms and educational initiatives that strengthen moral and civic education. In Grade 6 EsP instruction, teachers are expected to facilitate meaningful learning experiences that help learners internalize positive values and apply them in real-life situations. Teachers utilize various pedagogical approaches such as reflective discussions, storytelling, role-playing, collaborative activities, and contextualized moral situations to encourage learners' self-awareness, social responsibility, and ethical behavior.

However, despite the importance of values education, teachers continue to encounter challenges in facilitating positive attitude development among learners. Modern societal influences, technological distractions, peer pressure, family-related concerns, and behavioral difficulties among learners affect the effectiveness of values-oriented instruction. Teachers also experience difficulties in sustaining learners' positive behaviors outside classroom settings and addressing diverse learner attitudes and emotional needs. These realities require teachers to demonstrate patience, consistency, instructional creativity, and professional commitment in values education.

Previous studies emphasized that values-based pedagogical practices significantly influence learners' behavior, emotional development, and social interaction (Lickona, 2018). Similarly, Bandura's Social Learning Theory explains that learners acquire behaviors, attitudes, and values through observation, modeling, and interaction with significant individuals such as teachers and peers. Constructivist learning perspectives further explain that learners internalize values more effectively through reflective experiences, social interaction, and contextualized learning opportunities.

Despite the significance of values education in Philippine elementary schools, limited qualitative studies specifically explore teachers' pedagogical practices and learners' classroom experiences regarding positive attitude development in Edukasyon sa Pagpapakatao instruction. Most existing studies focus primarily on quantitative behavioral assessments or general values education frameworks, leaving a gap in understanding the actual classroom experiences and instructional realities of EsP teachers and learners.

Hence, this study aimed to explore the values-based pedagogical practices and positive attitude development among Grade 6 learners in Edukasyon sa Pagpapakatao in public elementary schools of Legislative District IV, Schools Division of Isabela. Specifically, the study investigated teachers' instructional strategies, classroom experiences, learner responses, implementation challenges, coping mechanisms, and recommendations for strengthening values education practices. The findings of the study are expected to contribute to character education initiatives, teacher professional development programs, and educational policies that support holistic learner development and values formation in Philippine elementary education.

## RESEARCH OBJECTIVES

This study aimed to explore the values-based pedagogical practices and positive attitude development among Grade 6 learners in Edukasyon sa Pagpapakatao in public elementary schools of Legislative District IV, Schools Division of Isabela. Specifically, it sought to examine the instructional strategies utilized by teachers in values-oriented instruction, identify the classroom experiences of teachers and learners in EsP education, determine

how values-based pedagogical practices influence learners' positive attitude development, investigate the challenges encountered by teachers in promoting positive values and behavior among learners, and propose recommendations that may strengthen values education and learner character development in elementary schools.

## METHODOLOGY

This study utilized a qualitative phenomenological research design to explore the values-based pedagogical practices and classroom experiences of teachers and learners in Edukasyon sa Pagpapakatao instruction. The phenomenological approach was appropriate because it enabled the researcher to understand the lived experiences, instructional realities, and perspectives of participants regarding values education and positive attitude development. The study was conducted in selected public elementary schools in Legislative District IV, Schools Division of Isabela. The locale was selected due to its diverse learner populations and active implementation of values education programs in elementary schools. The participants consisted of twelve Grade 6 Edukasyon sa Pagpapakatao teachers and fifteen learners selected through purposive sampling. Participants were included based on the following criteria: currently teaching or enrolled in Grade 6 EsP classes, actively participating in classroom activities, and willing to participate in the study. Data were gathered through semi-structured interviews, focus group discussions, classroom observations, and document analysis of lesson plans, reflective activities, and instructional materials. Interviews and discussions were audio-recorded with participants' consent and transcribed verbatim for thematic analysis. The study employed Braun and Clarke's (2006) thematic analysis framework involving data familiarization, coding, theme generation, theme review, and interpretation. To ensure the trustworthiness of the study, credibility was established through member checking and triangulation of data sources, while dependability was strengthened through audit trails. Confirmability and transferability were ensured through reflective journaling and thick descriptions of participants' classroom experiences and instructional contexts.

## RESULTS AND FINDINGS

### **Theme 1: Reflective and Contextualized Values-Based Instruction Strengthens Positive Attitudes**

The findings revealed that teachers utilized reflective discussions, storytelling, role-playing, collaborative activities, and contextualized moral situations to facilitate positive attitude development among Grade 6 learners. Participants emphasized the importance of connecting EsP lessons to learners' real-life experiences, family situations, peer relationships, and community interactions.

One teacher shared:

"Mas naiintindihan ng mga bata ang values kapag iniugnay ito sa totoong sitwasyon sa kanilang buhay."

Another participant explained:

"Ginagamit namin ang storytelling at role-playing para mas maramdaman nila ang kahalagahan ng respeto at responsibilidad."

A learner stated:

"Mas natututo kami kapag may sharing at activities na related sa aming experiences."

Teachers observed that learners became more reflective, respectful, cooperative, and participative during values-oriented classroom activities. Classroom observations also revealed improvements in learners' empathy, classroom discipline, teamwork, and social interaction.

The findings suggest that reflective and contextualized pedagogical practices significantly support positive attitude formation and character development among learners. These findings align with Constructivist Learning Theory and Bandura's Social Learning Theory, which emphasize that values and behaviors are learned through social interaction, reflection, observation, and meaningful experiences.

### **Theme 2: Challenges in Sustaining Positive Behavior and Values Formation**

Despite the positive effects of values-based instruction, teachers encountered several challenges in promoting

and sustaining positive learner attitudes and behavior. Participants identified varied learner behavior, limited parental involvement, peer influence, technological distractions, and inconsistent reinforcement of values outside the classroom as major concerns.

One participant stated:

"Minsan mahirap mapanatili ang magandang asal ng mga bata kapag iba ang nakikita nila sa bahay o social media."

Another teacher shared:

"May mga learners na nangangailangan ng mas matinding guidance dahil sa behavioral concerns."

A learner explained:

"Minsan nahihirapan din kaming sundin palagi ang values lalo na kapag may peer pressure."

Teachers also expressed concerns regarding time limitations in conducting reflective activities and the difficulty of addressing learners' emotional and behavioral needs within large classroom settings.

The findings indicate that values education extends beyond classroom instruction and requires collaboration among schools, families, and communities to sustain positive learner behavior. These findings support Lickona (2018), who emphasized that character education becomes more effective when supported by consistent reinforcement from home, school, and society.

### **Theme 3: Teacher Modeling, Guidance, and Professional Commitment Promote Learner Development**

The findings further revealed that teachers served as important role models and facilitators of positive behavior and values formation among learners. Participants emphasized the importance of consistency, patience, empathy, and positive teacher-learner relationships in promoting meaningful character development.

]

One teacher explained:

"Kailangan makita ng mga bata na ginagawa rin namin ang values na itinuturo namin."

Another participant shared:

"Malaking bagay ang pakikinig at paggabay sa mga learners para matulungan silang magbago."

A learner stated:

"Mas ginagaya namin ang teachers kapag mabait at respectful sila sa amin."

Teachers also utilized counseling, positive reinforcement, collaborative guidance, and reflective conversations to support learners' emotional and behavioral growth. Participants emphasized the importance of creating supportive and respectful classroom environments that encourage learners' self-confidence and responsible behavior.

The findings demonstrate that teacher modeling and positive classroom relationships significantly contribute to learners' attitude development and character formation. These findings align with Bandura's Social Learning Theory, which emphasizes observational learning and behavioral modeling in the development of attitudes and values.

## **DISCUSSION**

The findings of the study revealed that values-based pedagogical practices significantly contributed to positive attitude development among Grade 6 learners in Edukasyon sa Pagpapakatao instruction. Teachers utilized reflective discussions, storytelling, role-playing, collaborative activities, and contextualized learning experiences to facilitate learners' understanding and internalization of positive values such as respect, responsibility, empathy, cooperation, and discipline. These instructional practices allowed learners to actively reflect on their experiences, relationships, and personal behaviors while developing social awareness and moral reasoning. The findings support Constructivist Learning Theory, which explains that learners develop understanding and values more effectively through meaningful social interaction and reflective learning experiences. Similarly, Bandura's Social Learning Theory emphasizes that attitudes and behaviors are learned through observation, interaction, and modeling within social environments.

The study also highlighted several challenges affecting the promotion and sustainability of positive learner attitudes and behavior. Teachers experienced difficulties related to varied learner behavior, peer influence, limited parental involvement, technological distractions, and inconsistent reinforcement of values outside classroom settings. These findings indicate that character formation and values education require broader collaborative support systems involving schools, families, and communities. Similar findings were emphasized by Lickona (2018), who argued that effective character education depends on consistent reinforcement and supportive learning environments both inside and outside the classroom.

Despite these challenges, teachers demonstrated strong professional commitment, empathy, and instructional dedication in guiding learners' emotional, moral, and behavioral development. Participants emphasized the importance of teacher modeling, positive reinforcement, counseling, and supportive classroom relationships in promoting meaningful values formation among learners. These findings affirm Bandura's Social Learning Theory, which highlights the importance of role modeling and observational learning in shaping learners' behavior and attitudes.

Overall, the findings demonstrate that effective values education requires reflective and contextualized pedagogical practices, collaborative support systems, and positive teacher-learner relationships that promote holistic learner development and responsible citizenship in elementary education.

## CONCLUSION

The study concluded that values-based pedagogical practices significantly contributed to the positive attitude development of Grade 6 learners in Edukasyon sa Pagpapakatao in public elementary schools of Legislative District IV, Schools Division of Isabela. Teachers utilized reflective discussions, storytelling, role-playing, collaborative activities, and contextualized moral situations to facilitate learners' understanding and internalization of positive values such as respect, empathy, discipline, cooperation, and responsibility.

However, the study also concluded that teachers encountered several challenges related to varied learner behavior, peer influence, limited parental involvement, technological distractions, and difficulties in sustaining positive behavior outside classroom settings. These challenges affected the continuity and reinforcement of values formation among learners.

Despite these difficulties, teachers demonstrated strong professional commitment, empathy, adaptability, and instructional dedication through positive role modeling, counseling, collaborative guidance, and learner-centered instructional practices. The study therefore concludes that effective values education requires strengthened school-home-community collaboration, continuous teacher development programs, contextualized instructional resources, and supportive classroom environments that promote holistic learner development and responsible citizenship.

## IMPLICATIONS OF THE STUDY

The findings of the study provide significant implications for educational leaders, curriculum developers, policymakers, and teacher education institutions. Schools may strengthen values education programs through contextualized and reflective instructional activities that promote moral reasoning, emotional development, and responsible citizenship among learners. Educational administrators may also strengthen guidance programs, learner support systems, and school-home-community partnerships that reinforce positive learner behavior and values formation.

The study further suggests the need for continuous professional development programs focusing on values-based pedagogy, classroom management, socio-emotional learning, counseling strategies, and learner-centered instruction. Schools may also implement intervention programs and reflective learning activities that

address learners' emotional, social, and behavioral development.

Moreover, the findings contribute to the growing discourse on values education, character formation, and learner-centered pedagogy in Philippine elementary education. The study may serve as a basis for future research focusing on character education programs, socio-emotional learning, learner behavior, and contextualized instructional practices in Edukasyon sa Pagpapakatao education.

## REFERENCES

- Abana, A (2021). A Scrutiny of K-12 Strands and the Learning Program Vis-à-vis its Academic Performance. *Psychology and Education Journal*. 58 (2): 7977-7984
- Andres, A. (2019). Achievement Goals and Mathematics Achievement of the Senior High School Students. *International Journal of English and Education*, 8 (2).
- Andres, A. (2023). Establishing Quality Instrument for the Summative Assessment of Pre-Service Elementary Teachers. *JETT*. 14 (3), 9-16).
- Andres, A.D. (2022). Metacognition and Performance in Mathematical Problem-Solving Among Bachelor of Elementary (BEED) Pre-service Teachers. *Central European Management Journal*, 30 (4). 86-95.
- Antonio, A. (2021). Syntactical Scrutiny: Inaccuracies in the Lesson Planning of Non- Language Pre Service Teachers. *International Journal of Arts, Sciences and Education*,
- Balog, P., & Gonzales, E. (2021). From Linguistic Landscapes to Teaching Resources: A Case of Some Rural Areas in the Province of Quezon. *International Journal of Arts, Sciences and Education*, 1(2), 23-44.
- Banares, A. J. (2022). Reinterpreting Sonnet 18 by William Shakespeare through Stylistic Analysis. *International Journal of Arts, Sciences and Education*, 3(July Special Issue), 189-204. <https://ijase.org/index.php/ijase/article/view/163>.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Darling-Hammond, L., Hyster, M. E., & Gardner, M. (2020). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.
- Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *British Educational Research Journal*, 37(5), 813-828.
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). New York, NY: Teachers College Press.
- Lickona, T. (2018). *Educating for character: How our schools can teach respect and responsibility*. New York, NY: Bantam Books.
- OECD. (2019). *Education in the Philippines: Reviews of national policies for education*. Paris, France: OECD Publishing.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.