Challenges of Values Education Teachers in Teaching Edukasyon Sa Pagpapakatao (ESP) In The Secondary

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1. INTRODUCTION

Education is crucial in influencing how people think, act, and value things. Edukasyon sa Pagpapakatao (ESP), which aims to help students develop their ethical and moral values, is one of the key elements of the secondary school curriculum in the Philippines. However, it can be difficult to teach values education effectively, especially for ESP teachers who are tasked with instilling in their students the knowledge, abilities, and attitudes necessary for them to grow into mature, self-reliant adults. This research paper explores the difficulties values education teachers encounter when implementing Edukasyon sa Pagpapakatao (ESP) in the secondary education curriculum and how these difficulties impact the program's learning goals. The purpose of this research is to shed light on the challenges associated with teaching values education. The study considers the viewpoints of ESP teachers. This study can help to improve and enhance the quality of education, particularly in terms of helping students develop ethical and moral values by highlighting the problems and worries values education teachers encounter.

BACKGROUND OF THE STUDY

Values education, also known as Edukasyon sa Pagpapahalaga and Edukasyon sa Pagpapakatao (EsP) in the K–12 Curriculum, enables teachers to assist children in developing their values, attitudes, and habits so that they can grow up to be responsible members of society. This is where Edukasyon sa Pagpapakatao (ESP) plays a crucial role in preparing students to contribute to the advancement of society (Miranda, 2016).

For values education teachers, however, teaching Edukasyon sa Pagpapakatao (ESP) presents a number of difficulties. Because it entails not only the dissemination of knowledge but also the inculcation of values and attitudes, the subject calls for a certain set of abilities and expertise. Additionally, because value education is dynamic, teachers must adjust to a variety of learners' learning preferences and student needs that change over time. The Department of Education has released a number of regulations and recommendations to enable the successful implementation of values education since it recognizes its relevance. Teaching Edukasyon sa Pagpapakatao (ESP) still faces difficulties despite these initiatives. The aims of the topic, which are to create morally upright and socially responsible citizens, cannot be met because of these obstacles.

This research study is distinct from others that examine issues with values education because it focuses specifically on the difficulties values education teachers face when delivering Edukasyon sa Pagpapakatao (ESP) within the confines of the secondary values education curriculum. While other studies may look at broader barriers or hurdles in values education, this research focuses especially on the difficulties teachers encounter when delivering the Edukasyon sa Pagpapakatao (ESP) subject, which is distinct in its nature. The goal of the study is to pinpoint specific issues that teachers face and suggest solutions that can increase the overall success of the value-based education program. Therefore, the study's main objective is to offer useful information that can improve the instruction of values in secondary education settings, particularly for Edukasyon sa Pagpapakatao (ESP).

STATEMENT OF THE PROBLEM

This study aims to identify the challenges of Values Education Teachers in teaching Edukasyon sa Pagpapakatao (ESP) in the Secondary. More specifically, this study sought answers to the following questions:

1. What are the challenges do teachers encounter in teaching Edukasyon sa Pagpapakatao?
2. What are the teaching strategies do teachers employ in teaching Edukasyon sa Pagpapakatao?
3. Why do teachers find it challenging teaching in the secondary level when delivering effective instruction in Edukasyon sa Pagpapakatao?

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Scope and Delimitation

The main goal of the study is to understand the difficulties Values Education teachers have when instructing students in Edukasyon sa Pagpapakatao (ESP) at one of the schools in Tacloban City. The researchers selected one teacher who teaches values education from grades 7, 8, 9 and 10. The teachers is qualified to become participant because of the following criteria: First, the teacher is a Bachelor of Secondary Education graduate. Second, the teacher is a Values Education teacher.

Significance of the Study

The purpose of this study is to identify and understand the challenges faced by Edukasyon sa Pagpapakatao (ESP) teachers. The findings can serve as a source of information to develop a more comprehensive study that is related to the topic. The study is beneficial to the following people:

Teachers. The study will help teachers enhance their teaching strategies.

Students. The study will be beneficial to the students as it clarifies the challenges teachers encounter when teaching values education, which can result in better teaching methods and ultimately increase students' moral growth, character formation, and ethical decision-making abilities.

School Administrators. The study will help school administrators to gain insight into how better support Values Education teachers.

Future Researchers. The study will serve as a reference for future researchers.

2 REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature in accordance with Challenges of Values Education Teacher in teaching Edukasyon sa Pagpapakatao (ESP) in the Secondary Values Education Curriculum.

According to Camarao, R.L. (2018), the implementation of values education programs faces numerous challenges, including a lack of competencies and skills among teachers, inadequate resources, conflicting beliefs and values among educational stakeholders, and insufficient support from the government and society. According to this study, there are numerous difficulties in implementing values education programs in schools. The difficulties mentioned include teachers lacking the knowledge and abilities required to teach these programs, a lack of funding to support their implementation, divergent beliefs and values among various education stakeholders, and a lack of support from the government and society at large. Overall, this study shows that it is extremely difficult to successfully integrate values education programs in school contexts.

In addition, Ebuenga, A.E., and Desilva, M.C. (2019) found that teachers of Edukasyon sa Pagpapakatao (ESP) face unique challenges such as the integration of local values and beliefs, meeting the diverse needs of learners, and developing engaging instructional strategies. According to this study, there are particular difficulties that teachers in the Philippines face when instructing Edukasyon sa Pagpapakatao (ESP). These difficulties include developing interesting instructional methodologies, meeting the different learning requirements of pupils, and integrating cultural values and beliefs into the curriculum. The study suggests that in order to successfully traverse and address these problems, teaching Edukasyon sa Pagpapakatao (ESP) could necessitate particular knowledge and abilities. As a result, it could be necessary for instructors of Edukasyon sa Pagpapakatao (ESP) to get specialized professional development and assistance in order for them to properly meet the requirements of their students and deliver high-quality values education.

Crisanto Daing and Elionor Sinocruz (2020) conducted a study to establish the techniques and issues faced by Edukasyon sa Pagpapakatao (ESP) teachers in order to serve as the foundation for an upgrade program. The study discovered no significant differences in age, gender, civil status, greatest educational attainment, trainings, or seminars, but there was a significant variation in years of teaching Edukasyon sa Pagpapakatao (ESP). On the other hand, it was determined that there was no significant association between the tactics employed in teaching Edukasyon sa Pagpapakatao (ESP) and the demographic profile of the respondents, with the exception of age, which had a significant relationship. Furthermore, it may be stated that the number of years spent teaching Edukasyon sa Pagpapakatao (ESP) affects the tactics used by teachers to teach the topic. Therefore, the age of the teacher influences the tactics used in teaching Edukasyon sa Pagpapakatao (ESP).

According to Sherwin L. Fernando (2019), one of the problems for teachers of Edukasyon sa Pagpapakatao (ESP) is identifying cultural behaviors that display people's values. Fernando discovered the studies of Cresilda Peli, a teacher, when reading about values education. As Peli stated, it is critical to recognize that Indigenous peoples, like all others, have their own "educational system," that is, effective ways of training children and instilling attitudes and values essential to the functioning of their society. It is our responsibility to identify these values and make them alive in our activities and discussions in order to maximize a robust teaching-learning process in the Edukasyon sa Pagpapakatao (ESP) subject. Fernando is convinced that the discussions in the Edukasyon sa Pagpapakatao (ESP) modules offered by Department of Education (DepEd) do not correspond to the current intellectual capacity of the vast majority of students in the nation. Most of these debates have philosophical concepts as their foundation. ESP teachers must make an effort to comprehend each module's core ideas and attempt to communicate them to the students in a manner that is simple to understand. Cultural integration must be used to contextualize.

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Williams (2017) cites Dewey as saying that teachers should be responsible for structuring learning settings in ways that support educational learning experiences—those that transform the learner in ways that support ongoing learning and development. In a similar vein, Socrates (2021) remarked that exceptional instructors are not only knowledgeable in the subject matter they teach but also possess the skills necessary to make learning engaging and applicable. Great teachers also take the time to facilitate understanding, engage students, pique the curiosity of the uninterested, and challenge the assumptions of those who believe they are knowledgeable but are not. Similar to other topics, teaching Edukasyon sa Pagpapakatao (ESP) presented problems and difficulties for the instructors.

Iswati (2021) discovered that the tactics used by ESP teachers included making sure that instruction was clear, using a variety of learning platforms, and virtual grouping with authentic resources. The difficulties include not having a reliable internet connection, teaching while looking after kids, difficulty tracking students' progress, etc. The results of this study suggest that higher education institutions need to pay close attention. Contrarily, research on the benefits of parental involvement has revealed a constant, favorable link between parents' involvement in their kids' education and academic results. Additionally, studies have demonstrated a link between parental involvement and positive student outcomes, like lower dropout and truancy rates. It is now established that parental involvement can enhance student performance.

According to Singh (2016), dealing with values and moral issues is recognized as an integral part of teachers' roles. Now, education has an enormous role to play in the social, intellectual, and political transformation of the world. Parents, communities, and governments have always expected schools to develop students who would contribute to the society in which they live. Effective teaching practices for imparting value education range from storytelling, exhibitions, skits, one-act plays, and group discussions to various other formats. In the age of information technology, it can be hard to get a grip on the evolving roles of teachers. It can seem as if the role of teachers has grown immensely; they are now expected to be tech-savvy, computer literate, and at the cutting edge of education. To inculcate values, the necessary curriculum and skills are required for a teacher-educator. The role of the educator becomes more challenging and rewarding in terms of inculcating values among the learners. The proper assimilation of these values by a teacher-educator can be done through their positive role and prescribed means. This article addresses the issue of teachers' training for values education and some changes that need to occur in preservice teachers in order to inculcate values for the betterment of the next generation of educators.

In a journal article, Kan (2022) states that values education instructors deal with a variety of difficulties in teaching values education. Lack of resources and support, poor teacher preparation programs and inadequate instructional materials, is a widespread problem. The difficulty of involving students and making values education applicable to their lives is another challenge for them. The need to handle cultural diversity and foster critical thinking are just two examples of the new problems that societal changes like globalization and technological advancements provide for values education. Particularly in faith-based institutions, it can be difficult to strike a balance between teaching students about common values and helping them develop their moral autonomy. The significance of reflection and change in values education to meet the changing demands of students and society is highlighted by these difficulties.

3 METHODOLOGY

This chapter contains the research design, locale of the study, population and sampling procedures, research instrument, data gathering procedure and ethical consideration.

Research Design

This qualitative research study mainly used case study research design, specifically single case study. A case study research design, according to Creswell (2014), highlights that the researcher explores in depth a program, event, activity, process, or one or more individuals. This design was suitable for the study since it gave an in-depth and detailed account for the Challenges of Values Education Teachers in Teaching Edukasyon sa Pagpapakatao (ESP) in the Secondary.

Research Locale

This study will be conducted at one of the schools in Tacloban City, Philippines. The researchers selected one teacher who teaches values education from grades 7, 8, 9 and 10. The teachers is qualified to become participant because of the following criteria: First, the teacher is a Bachelor of Secondary Education graduate. Second, the teacher is a Values Education teacher.

Data Gathering Procedure

In this qualitative research, a semi-structured interview was used to gather the data required for the study. To find the research participant who met the requirements for the data collection process, a demographic survey was done. A consent letter was provided when the participants were identified to indicate their full participation and willingness. Face-to-face and on-site interview was used in the study to collect information about the actual experiences of the participant. The interview was recorded on a phone, and the transcription of it was done. The transcription was returned later to the participants for transparency and accuracy of the responses. In addition, confidentiality was applied in the study without exposing the identity of the participants when presenting the results. The data was analyzed using the thematic analysis method. In the first stage, the researchers transcribed the gathered data.

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In the transcription process, the researchers noted all relevant information based on the questions given during the interview. In the second stage, the initial coding process was conducted by separating, comparing, and discussing the participants' responses so that there would be no data duplication to formulate the result. After, codes were improved as the rest of the transcripts were coded until no additional code emerged (WaMbaleka & Gladstone, 2018). In the third stage, the interpretation of data was applied by finding the relationships and similarities of codes from the data that had been discussed and clustering them into themes.

The meaning or connections shared by the clusters of codes were labeled by the researchers after the codes had been grouped. This cycle was repeated until no more clustering, re-clustering, or assembling was possible (Braun & Clarke, 2013). The fourth stage involved using the labels created for the topic and providing the connection or meaning the theme conveys a detailed name. Later, the researchers identified the themes in light of the codes' content and significance. To further improve the information acquired, this definition will provide an overview of the topics covered under the theme. After the topics were identified and defined in this step, the researchers wrote the final report. The researchers presented the findings and interpretation of the data, which was finalized by reviewing the relevant responses to the study and generating interpretations to apply the validity of the analysis.

Ethical Consideration

Based on the study of Gledhill (2008), informed consent, confidentiality, anonymity, and voluntary involvement were among the ethical issues brought up by the researchers' way of gathering data. To avoid such ethical issues, informed consent form is provided to the participant prior to the interview process. The participant will receive a thorough explanation of the objectives of the study before the interview starts. Additionally, the participant is allowed to decline to take part in the actual interview. Lastly, all information related to the study— including participant anonymity, research locale, recordings, and notes—will be kept strictly confidential.

Trustworthiness

The researchers are aware that in order to build trustworthiness, dependability, transferability, and confirmability are crucial.

Dependability

To give readers a clear trail of the researchers' decisions and choices regarding the findings, the researchers will conduct an interview as the research instrument.

Transferability

The researchers will be able to establish whether or not the implications of the study's findings regarding the participants' sole cooperation apply to other circumstances and groups of participants by considering the implications for participant cooperation.

Confirmability

The researchers make sure that the data gathered from the interview will be used to understand the results.

To guarantee the quality of the results and the study as a whole, the data will be interpreted in a reliable way.

4 RESULTS AND DISCUSSION

The three main results address the statements of the problem. The first main result answers the first statement of the problem, the second main result presents the second statement of the problem and the third main result explains the third statement of the problem.

A. Existing Challenges in teaching Edukasyon sa Pagpapakatao

There are existing challenges faced by Values Education teachers in the secondary level when delivering effective instruction in Edukasyon sa Pagpapakatao.

1. Challenges of Values Education Teachers: The participant of this study reveals that the challenges he encountered in adapting Edukasyon sa Pagpapakatao content are the characteristics and attitudes of the students as well as the language barrier that exist in the classroom.

"I think the challenges that I've encountered in teaching ESP in the secondary is that *uhm* most of the students have different characteristics, they have different attitudes. So, most of the time, uhm one activity would not… to suffice for them to learn the content of the book or the discussion. Most of the times I… *uhm* one chapter took like almost a week to finish because it's not that they are slow. It's because especially students here, example here, students here at LNU, the mode of delivery, language delivery in ESP is Filipino, right? So, since most of the students here at LNU are more, they prefer English than Filipino, they find it difficult to understand the content and even they even use uhm Google translate when it comes to essay to translate their English explanation to Filipino. So, I think *uhm* the challenges that I've encountered is more specific when it comes to language barrier because some of the students here preferred English while the content of the book and the mode of delivery, language delivery in ESP is Filipino. So, I think that's the only challenge I have faced for now. Most of the time, first I was requiring them to… to use Filipino language for their output for their essays. As I have seen, they are really having troubles when it comes to explaining their ideas in Filipino.

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I tried to let them *uhm*… explain their essays in English. I find it more… satisfying because when I have read their essay, it really hits the topic. They really got the answers more correct. While in Filipino, they find it difficult to explain. I think, yeah, at first it was Filipino. Now, I preferred any language that they can use except the vernacular language or the local language."

The result shows that the existing challenges faced by values education teachers at the secondary level when delivering effective instruction are mainly because of the language barrier as well as the diverse characteristics and attitudes of the students. With the said challenges, discussing one topic or doing even just one activity occupies a lot of time. Banks (2016) emphasizes that it is important to understand and address students' different qualities and attitudes in order to foster a more inclusive and fair learning environment.

2. Difficulties in Engaging Students: From the gathered data, the participant mentioned that he experiences no difficulties in engaging the students especially when a teacher is capable to make students see the relevance of values education in their lives.

"I have not seen any difficulties to engaging the students, because most of the time, when I deliver the content, I always find a specific uhm specific… specific situation that they can use in their daily lives. So, I find one specific topic that can be incorporated, a specific situation that can be incorporated with the topic, so that they can relate more to the topic. Because if we don't find a situation that the topic can be related to the real life, they will be having difficulties understanding why is it necessary to study this ESP. So right now, I have no difficulties in engaging them, because most of the students, uhm they are fun to talk about the discussion. They are really cooperating with the discussion because they can relate with the topic."

The teacher finds it easy to engage students by making the content relatable to their daily lives. He thinks that by relating concepts to actual circumstances, students will be more inclined to engage in class discussions and would be able to see the relevance of what they are studying. According to Kolb (2001) Engaging with real-world applications of the ideas can help students develop a greater understanding for the relevance and applicability of learning in everyday life.

3. Transition to Blended Learning: The participant stated that the transition to blended learning didn't affect his ability to effectively teach and discuss values with the students.

"Transition to blended learning. I think there are no, I have no difficulty in blended learning because I think, as the more younger teacher than the other ESP teachers, I think I, blended learning is much easier than our… than our previous types of learning. Because blended learning is on to students nowadays. So, I think *uhm* it didn't affect my ability to teach rather most of the time kasi I find it, I'm a type of teacher that adapts easier, faster than the other, teachers. So blended learning is not a problem when it comes to delivering my teaching style. There was no change when it comes to understanding the content, when it comes to the student and there was no changes in their grades and how they would answer. So, I think there was no difference in comes to blended learning. "

The teacher believes that blended learning is less complicated than traditional teaching approaches. They feel that their younger age has helped them quickly adapt to this teaching approach, and he haven't observed any negative impacts on their subject delivery skills or the comprehension and performance of their pupils.

4. Obstacles in Promoting Open and Respectful Discussions: The participant mentioned that the class understands that they have different backgrounds and that no one should judge the others. The participant face no obstacles in promoting open and respectful discussions on sensitive values-related topics in the classroom since the students are open-minded.

" So, most of the time, when I teach these kinds of sensitive matters, I always told them that the opinion of one student uhm shouldn't be left out, how they were taught, how they were raised must it be a subject for condemnation, because ahh each of the students that we have have different backgrounds, when it comes to economic status, they have some of them are well off, some they were not but when it comes to raising the students nearly were different. So, when it comes to sensitive topics, I always tell them that every discussion that we have inside the classroom is only for the pure educational purpose only. Nothing must go out and everything that you say will remain at the classroom. Nothing must come out and any opinions that you have on things that are being discussed must never be uhm must not be judged by other students because that's your opinion. So, when it comes to the sensitive matter, I think especially that I'm handling a secondary level, so, I think some of them are more mature enough when it comes to this kind of topics. I think especially most of our students here, especially here, our students at LNU, they're very very good but I can say that when it comes to topics like the sensitive matters, they are really open minded. *Ahh* they don't have any, they're not offended when it comes to this topic."

The teacher believes that when talking about sensitive topics in the classroom, it is important to promote an inclusive and respectful environment. He emphasizes how essential it is to recognize and value the views students have in order to keep conversations private and instructive. He also conveys confidence in the maturity and open-mindedness of their students, especially when it comes to handling sensitive topics. According to Miller and Pedro (2006), a respectful classroom environment is defined as a setting where each student feels safe, comfortable, and valued both academically and emotionally.

5. Impact of External Societal Influences: The participant of the study claims that external societal influences such as media, peers, etc. has an impact in instilling values among the students.

"This is sometimes, this is the big problem when it comes to media. For example, different social media platforms that we have right now really has a big effect on how we can instill the values that we want them to learn because, for example, *ahh* we want

them to instill the values ahh of kindness to them. But most of the time, I really believe that what they are, what they are watching, what they keep watching or what they keep watching yeah what they keep watching on themselves at home, because not all the time we are at school, so, what they are watching at home, for example, they are fond of watching violence videos or movies and anything. So, if we want to instill kindness to the students, ahh media/social media platforms or any media for example, watching Netflix violence type, violent, violence genre, would they really have a contradicting effect on how we can instill the values of kindness to them? Because I believe that it was Albert Bantura which whatever they are fond of watching, they can they try to adapt that kind of attitude or way of gesture to how they do things at school. So, it that's a difficult thing because most of the students ahh since they are well off, they don't like, they don't, they don't need to work anymore. They just need to study, go to school, go home, eat, study then go to school again. So, they don't really have that time to, the leisure time to watch movies or anything. So, there is a big impact, social media. Social media is a very big impact on how we can instill the values that we want the students to learn."

The values educator shares how social media and media consumption especially that of violent content may affect the values that are instilled in students. It draws attention to how difficult it may be to instill kindness and other virtues in pupils when they are exposed to conflicting messages in the media. According to Borah (2016), media effects involve theories that explain how mass media influence the attitudes and perceptions of their audiences.

6.*Problems in Addressing Ethical Dilemma and Moral Conflict*: From the gathered data, the participant stated that he face no problems that are related in addressing ethical dilemma and moral conflict.

"Okay *uhm*… right now I haven't, we still have time because when it comes to ethical dilemma, I think   it's not that we haven't discuss yet ethical dilemma yet or anything moral conflict yet but most of the time when I incorporate this kind of questions to the discussion I think they don't have, I don't have any problem because the way the answer are very open minded they don't have this thinking na since *amo inin tak karuyag* this is what till happen *diba?* Students here are very open minded so when it comes to this topics they don't just stick to what is the normal thing they don't just stick what they think is right, so I always tell them when it comes to moral dilemma or moral conflict that that they should always *uhm* not always but they should prioritize first, When it comes to moral dilemma, they should prioritize first which is has the most weight *kun ano it mas mabug at diba?*. So, I think I have never faced problem when it comes to this discussion because I've seen this kind of topics to our students in LNU or… like *baga* it's not that hard it's more easier because they understand it more and since they have the previous ESP teacher was fun of teaching them different types of moral dilemma. So, I think they have learned this kind of topics should be reasoned *kailangan inin paghunahunaan hin maupay*. So, I think that I have never faced any problems when it comes to this topics."

The teacher stated that his pupils are open-minded and value careful consideration when addressing moral problems, they have no trouble talking about ethical dilemmas with them. According to a study conducted by Ellemers et al. (2019), students who are open-minded and value careful thinking when addressing moral issues are more likely to engage in discussions regarding moral dilemmas.

7.*Professional Development Opportunities*: The participant stated that being professional starts to develop in college years. Aside from providing knowledge, skills and attitudes that one should have, one is also equipped with values that one must possess.

"Okay, *uhm* so I think they are prepared, I am prepared in professional way during studies. Example, because I, I am not a graduate of values education. I have graduated of social studies but we have one of our subject in social studies, ethics, basically, this about how knowing what is wrong and right. So, I think when it comes to how professionally developed in the classroom in his tertiary grade. Uhm I think the way they are teaching the students, like how is not enough if they are going to teach in the field because as time are changing, values of students are not the same as they are before *diba*? , so I think how we approach the student should also change because *uhm* student nowadays have different appetite when it comes to learning they ought..So, I think how we approach students must always what we think must it be only what method. You should always find other ways that our students *na* can freely adopt because now it's not effective anymore to have our students this kind of values. Because if we are always reminding them that this, this are the following that values that they should learn, some of them, they don't care those things. So, I think my approach when it comes to this kind of learning values is I tried to find the values themselves, because if we try to *uhm* keep teaching them that they should learn this and that *ha* classroom *lat nira manunumduman* they will only remember inside the classroom, only for compliance purposes, only for quizzes but if we try them to, if we teach them how to learn by themselves, they can use it outside the classroom because as a student before, some of the topics I learned during college are really just for compliance purpose. I earned them, I studied them because I want to pass but if teach our student how to know get this type of values. So, I think it would be easier for them to use it outside the classroom since they have already adopted it and they know how to get it without the teacher keeping that they should learn this and that, that's all."

Mr. Amante believes that just teaching pupils on what values they should have is ineffective; instead, they should be taught how to identify and absorb their own beliefs. This strategy will help students apply these values outside of the classroom, making the learning process more meaningful and long-lasting. According to Tay & Jain (2019) Reflective practices help learners in identifying and learning about themselves in the context of what they do or strive for, consequently connecting the gap between learning (what they know) and practice (how they do it).

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B. **Teaching Strategies Employed in Teaching Edukasyon sa Pagpapakatao**

1. *Teaching Strategy*: The participant of the study reveals that the teaching strategy employed here focuses on fostering critical thinking through collaborative learning via debates.

"For example, there is one topic in the book about Zacchaeus. *Ahh* so, what are the particular *nga* techniques I have learned used for the student for them to rather learn and not be taught what about this. So, I've asked them to have a debate. In this debate is not just asking question or telling a statement that is used but it's about.. it's about critical thinking *kasi*. So, if our student will be able to learn thinking in that way they would learn more that this kind of values is more important, because in the topic Zacchaeus, they never ask that way. For example, the topic of the debate was what come first, the law or the crime , *kung ano ang nauna* law *ba* or crime. So, in that way, we can, the student can learn if whether what happen in Zacchaeus. It also, it's not just that they know what comes first, they also learn that what is chaos and what is peace. What it takes to have peace and what it takes to have chaos. So, I think the one teaching strategy I used was more on collaborative learning while they are debating, yes that's all."

The teacher uses the debate method to promote critical thinking and a greater comprehension of the Zacchaeus subject. Instigating a discussion among students over which came first in the story the law or the crime he cultivates a cooperative learning atmosphere in which pupils can evaluate various viewpoints and contemplate the consequences of their claims. In addition to improving students' comprehension of the material, this method challenges their preconceived notions about chaos and peace. One study by Oros (2007) appeared that engaging students in debate activities can improve their critical thinking skills by increasing their capacity to examine information, assess arguments, and make educated conclusions.

2. *Teaching Methods*: From the gathered data, the participant mentioned that using journals as a reflective tool following class discussions might improve students' comprehension and retention of the values taught, encouraging more in-depth reflection and a greater appreciation for the values presented in the classroom.

"okay, so most of the times or some kasi of my book they are not more on the value side but…so, I think how the methods I used for demo to keep understanding the free virtues or values that I have taught them is I gave them a journal. So, every after class or every after a chapter I ask them to write a journal about the values that they have and they should learn, and that they have learned during the discussion. So, in that way, *uhm* they can rethink what they have learned at the same time they can.. they can think about deeper on how they learn *pano sila natuto* in the classroom in the classroom and how important the virtue that was instilled to them."

Students can have a deeper grasp and absorb the concepts they are being taught by being encouraged to write in a notebook after each lesson or chapter. Students benefit from this reflective activity by understanding the value of these qualities in their lives as well as helping them recall what they have studied. According to Boud (2001) , the use of journaling can be a reflective practice that can help in understanding life-changing events or situations

3. *Innovative Approaches:* The participant of the study stated that students' concern about grades, influenced by parental financial investment, has resulted in a change in behavior, such as improved classroom cleanliness, which may be motivated by a fear of receiving lower grades, highlighting the complex interplay between academic performance and external pressures in educational settings.

"Well, most of the students here are, *ano…*they are very, alright *ahh…*they are very, what's the term?. they are very wary of the grades they will receive in the subject because since *ahh* they are in the laboratory school so *ahh*, most of the parents here of the students, they pay. So, since their parents are paying, they, the students think that they should reciprocate their parents with good grades. So, I think approach *uhm*. Before *kasi* I was not their ESP teacher in the first and second quarter, and was handled by our previous retired teacher, Dr. Quimbo. So *uhm*, I think one approach that's had changed. For example, I have an advisor of grade 10, grade 10 students. So, before it was a very difficult thing for me to ask them to always keep the classroom clean. Very, very much because *ahh* the students are very messy when it comes to doing their things because they have sports, they have other things and they always leave their things in the classroom. So, sometimes they the garbage just keeps piling up. So, sometimes since I was not *ahh* their subject teacher, I cannot *uhm*… I don't know if it's just that... Sometimes they clean but most of the time, the classroom were very dirty. So, since I have no *ahh* one thing is, one thing that changed in character development is, since I was their new ESP teacher *ahh* I think they feared that I would give them low grades if they keep the classroom dirty. So, I think that's one approach since the students here are very determined to have good grades. I didn't say that I'm *ahh* I'm blackmailing them to give low grades but since I'm their advisor, keeping the classroom clean was the big thing. I think that's one approach. So yeah."

The students are highly concerned about their grades because their parents are paying for their education. This pressure leads them to strive for good grades as a way to reciprocate their parents. When the teacher became their ESP teacher, he noticed a positive change in the students' behavior, specifically regarding classroom cleanliness. The students feared receiving low grades if they did not maintain a clean environment, which motivated them to keep the classroom tidy. The teacher emphasizes that while they did not use grades to blackmail the students, the desire for good grades was a significant factor in improving their behavior. According to Wardani et al. (2020), motivating students involves encouraging them to engage in learning activities willingly, making it a habit and a desire to attain goals. In teaching and learning, motivation serves as the primary force that inspires, sustains, and guides students' participation in activities, ultimately leading to the fulfillment of learning objectives.

4.   *Effectiveness of Innovative Approaches:* The participant of the study stated that, a clean environment promotes more effective learning for students.

"Well you know *uhm* a good *ahh* a clean classroom has a good ambiance and I think this approach since…… I think this approach will help them to learn the subject more efficiently. Because a good *ahh* a clean classroom, a clean environment helps the student learn more."

The teacher emphasizes that maintaining a clean classroom environment helps students learn more efficiently. According to Harahap et al. (2018), maintaining a clean and healthy lifestyle is crucial for students. A healthy environment can boost students' engagement in studying at school. The school environment plays a significant role in shaping students' habits.

5.   *Beneficial Resources/Support Systems:* The participant of the study reveals that, parents are the most important source of support for teachers and should realize that teaching children is not about providing them with an easy life or pampering them but sometimes values should be instilled not in a violent matter but in a stricter environment.

"*Uhm* instilling values to our students is very difficult. Instilling virtues is more difficult. So, I think especially nowadays that the government are pampering students that we shouldn't hurt them. We do not do this and that. So, I think it's very difficult nowadays to have our students learn values unlike our time. *Ahh* the time before that, teachers are very strict like terror in instilling the values to students because one wrong move and an eraser will fly to your forehead. So, I think nowadays, I think the support system that a teacher should have is that, the parents. The good support system that the teacher could have are the parents because with the parents' permission, I think every teacher can instill values to students because nowadays the big fear of teachers is being reprimanded by not just only by the parents but also by the superior. When students complain that this and that are being done by the teachers, teachers can't do anything. We are just going to sit down there and wait for the verdict of the superiors. So, most of the times, that's the fear a big fear of the teachers. So, I think the big support system that every teacher should have is *ahh* parents should understand in instilling is not about pampering students, it's not about giving them easy life. Sometimes, ahh some values should be instill, not *ahh* in a violent matter but in a more strict environment."

The teacher claims that instilling values and virtues in students is challenging today due to increased restrictions on disciplinary actions and the fear of reprimand from parents and superiors. The speaker emphasizes that a strong support system from parents is essential, as parents' understanding and cooperation can help teachers effectively instill values in students without resorting to harsh or outdated methods. According to Quinn and Hall (2014), the participation of parents in their children's educational experiences leads to improved student achievement and enhances school programs.

C. Reasons Why Teachers Find It Challenging Teaching Edukasyon sa Pagpapakatao

1.) *Reasons Why Challenges are Encountered:*

"I think one challenge that I've raised in teaching ESP is *ahh* for example, *ahh* since we are using books here at LNU, so we stand by the book. What's the content of the book is what we teach so I think, the thing is some of the books are outdated, some of the books, *uhm* the approach that they have are still Jurassic, still old. So, I think ahh the big problem that teachers are encountering nowadays are the approaches that are still in, that are still in the book are very old so most of the times it can't be applicable for the students because they have different ideas, they have different attitudes, they have different things, they have different hobby, they have different intelligence. So, most of the times *diri na hiya naton nagagamit*. So, I think that's the main challenges of teaching Edukasyon sa Pagpapakatao, how we can instill the values to our students without *uhm* being reprimanded and being up to date. That's all."

The result shows that teaching Edukasyon sa Pagpapakatao (ESP) at Leyte Normal University (LNU) is challenging because the textbooks used are outdated. These old-fashioned approaches and content do not resonate with the current generation of students who have diverse ideas, attitudes, interests, and intelligences. Consequently, the outdated material often proves ineffective in teaching and instilling values in students in a relevant and engaging manner. According to Awana (2008), the capacity to maintain current materials and efficiently retrieve them for potential users is highly significant. According to Mahwasane (2017), students require up-to-date, timely, and relevant information to excel in their academic pursuits.

5 CONCLUSION AND RECOMMENDATIONS

Recognizing the experiences of a Values Education teacher as well as the challenges he encounter is significant in enhancing the delivery of instruction and students' learning experience. Through the Values Education teacher's narrative from one of the schools in Tacloban City, this study shows that one of the reasons why Values Education teachers encounter challenges in teaching Edukasyon sa Pagpapakatao (ESP) is because of the outdated books they have to use as instructional material. The participant also established that social media has an impact in instilling values among students.

Furthermore, the challenges that the Values Education teacher encountered in teaching Edukasyon sa Pagpapakatao (ESP) in the Secondary includes learner's diversity and language barrier. The participant also established specific teaching strategy and method such as debates and journals. He also stated that the beneficial support system of teachers are the student's parents.

This study recommends that:

- Teachers must address the language barriers and meet the varied linguistic demands of students, educators should investigate cutting-edge teaching techniques. This could entail offering language support resources, allowing for flexibility in language use during class activities, or embracing multilingual resources.
- To improve teaching effectiveness, improve instructional tactics, and stay up to date on the latest trends and best practices in values education, engage in continuing professional development activities such as conferences, workshops, seminars, and peer collaborations.
- To enhance the student's comprehension of the concepts and principles of values education, they should actively participate in class activities, discussions, and reflections. Assume responsibility for their education by asking questions, looking for clarification, and using what they've learned in practical contexts.
- Examine ethical dilemmas, ethical problems, and cultural influences on the creation of values to hone the students critical thinking abilities. Let them examine their own views, attitudes, and actions in the context of larger ethical, cultural, and social issues.
- The School Administrators must make sure that the Edukasyon sa Pagpapakatao curriculum is in line with current pedagogical practices, student needs, and educational standards by conducting a thorough evaluation of it.
- To improve relevance and efficacy, take into account modernizing educational materials, adding varied viewpoints, and implementing cutting-edge teaching techniques.
- Reinforcing a welcoming and inclusive school culture that places a high priority on students' overall development, which includes their moral, social, and emotional health. Give educators the tools, instruction, and professional development opportunities they need to improve their teaching of values education and classroom management.

The findings of this study invite further research to investigate how socioeconomic status, cultural differences, and language hurdles affect the way values education is delivered r how engaged students are in a variety of learning environments. Examine practical approaches to resolving these issues and advancing inclusive values teaching methods.

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