

## Barriers to Practicing Values: Challenges Encountered by Values Education Students in Applying Values Education to Their Everyday Lives



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**ABSTRACT:** The study focuses on the challenges faced by Values Education students in applying their learnings to daily life, emphasizing the importance of values education in character and moral development. The key questions explore the barriers in integrating values education into daily life, factors affecting the application of values education concepts, and coping mechanisms used by students. A phenomenological research design was employed, focusing on semi-structured interviews with tertiary-level students majoring in Values Education at Leyte Normal University. A convenience sampling was used with a sample size of 10 students. Finding shows that students face challenges such as socio-economic pressures, peer influence, and personal biases that hinder the application of values education in their everyday lives. Key challenges identified include internal conflicts, societal norms, peer expectations, and practical constraints that hinder the consistent application of values. Specific values such as courage, commitment, respect, empathy, patience, resilience, optimism, and determination were found to be particularly difficult to integrate into daily routines. The study suggests the need for supportive educational environments, experiential learning opportunities, to better equip students to overcome barriers and effectively apply the values learned in school in various life contexts.

**KEYWORDS:** Values Education, Challenges, Barriers, Coping Mechanism, Character, Moral

### I. INTRODUCTION

Values education, also known as character and moral education, is a vital component of the educational system. It originates from various sources, with the family being the first social institution where a child interacts (Şahin, 2019). In fact, all education is inherently value-oriented, deeply rooted in philosophy (Misbah, 2016). This educational approach has a primary goal: to instill essential values, principles, and ethical standards in students, going beyond traditional academic knowledge. Values education seeks to cultivate character and moral compass, guiding individuals towards becoming responsible, compassionate, and ethical members of society (Lickona, 2001). It emphasizes a core set of values, including honesty, respect, empathy, responsibility, integrity, fairness, and citizenship, which are integrated into the curriculum and taught through various methods such as discussions, role-playing, storytelling, and community service projects (Batson & O'Connell, 2015). Values education holds a significant place in the school curriculum, playing a pivotal role in cultivating well-rounded individuals committed to the establishment of a just and humane society. This comprehensive approach encompasses character development, focusing on improving the inner personality and building strong moral foundations (Eduadmin & Eduadmin, 2023). Furthermore, values education contributes to cognitive and emotional development by addressing both the physical and emotional components of learners (Bhartiya, 2023). It goes beyond academic learning to impart essential life skills, instilling good manners and fostering a sense of unity and brotherhood among students (Bhartiya, 2023). Additionally, it promotes a patriotic spirit and cultivates religious tolerance, enabling students to appreciate and respect diversity (Bhartiya, 2023). One crucial aspect of values education is the development of decision-making skills (Gupta, 2023). These skills empower students to make informed and ethical choices, especially in challenging circumstances. Moreover, values education fosters qualities such as kindness, compassion, and empathy, which are vital for personal growth and contributing positively to society (Gupta, 2023).

Values education, an essential part of morals and ethics is important for a well-founded basis for ethical decision-making; Positive personal and societal outcomes are fostered by Values Education as it has been identified that moral and ethical development have many benefits (Kohlberg, 1984). It fascinates people about the existence of right from wrong thus enhances their ethical behavior and moral judgement since Narvaez (2010) argues that values education helps individual differentiate between right and wrong. Character Building is another aspect of values education where values such as honesty, empathy, responsibility among others are instilled in young people with the aim of forming good character traits (Lickona, 1991). These form part of personal development

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foundation while contributing to creation of just society. Conflict Resolution Skills provides valuable conflict resolution skills through Values Education (Duska,1988). This way, one can get to learn other's point of view hence promoting peace in interpersonal or community fights. Improved Relationship on the other hand, show that they build better relationship with people than those without values education (Battisstich et al., 1997). As a result, this encourage healthier interaction with others. Because of their values education, societies and communities experience higher social cohesion (Kristjanssos,2010). This gives the community members a sense of oneness and mutual respect through having shared moral and ideals. A responsible citizenry, values education calls for active involvement in citizenship responsibilities (Nucci & Narvaez, 2008). It encourages one to participate in civic engagement, fight for justice as well as improve their societies at large. Decrease in criminality rate, values education can be instrumental in a decrease of antisocial behavior among juveniles (Lipsey et al., 2010). It builds responsibility which makes young people avoid engaging in illegal activities. Finally, Positive Mental Health refers to mental wellness resulting from good-reflection resilience emotional health which are influenced by valued education (Damon, 2010). It equips individual with necessary skills that enable them to deal effectively with challenges that come along with life.

The history of values education in the Philippines and it is significant contribution to the curriculum and school. The values education curriculum in the Philippines known as Values Education Program (VEP) of the Department of Education, Culture and Sports in the Philippines was developed in 1988 to address the need for values education in the country. The implementation of this program resulted in the prioritization of values education within the educational system, thereby becoming an essential component of the curriculum. The primary objective of the VEP is to facilitate and advance the integration of values education across all tiers of the educational framework, with the aim of fostering the growth and maturation of individuals who are dedicated to the establishment of a fair and compassionate society, as well as an autonomous and democratic nation. In order to inculcate the fundamental principles of Maka-Diyos, Makatao, Makakalikasan, and Makabansa inside the students, it is imperative to implement appropriate strategies and initiatives (Llego, 2020). Additionally, the VEP has undergone several revisions to meet the changing needs of society.

Abbey (2020) reports that in the year 1997, a revised version of the Values Education Program was released by the DECS. The purpose of this program is to help learners develop critical thinking skills and promote their sense of duty as a citizen. On May 22, 2003, Department Order No. 41 s. 2003 was issued by the DECS revising the values education program for basic education called "Values Education in the Basic Education Curriculum" (DO 41, S. 2003- Values Education in the Basic Education Curriculum/ Department of Educatin, 2003). The current curriculum for Values Education in the Philippines is Edukasyon sa Pagpapakatao which means "Education on Ethics" (Calano, 2022). This was introduced under K-12 basic education program in 2013. It aims at enabling the learners to acquire their ethical and moral values as well as social competence and emotional quotient.

Moreover, K to 12 Edukasyon sa Pagpapakatao (EsP) curriculum intends to lead students on a search for meaning in their lives; it directs them to reflect about themselves relative to Philippine society; and it encourage them towards building community centered on truth, freedom justice and love according to Porcadilla (2018). The Edukasyon sa Pagpapakatao curriculum is based on five principles: human dignity, respect for oneself and others, responsible stewardship, integrity, and social justice. Such activities as role-playing, group discussions, and community service are utilized in the curriculum to help learners develop this principle (Calano,2022).

In today's rapidly evolving society, ethical and moral dilemmas frequently surface, making the exploration of values education more crucial than ever. In the study conducted by Herlina et al., (2018) titled "Implementation of Moral & Character Education in the Development of Student Social Life Skill in Higher Education" The researcher address the intricate issue of moral and character decline among higher education students. The research highlights concerns expressed by parents, educators, and those working in social behavior and religion domains regarding disruptive behavior, obstinacy, alcohol misuse, altercations, party drug use, and other societal aberrations. The study advocates the integration of character education across all academic disciplines, emphasizing the infusion of moral values into course content and the design of teaching-learning activities both inside and outside the classroom. Findings suggest that character education can be effectively integrated into every facet of education, promoting character development alongside knowledge and skills acquisition. However, obstacles include lecturers' varying levels of understanding and application of character education principles, particularly in the Department of Social Studies within the Student Education Department."

According to Rismawati and Wardana (2023) was to determine the barriers to learning responsibility for character education in an elementary school located in Sidoarjo Regency. The approach used in this research is qualitative phenomenology with the type of case study research. The subjects in this study were fourth grade students at SDN Kedungcangkring. Based on the results of the study, it was concluded that in planning schools for character education, responsibility had been prepared during the covid-19 pandemic but had several obstacles that occurred. This can be seen from the results of the study which show that the implementation of character education for students' responsibility in schools is still hampered by factors from the students themselves and the environment around them.

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According to Darta et al. (2022) about implementing of student's character education in SDN 0605 Simanulandang KKN 174 UINSU Simanulandang Jae Village. The study aimed to describe the character values developed in SDN 0605 Simanulandang and the obstacles in implementing character education in the school. The character values developed at SDN 0605 Simanulandang consisted of 13 characters, including religious, honest, tolerant, disciplined, democratic, national spirit, love for the homeland, appreciating achievement, friendly, fond of reading, caring for the environment, social care, and responsibility. Character education was implemented through the learning process, school rules, and extracurricular activities. The obstacles in implementing character education at SDN 0605 Simanulandang included digital games, unfavorable house boundaries, the influence of TV viewing, and a lack of understanding of student character.

The study of Sali and Marasigan's (2020) delves into the implementation of the Madrasah Education Program (MEP) in Arabic Language and Islamic Values Education (ALIVE) schools in Quezon City, Philippines. The study uncovers several pressing challenges, including the absence of permanent infrastructure, limited instructional resources, issues of learner absenteeism, delayed Asatidz allowances, and cultural variances among Muslim Filipinos. These findings highlight the critical need for structural and resource support to foster effective character education.

According to Akram et al. (2021) conducted a comprehensive study about the pedagogical practices and challenges in cultivating moral values of primary school teachers in Pakistan. Teachers plays an important role in cultivating moral values among students, finding reveal that the teachers impart moral values by using different teaching practices, i.e., exemplary role, teamwork, storytelling, (positive and negative) reinforcement, and arranging activities. In contrast, most of the teachers were unaware of moral philosophies and the moral work of teaching. Additionally other challenges which highlight the importance of inclusion of moral education in curriculum and teaching practices by providing adequate opportunities for the professional development of teachers and allocate sufficient resources for the moral work of teaching.

The study of Syapal and Amin (2022) Character education should bring students to the introduction of cognitive values, appreciation of affective values, and absolute value experiences. However, the problem that often occurs is that some students have poor character. Their study aims to analyze the character of hard work owned by students and the obstacles experienced in the realization of challenging work character education in schools. The method used in this study is a mixed method. The sample used in this study amounted to 80 samples with a purposive sampling technique. The methods used in collecting data are observation, interviews, and questionnaires. The data collection instrument used a questionnaire sheet. The technique used to analyze the data is qualitative and quantitative analysis techniques. The study's results, namely the character of students' hard work, found that students had an average complex work character with good categories. Educators admitted that students faced obstacles such as laziness, boredom, and a sense of wanting to give up. However, these obstacles can be overcome by providing support and motivation in learning.

The study of Valvi et al. (2023) conducted study about Students' experiences with educational-ethical challenges. The study adopts a qualitative and phenomenological research method. The statistical population consists of female students at the second secondary level. Data saturation is achieved through a specific number of interviews for each challenge, including identity confusion, communication challenge, and existential anxiety. The analysis of the interview data is conducted using Ricoeur's three-step method. The study findings indicate that students' educational-moral challenges are rooted in their untested assumptions and false beliefs. The existential anxiety challenge is found to be prevalent among students, with feelings of emptiness, futility, despair, loneliness, and a low relationship with religious issues being significant aspects of this challenge. The study highlights the importance of addressing these challenges in education to support students in developing a strong moral foundation and overcoming identity confusion, communication problems, and existential anxiety.

According to Benty et al. (2019) about internalization of character values in learning at Institution of English Course. The purpose of the study was to describe internalization of character values. This study used a qualitative approach. Data was collected by observation, interview, and documentation studies. The results of the study were: (1) The study identified two supports for internalizing character values: a warning statement from the course director and the granting of authority to take decisive action against students who do not want to be regulated. (2) The study also identified several constraints faced in internalizing character values, including minimal rules in families, lack of commitment from students, and variations in student age and motivation. (3) Strategies used to utilize support included being wise, while (4) strategies to overcome obstacles included personal approaches, making agreements with students, and introspection.

In Khoury's (2017) study, the focus is on character education's role in facilitating students' transition from elementary to middle school. The study delves into the essential practices and processes employed by educators in both school divisions, shedding light on indicators and challenges in achieving effective implementation. The findings underscore the substantial impact of character education on students, including improved behavior, academic achievement, self-motivation, and social-emotional competencies. Khoury identifies the crucial factors for success, including the involvement of a caring community, curriculum integration, professional development, family engagement, and leadership support. Moreover, the study emphasizes that effective implementation of quality character education during elementary school creates a bridge that eases the transition to middle school

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by fostering enhanced decision-making and conflict management skills. Recognizing the pivotal role of teachers, it becomes imperative for educators to effectively implement character education programs during the elementary school years. This investment yields profound, long-term effects as student's transition into middle school and beyond. Quality character education establishes a strong foundation for young adolescents, providing them with a lasting reference point as they evolve into responsible citizens and valuable community members. Three overarching conclusions support this central theme: the importance of age- and grade-appropriate practices, the value of continuous evaluation for improvement, and the necessity of addressing emerging challenges through consistent delivery of quality character education across the school system.

Character and values education play a pivotal role in nurturing responsible citizens and fostering positive social behavior among students at various educational levels. Two notable studies by Herlina et al. (2018) and Khoury (2017) have delved into the realms of character education and its impact on students' development, from the transition of elementary to middle school to higher education. While these studies have provided valuable insights into the integration of character education and its benefits, there remains a research gap Herloma et al. (2018) Focuses only on the integration of character education and did not include the application of character education and Khoury (2017) study is limited only to the student's transition from elementary to middle school and did not include the higher education level.

Based on the different studies about obstacles and challenges that hinders the application and integration of values learned in their lives, these challenges encompass identity confusion, communication issues, and existential anxiety among students. Additionally, teacher-related challenges such as a lack of awareness of moral philosophies and the necessity of incorporating moral education in the curriculum are evident. Obstacles also include students' struggles with laziness, boredom, and digital distractions, emphasizing the importance of support, motivation, and a conducive learning environment. Moreover, the studies underscore the impact of external factors like unfavorable house boundaries, TV influence, and cultural variations in hindering the effective implementation of character education programs.

Additionally, there is a lack of studies related to values application learned from values education subject in the school. This has led the researcher to conduct research about "Barriers to Practicing Values: Challenges Encountered by Values Education Students in Applying Values Education to Their Everyday Lives". Our research complemented Herlina et al.'s study by shedding light on the practical challenges faced by students when trying to apply the implement moral and character education in their everyday lives. While Herlina et al., (2018) focused on the integration of character education, our study provided insights into whether students effectively internalize and applied the values taught in school. The researchers study extends Khoury's (2014) findings by examining whether values education helped students navigate transitional phases, not just from elementary to middle school, but also in Tertiary Education into a workforce as citizen of the country. Investigating the challenges students encountered in applying values education offered insights into how character/values education programs could be tailored to support students during critical transitions and transformation.

This study addresses the challenges and barriers students faced in applying values education to their everyday lives and provided actionable recommendations for educators, curriculum designers, and policymakers. This helped improve the effectiveness of values education programs in various educational settings, from elementary to higher level of education. Additionally, this contributed to a more holistic understanding how values development could be integrated into various educational levels and disciplines.

### **Statement of the problem:**

1. What are the barriers and challenges faced by Values Education students in integrating and applying Values Education to their daily lives?
2. What factors influence how effectively students of Values Education understand and apply the concepts from their studies in real-world situations?
3. What coping mechanisms do Values Education students employ to overcome the barriers and challenges they face in applying Values Education in their daily lives?

This study is important to discover the factors affecting barriers to practicing values: challenges encountered by Value's Education students in applying Values Education to their everyday lives at Leyte Normal University. Also, the results of this study would benefit the following:

**Institutions.** The findings would provide insights into the effectiveness of the Value's Education program at Leyte Normal University. This information could guide educational institutions in refining their value's education curriculum, instructional strategies, and support systems to enhance students' Values application.

**Teachers.** The study would shed light on specific values most influenced by the Value's Education Teachers. Understanding which values are effectively imparted could helped educators and program developers focus on promoting those values and identifying potential areas for improvement.



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**Students.** Values Education plays a crucial role in fostering character development among students. By exploring the relationship between Values Education and applying Values Education to their everyday lives, the study could contribute to the knowledge of character education and support the cultivation of responsible and ethical individuals within the academic setting.

**Curriculum Developers.** The research could identify challenges and barriers Curriculum developers faced in applying the values they learn. This understanding could inform the development of tailored interventions and support systems to help students overcome obstacles and translate Values Education into meaningful actions and behaviours.

## **II. METHODOLOGY**

### **Research Design**

The researchers employ a phenomenology research design. The researcher will use phenomenology research design to identify the challenges encountered by values education students in applying values education to their everyday lives. Phenomenology is a qualitative research design that focuses on understanding the lived experience of a phenomenon from the perspective of those who have experienced it (Moustakas, 1994). Phenomenological research design centers on capturing and analyzing the beliefs, feelings, and perceptions of participants who have directly experienced the phenomenon under investigation, with sole emphasis on their views and perspectives (Dovetail Editorial Team, 2023).

According to Boyd (2017), phenomenology is interested in people's individual experiences. It usually involves long, in-depth- interviews with subjects, and sometimes researchers will interview the same subject several times to get a full picture of their experience with the phenomenon. This method aims to delve into the participant's perspective, experience, and subjective interpretations, allowing the researcher to understand their thoughts, emotions, and beliefs on the research topic. Using the interview method, the researcher seeks to capture nuanced and contextualized data that can contribute to a comprehensive analysis and generate insightful findings (LibGuides: Qualitative Study Design: Surveys & Questionnaires, 2013.).

This study explores the challenges that values education students face when applying their learning to real-life situations. Phenomenology is chosen as the most suitable approach because it allows researchers to delve into the firsthand experiences of values education major students. They are directly involved in the learning process and have firsthand experience with values education.

### **Research Locale**

This study will be conducted at Leyte Normal University (LNU), a distinguished public institution located in Tacloban City, renowned for its specialized focus on education programs. The research specifically targets students enrolled in the Bachelor of Secondary Education major in Values Education program at LNU. Leyte Normal University was strategically selected as the research locale for it stands as the sole university in Tacloban City that offers a Values Education program. This university is an ideal setting for investigating and understanding the nuances of Values Education among Bachelor of Secondary Education students. The data collection process will involve conducting interviews with participants in their respective classrooms or any other comfortable location of their choice within the university premises. The study is scheduled to take place during the first semester of the Academic Year 2023-2024, aligning with the university's academic calendar.

### **Participants of the study**

The target population of this study involves the Bachelor of Secondary Education major in Values Education students from Leyte Normal University S.Y 2023-2024. The researchers identified the participants using convenience sampling.

### **Research Instruments**

The researchers utilized a semi-structured interview guide in gathering the data. According to George (2023) semi-structured interview method serves as a data collection approach in which a set of meticulously designed open-ended questions is utilized to obtain in-depth and detailed information from the participants.

The researcher chose semi-structured interview guide to get the perceptions, opinion and experiences of the students of the bachelor of secondary education major in values education on the challenges they encountered in applying values learned in values education program in their day to day lives. Semi-structured interview guide is an appropriate research instrument in this study. The researchers will be able understand the opinions, and perceptions of the values education students. Since it consists of open-ended questions, the researchers can gather a lot of information by asking them questions and the flexibility of the instrument by giving them follow-up questions.

### **Research Procedure**

This research adopts a qualitative approach, employing a letter of permission to secure consent from participants for conducting semi-structured interviews. The interview guide, tailored for ten convenient participants, explores the challenges faced by Values Education students in applying their learning to everyday life.

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Upon completing the interviews, the data analysis process involves translating participants' responses into English, engaging in data familiarization through repeated readings to grasp the content nuances, and generating themes to unveil patterns and essence within the studied phenomenon. The subsequent step includes crafting descriptive narratives that capture the depth and richness of participants' experiences.

To validate the findings, a member-checking process is employed, where researchers share their interpretations and themes with participants to ensure alignment with their experiences. Additionally, peer review seeks feedback from the researcher's adviser, maintaining a continuous reflexive stance to reflect on potential biases and assumptions throughout the analysis.

The final synthesis integrates identified themes into a coherent and meaningful framework, offering a comprehensive understanding of the challenges Values Education students encounter in applying their knowledge to real-life situations.

### Data Analysis

To provide a clear, objective, valid, and reliable presentation and analysis interpretation of the important facts and information. The researchers will use the seven steps of Colaizzi's phenomenological method. Colaizzi's (1978) phenomenological method is a descriptive approach used in the social and human sciences, including psychology and health sciences. Colaizzi's method involves a distinctive seven-step process that provides a rigorous analysis. Each step stays close to the data, and the end result is a concise yet all-encompassing description of the phenomenon under study. The seven steps are familiarization; the researcher familiarizes him or herself with the data, by reading through all the participant accounts several times, identifying significant statements; the researcher identifies all statements in the accounts that are of direct relevance to the phenomenon under investigation, formulating meanings; the researcher identifies meanings relevant to the phenomenon that arise from a careful consideration of the significant statements, clustering themes; the researcher clusters the identified meanings into themes that are common across all accounts, developing an exhaustive description; the researcher writes a full and inclusive description of the phenomenon, incorporating all the themes produced at 4th step, producing the fundamental structure; the researcher condenses the exhaustive description down to a short, dense statement that captures just those aspects deemed to be essential to the structure of the phenomenon, seeking verification of the fundamental structure; The researcher returns the fundamental structure statement to all participants to ask whether it captures their experience. He or she may go back and modify earlier steps in the analysis in the light of this feedback.

## III. RESULTS AND DISCUSSION

**Table 1. Challenges in Applying Values**

<i>Barriers and Challenges of Val.Ed Students</i>	<i>Statement</i>
Difficult Values to Apply	<i>"The values that I find particularly difficult to integrate in my daily routine are courage and commitment. I don't have the courage to go out of my comfort zone and have no dedication in everything that I do. Most of the time, I do things just for compliance. It feels like I'm stuck in a loophole. Some call it functional freeze and I think I find it difficult to integrate because I lost my passion."</i>
	<i>"I think respect is very difficult to integrate because as of now there many students who don't know how to respect other people."</i>
	<i>"Yes, like empathy because a number of things, like preconceived notions, private worries, or a lack of time to truly comprehend others, can make empathy difficult."</i>
	<i>"Because of how demanding a fast-paced world may be, integrating patience and resilience into everyday routines might be difficult."</i>
	<i>"Being optimistic or positive because when insecurities strike, it eats all positiveness that I have."</i>
	<i>"Yes, I have. I think the values that I find difficult to integrate in my daily life is being determined. Sometime I am demotivated to accomplish some task especially school works."</i>

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### Internal Challenges

*"My emotions because sometimes because of my emotions I forget those values that I have."*

*"It can be difficult to apply taught principles in daily life for a variety of reasons, including personal habits, competing goals, and outside pressures. Common challenges include maintaining consistency in behavior, facing ethical dilemmas, and striking a balance between ideals and realities. Aligning one's behavior with strongly held ideals can also be hampered by peer pressure, societal expectations, and unanticipated events. It frequently takes self-awareness, resiliency, and a deliberate effort to prioritize values in spite of outside forces to overcome these obstacles."*

*"Balancing priorities can be tricky, making it a challenge to apply values consistently."*

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### External Influences

*"It impacts me in a way that you need to have a good attitude in order not to be hate with other people."*

*"External influences, such as media and peer pressure, can shape individuals' perceptions of values and directly impact their behavior, leading to conflicts with the principles taught in Values Education programs. The ability to navigate these external pressures while remaining true to one's values is a significant challenge in effectively integrating Values Education into daily life."*

*"Values can be influenced by societal standards, and financial demands can have an impact on making decisions that are in line with one's own values or priorities."*

*"Economic and social pressures, for example, can have a big impact on how well I grasp and put values education into practice in my day-to-day life. The resources available for values education and the ease of access to education are also influenced by socioeconomic circumstances. People from underprivileged origins could find it more difficult to access opportunities for personal growth, moral guidance, and high-quality education."*

*"Expectations from society and money pressures can make it hard to stick to our values every day."*

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### Consistency

*"It can be difficult to apply taught principles in daily life for a variety of reasons, including personal habits, competing goals, and outside pressures."*

*"I think respect is very difficult to integrate because as of now there are many students who don't know how to respect other people."*

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This theme addresses the difficulties encountered in consistently applying the values learned in values education to everyday life. Challenges in applying values explores the intricate challenges individuals encounter when attempting to apply the values learned through values education in their daily lives. These challenges can stem from internal conflicts, where personal struggles arise when values are tested, leading to feelings of guilt, confusion, and self-doubt. External pressures, such as societal norms and peer expectations, can also pose difficulties, especially when they conflict with learned values. Practical constraints, like financial limitations, can hinder the application of certain values, such as generosity. Consistency in applying the values in the fast-paced world and diverse people encounter and perspectives. The lack of reinforcement, due to insufficient ongoing values education or absence of role models, can lead to overlooking or forgetting the learned values. Lastly, the complexity of real-world situations,

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which often lack clear-cut solutions, can make it challenging to determine how to apply the learned values. According to AbbasAli (2010) challenges in applying values learned from school arise due to the subjective and relative nature of values, as well as the influence of cultural, societal, and political factors. Additionally, the application of values in the education system is influenced by the political system of a society (Matúšová, 1997). According to Akram et al. (2021) holistic development and the fostering of moral values are crucial for the prosperity of society, but the current situation shows a disintegration of moral values.

Difficult values to apply in navigating the complexities of integrating values into their daily lives, participants' responses illuminate the myriad challenges they face in embodying certain values. These challenges reflect not only individual struggles but also broader societal influences and personal experiences that shape their perceptions and behaviors. For instance, some participants find it hard to be courageous and committed because they lack motivation and feel stuck in routines, they feel obliged to follow. Others mention that integrating respect is tough due to prevailing societal norms. Additionally, empathy poses challenges due to factors like preconceived ideas and busy schedules, making it hard to understand and connect with others. Furthermore, the fast pace of modern life makes it tough to be patient and resilient regularly. Likewise, maintaining optimism is a struggle for many, as insecurities can undermine a positive outlook. Lastly, some participants find it hard to stay determined, especially when facing demotivation and academic pressures.

Internal challenges faced by participants, indicate that emotions often play a significant role, sometimes causing individuals to forget the values they hold. Furthermore, participants highlight various external factors that complicate the application of values, such as personal habits, competing goals, and outside pressures. Additionally, the mention of ethical dilemmas and the need to balance ideals with realities underscores the difficulty of maintaining consistency and integrity in behavior. This implies that individuals may encounter conflicts between what they believe is right and what is practical or expected of them by society. Moreover, the reference to peer pressure, societal expectations, and unforeseen events emphasizes the external obstacles that can hinder individuals from prioritizing their values. This suggests that societal norms and external circumstances can exert significant influence on behavior, making it challenging to stay true to one's principles.

External Influences the participants' responses collectively highlight the significant impact of external influences on individuals' ability to uphold values in their daily lives. Participant responses suggest that societal standards, peer pressure, and media portrayal can shape perceptions of values, influencing behavior and leading to conflicts with principles taught in education programs. This indicates a struggle to navigate external pressures while staying true to one's values, emphasizing the challenge of integrating values education into daily life effectively. Moreover, financial demands and socioeconomic circumstances are noted to affect decision-making processes, potentially leading individuals to compromise their values to meet practical needs. This underscores the influence of economic and social pressures on the ability to practice values in everyday situations, particularly for those from underprivileged backgrounds who may face greater barriers to accessing opportunities for moral guidance and education. Additionally, expectations from society and pressures related to money are cited as factors that make it difficult to adhere to values consistently. This further emphasizes the impact of external forces on individuals' adherence to their principles, highlighting the struggle to maintain integrity in the face of societal and financial pressures.

Consistency the participants' responses shed light on the challenge of consistency in integrating values into daily life, particularly regarding the principle of respect. Participant responses indicate that consistency is hindered by various factors such as personal habits, competing goals, and external pressures. This suggests that individuals may struggle to maintain a consistent adherence to values due to internal and external influences pulling them in different directions. Furthermore, the mention of respect being difficult to integrate highlights a specific aspect of consistency. The participant suggests that inconsistency in demonstrating respect may stem from a lack of understanding or awareness among peers, indicating a discrepancy between taught principles and observed behaviors.

**Table 2. Influences of Teachers and Role models**

<i>Impact of teachers and role models to the Val.Ed Students</i>	<i>Statement</i>
Teacher Influences	<i>“The way a teacher presents their attitude, values, and teaching style can have a significant impact on how well students understand and adopt the values being taught. Additionally, if a teacher's actions are not in line with the values they preach, students may struggle to internalize and apply those values in their own lives.”</i>
	<i>“Yes. As a teacher, he/she can influence his/her students, may it be positively or negatively. Teachers can affect us because they are part of the environment where we strive to develop ourselves.”</i>



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*"Yes, a teacher's attitude, values, and teaching style can significantly influence my understanding and adoption of the values taught. For students like me, teachers act as role models. I can model my behavior, attitudes, and values after my teachers as I look up to them a lot. I am more likely to internalize and accept the principles that a teacher teaches if they are consistently exhibited and lived by them. I am more inclined to interact with and absorb the lessons being taught if I believe the instructor to be real, honest, and reliable. Students like myself are more likely to be positively impacted by teachers who model good behavior."*

*"Yes, because students apply what they have learned from their teachers."*

*"Teachers should serve as role models for their pupils and the lessons they teach will affect them throughout their entire lives, even after they graduate."*

*"Absolutely, a teacher's attitude, values, and teaching style significantly impact students' understanding and adoption of values by serving as role models and guiding influences in their lives."*

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Role Models

*"Yes, my former teacher. She is also a guidance counselor and I'm hoping to be like her someday."*

*"My mother is someone I admire for living a moral life."*

*"Yes, my family because even though we are not perfect and did some wrong doings it helps me to reflect and be responsible in our action."*

*"One of the role models I look up to in applying those different values is my mother because she's the one of a kind."*

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This theme shows the importance of the influence that teachers and role models have on shaping an individual's understanding and adoption of values. Teachers, with their knowledge and experience, play an important role in imparting values education. They not only teach values in a formal setting but also demonstrate them through their actions and behavior, thereby serving as living examples of these values. Similarly, role models, who could be parents, peers, or public figures, significantly impact an individual's value system. The values exhibited by these role models are often admired and emulated by individuals. Their actions and decisions in various situations provide practical examples of how values can be applied in real life. The influence of teachers and role models is not just limited to the dissemination of knowledge about values but extends to shaping the way these values are understood, appreciated, and incorporated into daily life. This theme emphasizes the importance of having positive and inspiring figures in one's life for effective values education. According to Rokhman and Misbah (2023) teachers play a crucial role as role models in influencing the values of students by conveying positive values and norms, shaping students into virtuous individuals through values education in schools. According to Fithriani et al. (2021) teachers as role models influence students' values by demonstrating attitudes and behaviors aligned with societal norms, supporting values education programs, and helping students develop good character.

The participants' responses collectively emphasize the profound influence teachers have on students' understanding and adoption of values, aligning with the subtheme of Teacher Influence. They highlight how teachers serve as role models, guiding students not only academically but also in their development of values and character. Participant responses underscore the importance of a teacher's demeanor, values, and teaching style in shaping students' perceptions and behaviors. Furthermore, the notion that students apply what they learn from their teachers emphasizes the direct impact of educators on students' lives. This suggests that teachers play a crucial role in not only imparting knowledge but also instilling values that students carry with them long after they leave the classroom. Moreover, the idea that teachers' influence extends beyond the classroom and can impact students even after they graduate reinforces the lasting imprint educators leave on their students. This highlights the significance of teachers as enduring figures in students' lives, shaping their beliefs and actions well into adulthood.

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Role model, participants reflect on the influential figures in their lives who serve as role models, guiding their understanding and application of values. Through personal anecdotes and reflections, they highlight the significance of these role models in shaping their moral character and aspirations. One participant looks up to their former teacher who also serves as a guidance counselor, expressing a desire to follow in her footsteps. This illustrates how educators can serve as role models not only academically but also in their moral character, inspiring students to aspire to similar qualities. Another participant cites their mother as a role model for living a moral life, emphasizing the influence of familial figures in shaping values and behaviors. This highlights the profound impact parents can have on their children's development and underscores the importance of familial role models in instilling virtues. Additionally, a participant reflects on their family as role models, despite imperfections, recognizing the value of learning from past mistakes and striving for responsibility in actions. This illustrates how familial dynamics can serve as a source of guidance and inspiration, fostering a sense of accountability and growth. Moreover, another participant admires their mother as a one-of-a-kind role model, highlighting the unique qualities that make her an exemplar of the values they seek to embody. This shows the individualized nature of role models, and the personal connections individuals form with those they admire helps in the application of values as a living example the application of values in the realities. According to Duckworth and Lab (2020) teachers and parents as role models significantly influence students' values. Modelling behavior is crucial for character development, as observed in the paper "Preach What You Practice" This shows the individualized nature of role models, and the personal connections individuals form with those they admire.

**Table 3. Strategies for Overcoming Challenges**

<i>Strategies employed by Val.Ed students to overcome challenges in integrating values into their everyday lives.</i>	<i>Statement</i>
Self-Reflection	<p><i>"To critically think what is right and wrong, and if this actions I made can be good for me or the others."</i></p> <p><i>"Yes, engaging in regular self-reflection helps manage challenges by fostering self-awareness and identifying areas for personal growth."</i></p> <p><i>"I'm having conversations with myself but I'm not sure if it is a good self-reflection exercise. It helps me to identify the problem, analyze the situation and come up with possible solutions for me to be able to handle the challenges. I mentally talk to myself but there are also times where I write it in a paper for better reflection."</i></p> <p><i>"Yes, Self-reflection and self-awareness exercises are essential for anyone looking to understand and manage challenges related to their values. These exercises help me to examine my thoughts, emotions, and behaviors in relation to my values, leading to growth and improvement. Through journaling, meditation, or regular introspection sessions, I gain clarity on my personal values, strengths, and areas for development."</i></p>
Seeking Support	<p><i>"My support networks are my family, friends, and God."</i></p> <p><i>"I rely on friends, family, and mentors for support, learning from their experiences to navigate challenges related to values."</i></p> <p><i>"I have families and friends who I can talk to but most of the time, it's my parents. They told me that if I can forgive other people, I should also learn to forgive myself and learn from my mistakes. The moment I made peace with myself is also the moment that it became easier for me to embrace the values that I gained from a lot of people."</i></p> <p><i>"The resources or support networks I rely on to help me overcome challenges about values integration Communities and Support Groups being a part of a community or support group that shares similar</i></p>

*values can provide a sense of belonging and reinforcement. These communities offer opportunities for discussion, collaboration with others, and mutual support in upholding shared values.”*

*“The first people in my life who I turn to for support are God and my family. For example, I know that my family is our comfort zone and that no matter what circumstances we face, they will never abandon us or fail to support us in getting through them. Therefore, if I am having difficulties in my studies, I should first talk to God in prayer.”*

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This theme focuses on the strategies employed by participants to overcome barriers to integrating values into their daily lives. Integrating personal values into daily life can be challenging due to various barriers such as social pressure, fear of rejection, and conflicting interests. However, overcoming these challenges is essential for personal growth, well-being, and maintaining integrity. Overcoming challenges can also lead to increased confidence, resilience and can lead innovation and creativity of creating out of the box solutions (Understanding the Importance of Overcoming Challenges - FasterCapital, 2010).

Within this subtheme self-reflection, participants delve into the practice of self-reflection as a powerful tool for personal growth and navigating challenges related to values. Through introspection and contemplation, they explore their thoughts, emotions, and actions, seeking clarity and understanding. The participants emphasize that self-reflection involves critical thinking about one's actions and their potential impacts on oneself and others. Participant responses suggest that self-reflection serves as a tool for self-awareness and personal growth, helping individuals identify areas for improvement and develop strategies to overcome challenges. Furthermore, the mention of having conversations with oneself and utilizing different methods like mental dialogue or journaling demonstrates the diverse ways in which individuals engage in self-reflection. This highlights the personal nature of Self-Reflection and underscores its adaptability to individual preferences and needs. Moreover, participants recognize the value of self-reflection in examining thoughts, emotions, and behaviors in relation to personal values. They note that practices such as journaling, meditation, or introspection sessions facilitate clarity on values, strengths, and areas for development.

In exploring the subtheme of Seeking Support, the participants' responses shed light on the diverse ways individuals lean on their support networks when confronting challenges related to values. From family and friends to mentors and spiritual beliefs, each avenue of support plays a vital role in guiding individuals through difficult times and reinforcing their commitment to upholding their cherished values. The participants' responses collectively underscore the significance of seeking support from various sources when facing challenges related to values, aligning with the subtheme of Seeking Support. They highlight diverse support networks, including family, friends, mentors, and spiritual beliefs, all of which play crucial roles in providing guidance and encouragement during difficult times. Participant responses indicate that family and friends serve as immediate sources of support, offering understanding, advice, and wisdom based on their own experiences. They provide comfort and reassurance, fostering an environment where individuals feel safe to express themselves and seek guidance. Furthermore, mentors and communities with shared values are noted as valuable resources for support. These relationships offer opportunities for collaboration, discussion, and mutual reinforcement, creating a sense of belonging and validation for individuals striving to uphold their values. Moreover, spiritual beliefs, such as faith in God, provide a foundation of strength and comfort for individuals facing challenges. Spiritual practices, like prayer, offer solace and guidance, helping individuals navigate difficulties with a sense of purpose and resilience.

#### **IV. DISCUSSION**

The study identified several challenges faced by values education students in applying learned values to their daily lives. These challenges include emotions, external influences, ethical dilemmas, socio-economic pressure, inconsistencies in role models such as teachers, families, and peers. Peer pressure, cultural norms, personal biases, conflict between personal and institutional values, limited real-world application, external influences, and emotional barriers. Findings show that emotion can cloud judgment and lead to inconsistencies in behavior causing individuals to forget the values they hold. External influences such as societal norms, peer pressure, and media portrayal can exert considerable pressure on individuals to conform to certain behaviors and attitudes. These influences conflict with individuals' personal values, creating internal struggles and dilemmas. Ethical dilemmas arise when individuals face conflicting values or moral choices, often stemming from the tension between idealistic principles and practical realities. Socio-economic pressures, such as financial constraints and social pressures, can influence decision-making processes, potentially leading individuals to compromise their values to meet practical needs. Additionally, the impact of inconsistencies in role models is significant. While students are taught certain values within the classroom, they may encounter contradictory behaviors from influential figures in their lives, such as family members, peers, or societal leaders. This inconsistency can create cognitive dissonance, leading students to question the authenticity and relevance of the values being taught. Rismawati and Wardana (2023) identified environmental factors and student-related barriers in values education, which supports the discussion's identification of

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socio-economic pressures and external influences as critical challenges. This highlights the need for a supportive educational environment to foster values integration.

Moreover, the pervasive influence of peer pressure and societal norms emerged as prominent barriers to values integration. Students often find themselves navigating social environments where conformity to prevailing norms may conflict with the values they have internalized. The pressure to conform to societal expectations can overshadow their adherence to moral principles, causing them to prioritize social acceptance over ethical considerations. Additionally, Syapal and Amin (2022) discussed the obstacles faced by students, such as laziness and boredom, which relate to this study findings about the external influences and personal biases that hinder consistent value application. Syapal and Amin (2022) findings emphasize the necessity of motivation and support, which relates to this study coping mechanisms of seeking support and self-reflection.

Furthermore, the researchers uncovered the role of personal biases in hindering students' ability to apply learned values consistently. Each individual possesses a unique set of biases shaped by personal experiences, cultural background, and social conditioning. These biases can distort their perception of ethical dilemmas and influence decision-making, leading to actions that deviate from their professed values. Another significant finding pertains to the conflict between personal values and institutional values. Students may encounter situations where the values promoted by educational institutions or societal structures diverge from their own moral compass. Negotiating this conflict requires students to navigate complex ethical terrain, often leading to internal conflict and moral ambiguity.

Moreover, the results show the limited real-world application of values education as a key challenge. In the study of Akram et al. (2021) noted the lack of awareness among teachers about moral philosophies, highlighting the need for professional development. This parallels the discussion's point about the gap between theoretical knowledge and practical application, reinforcing the need for experiential learning opportunities. While students may grasp theoretical concepts within the classroom setting, they may struggle to translate these principles into practical action in real-life scenarios. This gap between theory and practice shows the need for experiential learning opportunities that allow students to engage with values in authentic contexts. Moreover, emotional barriers emerged as significant impediments to values integration. Fear, anxiety, and self-doubt can paralyze students, preventing them from acting in alignment with their values. Emotional resilience and self-efficacy are essential qualities for overcoming these barriers and navigating ethical challenges effectively.

Additionally, the coping mechanisms that participants used when faced with challenges are self-reflection and seeking support. Self-reflection involves critically examining one's thoughts, emotions, and actions, serving as a cornerstone for fostering self-awareness and facilitating alignment with personal values. Through self-reflection, individuals gain insights into their behaviors and motivations, empowering them to make informed decisions that resonate with their principles. Participants highlighted diverse methods of self-reflection, showcasing its adaptability to individual preferences and needs. From engaging in mental dialogue to journaling or practicing meditation, individuals utilize various tools to delve deep into their inner thoughts and emotions. These practices provide clarity and understanding, enabling individuals to uncover hidden insights about themselves and their values.

Seeking support is another coping mechanism used by participants. They emphasized the importance of seeking support from diverse sources, including family, friends, mentors, and spiritual beliefs. Each support network offers unique perspectives, guidance, and encouragement, enriching individuals' experiences and bolstering their resilience in times of need. By tapping into these different sources of support, individuals can navigate value-related challenges effectively. These support networks family and friends, along with mentors collectively provide a nurturing environment where individuals feel safe to express themselves and seek guidance. These relationships offer comfort, understanding, and practical advice, strengthening individuals' resolve to uphold their values amidst adversity. Additionally, spiritual practices such as prayer offer solace and guidance, reinforcing individuals' resilience and determination to align with their deeper values and convictions. The integration of self-reflection and seeking support creates a synergistic approach to personal growth, empowering individuals to navigate challenges with integrity and grace, thereby shaping a values-driven approach to life with profound and lasting effects.

In conclusion, this study unveils a multitude of challenges confronting values education students as they endeavor to apply learned values to their daily lives. These challenges, ranging from emotions, external influences, ethical dilemmas, socio-economic pressure, and inconsistencies in role models to the pervasive influence of peer pressure and societal norms, underscore the complexity of values integration. Moreover, personal biases, conflict between personal and institutional values, limited real-world application, external influences, and emotional barriers further compound the intricacies of ethical decision-making. The findings underscore the imperative of bridging the gap between theory and practice in values education and highlight the critical role of emotional resilience in overcoming barriers to values integration. Coping mechanisms such as self-reflection and support networks help in navigating challenges. By addressing these challenges and implementing targeted interventions, educators and policymakers can cultivate a culture of ethical responsibility and integrity, empowering individuals to navigate ethical dilemmas with clarity and conviction.

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## V. SUMMARY OF FINDINGS

The study explored the challenges encountered by values education students in applying values education to their everyday lives of the Bachelor of Secondary Education Major in Values Education at Leyte Normal University, shedding light on the multifaceted nature of integrating learned ethical principles into real-world situations. It revealed inconsistencies in role models as a significant barrier, with students often facing contradictory behaviors between the values taught in classrooms and those exhibited by influential figures in their lives, leading to confusion and doubt about the practicality and authenticity of these values. Peer pressure and societal norms further complicate this landscape, as the desire to conform can overshadow the commitment to uphold ethical standards. Personal biases and the conflict between individual and institutional values create additional layers of complexity, challenging students to reconcile internal beliefs with external expectations. A notable gap between theoretical knowledge and its practical application was identified, highlighting the necessity for more experiential learning opportunities that allow for the engagement of values in concrete situations. Emotional barriers, including fear and self-doubt, were also found to impede the application of values, underscoring the importance of emotional resilience in ethical decision-making. Coping mechanism such as self-reflection and support network helps in navigating the challenges encountered. Collectively, these findings underscore the need for a holistic approach to values education, one that bridges the gap between theoretical instruction and real-life application, ensuring students are equipped to navigate the ethical complexities of daily living

## VI. CONCLUSION

The study revealed that the Bachelor of Secondary Education Major in Values Education at Leyte Normal University faces significant challenges in effectively integrating and applying the principles of values into the daily lives of the students. The identified barriers ranging from emotions, external influences, ethical dilemmas, socio-economic pressure, inconsistencies in role models, the influence of peer pressure and societal norms, to the conflicts arising from personal biases and between personal and institutional values highlight the complexities involved in the practical application of values education. Additionally, the limited opportunities for real-world application and emotional barriers such as fear, and self-doubt further exacerbate these challenges. Though coping mechanism such as self-reflection and support network can help in navigating challenges. Other challenges such as the values conflict between the school taught values and the role models requires practical solution. These findings underscore the importance of addressing both the internal and external factors that influence the effectiveness of values education. By acknowledging these challenges, the program can better prepare its students to navigate the ethical landscapes of their personal and professional lives, ensuring that the values taught in the classroom are not only understood but lived. This study emphasizes the need for a more integrated approach that combines theoretical knowledge with practical application, fostering environments that encourage the consistent practice of learned values in diverse and often challenging real-world contexts.

## VII. RECOMMENDATIONS

The results and discussions from the research led the researchers to suggest the following recommendations:

**Schools:** Provide constant workshops for both teachers and students on values-related subjects and projects, enhancing their understanding and application of values.

**Students:** Actively seek opportunities to apply learned values in daily life. Participate in organization and activities that promote values application.

**Curriculum Developers:** Integrate more case studies, real-life scenarios, and ethical dilemmas into the curriculum to help students navigate the complexities of applying values in diverse situations.

**Future Researchers:** Future studies should increase sample size to provide a comprehensive understanding of internalizing values education. It's also highly suggested to investigate how different cultural, socio-economic, and institutional contexts affect the application of values education.

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