Challenges of Non-Values Education Teachers in Teaching Secondary Values Education

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INTRODUCTION

Background of the Study

Values education is the process by which people give moral values to each other. It can be an activity that can take place in any human organization. During which people are assisted by others, who may be older, in a condition experienced to make explicit our ethics in order to assess the effectiveness of these values and associated behavior for their own and others' long term well-being, and to reflect on and acquire other values and behavior which they recognize as being more effective for long term well-being of self and others Powney et al. (2013). The process of values education is designed to help students develop positive attitudes and behaviors that promote the common good and contribute to a better society. However, the effective establishment of values education necessitates educators who are proficiently skilled in the principles and methodologies of values education.

In secondary schools, teachers who are not specifically trained in values education are often assigned to teach values education classes which can be challenging. These non-values education teachers may lack the necessary knowledge and skills to effectively teach values education, resulting in difficulty engaging students and achieving the desired outcomes of the education. Teaching values education is crucial for instilling positive values and behaviors in students, but it can be challenging for non-values education teachers, especially at the secondary level. Non-values education teachers encounter various challenges when teaching values education. These challenges include: (1) Lack of expertise and training, leading to difficulties in planning and delivering effective lessons; (2) Limited understanding of the subject matter, resulting in reduced confidence and trouble addressing students' queries; (3) Struggles in adapting content to students' comprehension levels, especially when teaching secondary values education in elementary; (4) Inadequate support and resources, like textbooks and training programs, hindering effective teaching; and (5) resistance from students and parents who consider the subject irrelevant or intrusive, making it hard for teachers to manage and emphasize its importance.

Schools have always been regarded as institutions where students receive both academic and moral training necessary for their success in life. It is essential for students to have opportunities to learn moral ideals, enabling them to become capable and ethical citizens (Kaur, 2019).

Focusing on primary and secondary education, a study by Mulugeta et al. (2011) investigated the effectiveness of civics and ethical education. The study concluded that desired behavioral outcomes were not achieved due to limited resources, gaps between theory and practice, and insufficient stakeholder cooperation. According to teachers, the core values of the subject were insufficient to foster a harmonious society Emiru et al. (2021). The research focused on the issues associated with the implementation of civics and ethical education as a separate topic. They did not address the potential difficulties of teachers' participation in values-education in an integrated way. It appears that the general belief that a strictly structured, explicit special course in values-education is enough to establish acceptable moral character underlies these studies. Furthermore, based on our personal observations, many people today have developed morally repugnant tendencies, such as individual or collective selfishness, which, according to Seifu et al. (2021), could lead to the extinction of humanity.

Consequently, by posing the following overarching research question. What are the primary challenges that secondary school teachers encounter when participating in integrated values education, specifically in terms of designing curriculum, selecting suitable teaching materials, and effectively engaging students in values-based learning? academics have been encouraged to look into the difficulties associated with an integrated values-education. What difficulties must secondary school teachers overcome in order to take part in values education? This research aims to identify and analyze the challenges that non-values education teachers face when teaching secondary values education. Specifically, the study seeks to explore the difficulties that these teachers encounter in designing the curriculum, selecting appropriate teaching materials, and engaging students in values-based learning.

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Furthermore, By shedding light on these challenges, this study hopes to contribute to the development of effective strategies for improving the quality of values education in secondary schools.

The study investigates into the intricate landscape faced by non-values education teachers when tasked with imparting secondary values education. It scrutinizes the challenges that arise, exploring the potential disparities in pedagogical approaches and the nuanced navigation required in conveying values that may not align with their core expertise. The research aims to unearth the complexities these educators encounter, ranging from philosophical incongruities to practical hurdles in engaging students effectively. By dissecting these challenges, the study seeks to propose strategies, support systems, and training mechanisms that can empower non-values education teachers to bridge the gap and foster a more holistic values education in secondary settings.

STATEMENT OF THE PROBLEM

The study addresses the pressing issue of challenges faced by non-values education teachers in the realm of secondary values education. The problem lies in the potential discord between the expertise of these educators and the nuanced nature of values education. It seeks to identify and analyze the specific obstacles encountered, whether they be conceptual, methodological, or contextual. Understanding these challenges is crucial for developing targeted interventions, training programs, and support mechanisms that can enhance the effectiveness of non-values education teachers in imparting secondary values education, thereby contributing to the overall quality of moral and ethical development in secondary school settings.

Specifically, researchers are guided with the following questions for this study:

1. What challenges do non-values education teachers encounter in secondary values education regarding curriculum design, material selection, and engaging students in values-based learning?
2. What challenges do non-values education teachers face in designing the curriculum for secondary values education, considering content appropriateness and alignment with educational standards and guidelines?
3. What challenges do non-values education teachers encounter in choosing materials for secondary values education, considering diverse needs, and how does this impact values-based learning promotion?
4. How do non-values education teachers encounter difficulties in engaging secondary students in values-based learning, dealing with issues like indifference, resistance to moral teachings, and integrating values across subjects?

PURPOSE OF THE STUDY

To identify and analyze the challenges faced by non-values education teachers when teaching secondary values education.

To explore the experiences and perceptions of non-values education teachers in relation to teaching secondary values education.

To understand the strategies employed by non-values education teachers in coping with the challenges of teaching secondary values education.

To investigate the impact of non-values education teachers' challenges on the effectiveness of teaching secondary values education. the general and specific problems in objective statements.

SIGNIFICANCE OF THE STUDY

This study examines the **"Challenges of Non-Values Education Teachers in Teaching Secondary Values Education"**. Hence, study results will dramatically benefit the following.

1. Non-Values Education Teachers:

The study's findings will directly benefit non-Values Education teachers who are tasked with teaching Values Education in secondary schools. By identifying and understanding the challenges they face, this study can provide insights into developing targeted support programs, resources, and trainings to enhance their effectiveness in teaching Values Education. It can help these teachers gain the necessary skills, knowledge, and strategies to navigate the specific challenges they encounter, leading to improved classroom instruction and student interest.

2. School Administration:

The study's results will be valuable for school administrators, particularly those responsible for curriculum planning and teacher professional development. By recognizing the challenges faced by non-Values Education teachers, administrators can make informed decisions about resource allocation, curriculum design, and teacher assignments. The study can guide the development of support systems and professional development programs tailored to address the identified challenges. This, in turn, can improve the overall quality of Values Education curriculum implementation within the school and contribute to a more comprehensive education for students.

3. Parents:

Parents play a crucial role in the moral and character development of their children. The study's findings can benefit parents by providing insights into the challenges faced by non-values education teachers in teaching secondary values education. This knowledge can help parents understand the difficulties teachers face and enable them to better support and collaborate with teachers

in reinforcing values education at home. Parents can also gain awareness of potential gaps in their children's values education and take proactive steps to address them.

4. Community:

Values education is not only the responsibility of teachers and parents but also of the wider community. A strong foundation in values education helps shape individuals who are responsible, empathetic, and socially conscious. The study's results can benefit the community by raising awareness of the challenges faced by non-values education teachers in teaching secondary values education. This awareness can foster community support and engagement in promoting values education initiatives, such as organizing workshops, seminars, or community projects focused on values education. The community can collaborate with schools and parents to create a holistic environment that reinforces and cultivates positive values among secondary students.

Definition of Terms

Non-Values Education Teachers: These educators are tasked with teaching subjects other than Values Education in secondary schools. They might instruct in areas like Mathematics, Science, English, History, or any other subject, excluding Values Education.

1. **Curriculum:** It refers to the overall plan and framework for teaching and learning, including the content, objectives, instructional methods, and assessment strategies used in a particular educational program.

2. **Teaching Materials:** These are resources and materials used by teachers to support instruction and facilitate student learning. In the context of values education, suitable teaching materials may include textbooks, workbooks, handouts, multimedia resources, and other instructional resources that are aligned with the values education curriculum and cater to the diverse needs and backgrounds of students.

3. **Values-based Learning:** It refers to an approach to education that emphasizes the integration of values into the learning process. Values-based learning involves creating opportunities for students to reflect on and apply moral and ethical values in their academic and personal lives.

4. **Phenomenological Study:** It is a research approach that focuses on understanding and describing the lived experiences and perspectives of individuals.

5. **Values Education:** This program aims to nurture students' character by teaching moral, ethical, and social values. It cultivates qualities like empathy, integrity, responsibility, and respect, shaping individuals who excel academically and uphold strong ethics while making positive contributions to society.

6. **Elementary:** This curriculum imparts fundamental moral and ethical values to young learners, helping to shape their character and foster qualities like empathy, responsibility, and respect.

REVIEW OF RELATED LITERATURE

Related Literature

Exploring the challenges faced by non-values education teachers in delivering secondary values education reveals a nuanced landscape at the intersection of pedagogy and moral development. Smith's work (2018) underscores the significance of teacher beliefs in shaping instructional practices, suggesting that a teacher's alignment with values education philosophy enhances effectiveness. However, existing research, such as that by Jones and Brown (2020), predominantly centers on educators within the values education domain.

A critical gap emerges, accentuated by Johnson (2019), as non-values education teachers encounter unique obstacles when tasked with imparting moral principles. The literature emphasizes the potential dissonance between a teacher's subject expertise and the intricate nature of values education. This misalignment may lead to challenges in conveying abstract concepts and fostering meaningful discussions on ethics and morality.

Moreover, studies (Taylor, 2021) underscore the impact of contextual factors, including school culture and administrative support, on the success of values education programs. For non-values education teachers, navigating these contextual nuances adds another layer of complexity to their role in shaping students' moral compass.

This study responds to this research gap by delving into the specific challenges faced by non-values education teachers, aiming to contribute insights that inform tailored interventions, training, and support mechanisms. It seeks to enrich the broader discourse on values education by acknowledging and addressing the unique dynamics at play when educators step outside their traditional subject domains.

Values education, in the opinion of Mohamad N. (2020), is an effort to create people who take an active part in their own development as well as the development of their society and country. The true goal of values education is to help children develop a strong sense of self and moral reasoning skills. It is crucial to comprehend teachers' perceptions on values education since they are the most influential people and play a crucial role in accomplishing values education.

Ferreira & Schulze (2014) assert that in this setting, instructors are tasked with promoting values in the classroom. The study's goal was to find out how instructors felt about how values were taught in the classroom. Between the aims of policymakers and the viewpoints of teachers, there was a gap. This gap was related to the teachers' inadequate understanding of the concept of

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"values in education," which was made worse by a lack of reflection on the matter; a failure to address the influence of teacher identity on values in education; a need for appropriate training; a lack of knowledge on how to address the practical challenges with values in education or how to consider the hidden curriculum; and a lack of knowledge on how to use various strategies effectively to facilitate values in education.

A 2016 Masote study on the adoption and understanding of values education by

teachers. It may be inferred from the observations and interviews that teachers have various conceptions about values education. Additionally, it was shown that teachers had a hard time contextualizing and balancing cultural beliefs with the principles they are expected to instill in students.

A 2019 study by Matakupan, Putrawan, and Neolaka found that environmental citizenship practices among students need to be enduring. We learned that respected education across a variety of fields. As a result, it is essential to include values education at all stages and procedures. Teachers are frequently seen as the primary actors and sources of values for future generations, and their efforts to address community needs are crucial for the success of values education. According to Arthur (2011), educators must view themselves as moral actors and model the kind of admirable moral behavior that society expects of students who will eventually become citizens.

Related Studies

Building upon the foundation lead by the related literature, this section delves into additional studies that contribute to the understanding of challenges faced by non-values education teachers.

Recent work by Garcia and Wang (2022) delves into the psychological aspects of non- values education teachers, revealing the impact of self-efficacy on their confidence in delivering moral education. The findings suggest that cultivating teachers' confidence is pivotal in overcoming the perceived dissonance between subject expertise and values education.

In a cross-cultural exploration, Kim et al. (2017) investigate how cultural differences shape the implementation of values education by non-specialist teachers. The study highlights the need for culturally sensitive approaches and underscores the importance of acknowledging diverse perspectives in crafting effective values education interventions.

Expanding the focus to the digital realm, Patel and Chen (2023) explore the integration of technology in values education, emphasizing its potential to engage students and bridge the gap between non-values education teachers and abstract ethical concepts. The study advocates for the strategic use of technology as a supplementary tool in enhancing values education delivery.

Complementary to Taylor's emphasis on contextual factors, the work of Rodriguez and Gomez (2018) delves into the role of parental involvement in values education. Their findings underscore the need for collaborative efforts between schools and parents to reinforce moral principles, providing valuable insights for non-values education teachers navigating the complexities of moral development within the broader community context.

These studies collectively contribute to a comprehensive understanding of the challenges faced by non-values education teachers, offering nuanced perspectives that can inform targeted interventions, training programs, and supportive measures to enhance the effectiveness of values education across diverse educational settings.

Conceptual Framework

The conceptual framework revolves around the challenges encountered by non-values education teachers in delivering secondary values education. The literature review highlights the significance of teacher beliefs, emphasizing the potential dissonance between subject expertise and the intricate nature of values education. Contextual factors, including school culture and administrative support, add complexity for non-values education teachers. The study aims to fill this research gap by exploring specific challenges, contributing insights for tailored interventions, training, and support mechanisms.

Values education, as described by Mohamad N. (2020), seeks to foster active participation in personal and societal development. The true goal is to help children develop a strong sense of self and moral reasoning skills. Ferreira & Schulze (2014) emphasize instructors' role in promoting values, revealing a gap between policymakers' aims and teachers' perspectives, highlighting the need for appropriate training and strategies. The Masote study (2016) uncovers varied conceptions among teachers about values education, with challenges in contextualizing and balancing cultural beliefs. Matakupan, Putrawan, and Neolaka's study (2019) underscores the enduring nature of environmental citizenship practices and the pivotal role of teachers in values education.

Related studies build upon this foundation, exploring psychological aspects, cultural differences, technology integration, and parental involvement. Garcia and Wang (2022) delve into self-efficacy's impact on teachers' confidence in delivering moral education. Kim et al. (2017) explore cultural influences, emphasizing the need for culturally sensitive approaches.

Patel and Chen (2023) investigate technology's role, advocating for its strategic use in values education. Rodriguez and Gomez (2018) focus on parental involvement, emphasizing collaborative efforts between schools and parents. These studies collectively provide a comprehensive understanding of challenges, informing targeted interventions for non-values education teachers and enhancing values education effectiveness in diverse settings.

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Scope and Limitation

The study, titled **"The Challenges of Teaching Secondary Values Education for Non- Values Education Teachers,"** addresses the difficulties faced by educators who are not specialized in values education when teaching subject.

The study aims to identify the difficulties encountered by these teachers, It suggests that there might be a requirement to establish something beforehand due to reasons such as the teachers facing difficulties like limited training in values education, a shortage of appropriate teaching materials, and possible conflicts between their personal beliefs and the curriculum's prescribed values. It also proposes the idea of making the problem statement more specific by identifying specific indicators or replacing that part with a more general clause to address other challenges that might have been identified. However, there is an importance of acknowledging the limitations of this research. Firstly, the study will focus on non-values education teachers, excluding values education specialists. Secondly, The research will have a specific timeframe and will be limited to a particular school year, possibly using random sampling technique.

Lastly, the study's findings might not apply to other educational contexts or regions due to local policies, resources, and cultural factors.

The research limitations pertain to the narrow focus on secondary schools, specific school year, and geographical region. These constraints might restrict the applicability of the findings to different educational levels, time periods, or regions with distinct policies and cultural factors.

Despite the identified limitations, the study's outcomes remain valuable in understanding the difficulties encountered by secondary values education teachers. By recognizing these limitations, both researchers and readers can accurately interpret the findings within the context of the study's scope, thereby comprehending the specific boundaries under which the research was carried out.

METHODOLOGY

This chapter presents the study's research technique, including research design, research Locale, research participants, research instruments, the data gathering procedure, data analysis, And research ethics employed for correct data interpretation.

Research Design

The research design employed in this study is grounded in phenomenology, a qualitative research approach renowned for its emphasis on understanding and interpreting individuals' lived experiences. As elucidated by Qutoshi (2018), phenomenology involves a conscientious analysis of life events, placing importance on subjective perception and experience. By adopting this approach, the study seeks to delve into the intricate web of non- values education instructors' experiences, aiming to uncover the nuanced layers that shape their professional journey.

One specific classification within phenomenology utilized in this study is hermeneutic phenomenology. This nuanced approach requires researchers to assess firsthand accounts of research participants and develop a comprehensive description or analysis of their experiences with the underlying concepts. Rooted in individual understanding and subjectivity (Patak, 2017; Creswell, 1998), hermeneutic phenomenology serves as a framework for capturing the essence of the studied phenomenon. As the study endeavors to explore hidden perspectives and provide a deeper understanding of the challenges faced by non-values education teachers, the phenomenological research design becomes a robust foundation for the investigation.

Moreover, the study aligns itself with qualitative research methodology to extract data from the subjective viewpoints of the participants. This approach, as noted by Bhandari (2020), involves collecting intangible data to grasp ideas, viewpoints, and experiences. The qualitative methodology enhances the exploration of the participants' challenges, aiming to elucidate the intricate interplay of factors that influence their instructional practices. By opting for a phenomenological and qualitative research design, the study sets the stage for a thorough examination of the lived experiences of non-values education teachers, contributing valuable insights to the educational landscape.

Research Locale

The research will take place at Leyte National High School in Tacloban City, which is a public school. We picked this school because it has a mix of students, and it's in a different location compared to other schools. The idea is to gather a diverse range of experiences and opinions from non-values education teachers in various educational settings. By choosing different schools, we hope to get a broader understanding of the issues these teachers face.

Leyte National High School was chosen based on its student population and geographic variety. This means we want to hear from teachers who deal with different situations and challenges. We believe that by selecting schools with different characteristics, we can paint a more complete picture of the experiences of non-values education teachers. Each school has its own unique environment, and we want to explore how these differences affect the teachers' perspectives and difficulties.

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In essence, the choice of Leyte National High School as our research locale provides a rich and varied context for our study. We're aiming to capture the real-life situations faced by non-values education teachers in different settings, helping us uncover the common challenges and unique aspects of their experiences.

Participants of the Study

In selecting participants for this study, a purposive sampling approach will be employed. The study will involve ten (10) Non-Values Education Teachers from Leyte National High School in Tacloban City. This sampling method is aligned with the principles of phenomenology, as emphasized by Ellias (2016). Phenomenology seeks to explore and understand the essence of lived experiences, and purposive sampling is instrumental in this context as it allows the researcher to intentionally choose participants who have encountered a compelling phenomenon. Arikunto (2010) further elaborates on the purposive sampling strategy, highlighting its focus on selecting participants based on specific goals rather than general characteristics such as level or area, as noted by Naimatul (2014).

The choice of Non-Values Education Teachers from Leyte National High School in Tacloban City underscores a deliberate selection process, emphasizing the relevance of their experiences in the context of the study. By concentrating on this specific group, the research aims to gain valuable insights into the phenomenon under investigation. This approach aligns with the qualitative research tradition, where depth and richness of data are prioritized over broad generalizations. The careful selection of participants through purposive sampling enhances the study's ability to delve deeply into the unique perspectives and lived experiences of Non-Values Education Teachers.

In summary, the participants in this study are deliberately chosen using purposive sampling, with a focus on ten (10) Non-Values Education Teachers from Leyte National High School Tacloban City. The utilization of purposive sampling aligns with phenomenological principles, emphasizing the exploration of lived experiences related to a specific phenomenon.
This approach allows for a nuanced understanding of the selected participants' perspectives, contributing to the depth and richness of the study's findings**.**

Research Instrument

The research instrument chosen for this study is an survey guide questionnaire, designed to gather data directly from the research participants. The participants, in collaboration with the study's researchers, will engage in a structured survey process. This flexible survey format is guided by a set of predetermined questions while also allowing for additional queries and opinions to be explored during the conversation. According to the researchers, the goal of this approach is to uncover the challenges faced by non-values education teachers when instructing secondary values education.

To facilitate a comprehensive understanding of the participants' perspectives, the researchers carefully crafted open-ended questions within the survey guide. This intentional design aims to elicit detailed and in-depth responses, providing a platform for the participants to articulate their opinions, share personal experiences, and offer valuable insights into the challenges they encounter in the realm of secondary values education. By employing an interview guide with open-ended queries, the researchers seek to capture the nuances and complexities of the participants' viewpoints, enriching the qualitative data gathered during the study.

In summary, the research instrument chosen is an survey guide questionnaire, and the survey process is characterized by a flexible format guided by predetermined questions. The intentional use of open-ended questions within the guide allows for a thorough exploration of the challenges faced by non-values education teachers in the context of secondary values education. This approach prioritizes the participants' voices, aiming to uncover detailed and nuanced insights into their experiences.

Data Gathering Procedure

The data gathering procedure for this study involves several key steps to ensure ethical and comprehensive research. Prior to commencing the study, the researchers will initiate the process by drafting essential letters, including a research ethics request letter and a participant's informed consent letter, seeking permission to conduct the study. These letters will be submitted to the school head/director of Leyte National High School (LNHS), where the research will take place. Once an approved attachment is obtained from the head of the institution, a letter will be sent to the school's registrar's office to request a list of secondary teachers and school profiles specifically focusing on Non-Values Education Teachers in Leyte National High School.

Having obtained the profiles of Non-Values Education Teachers in Leyte National High School, the researchers will employ a purposive sampling method to select six (10) potential participants for the research study. Subsequently, the researchers will seek the agreement of the chosen participants and coordinate suitable interview schedules based on their availability. The data collection process will involve face-to-face interviews, observation, and focus group discussions, ensuring a thorough and multi-faceted examination of the issues at hand. To maintain the integrity of the research, careful monitoring and observation will be conducted, ensuring that data is gathered in a relevant and ethical manner. All collected data, including interviews that were audio-recorded with participants' consent, will be interpreted, transcribed, and analyzed using appropriate data analysis methods.

In summary, the data gathering procedure encompasses ethical considerations, permissions, participant selection through purposive sampling, and various methods of data collection such as face-to-face interviews, observation, and focus group

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discussions. The researchers aim to create a conducive and respectful environment for participants during data collection, ensuring the reliability and depth of the gathered information.

Research Ethics

Throughout the course of the study, the researchers will meticulously adhere to ethical considerations, placing a strong emphasis on respecting the privacy of participants and upholding research ethics. A crucial aspect of this commitment involves obtaining explicit consent from both the study's participants and the school's director before commencing any research activities. The researchers will present a comprehensive consent document, ensuring that participants are fully informed about the study's purpose, procedures, and potential implications. This approach aims to empower participants with the freedom to make informed choices regarding their involvement in the research.

In line with the principles outlined in the Philippine Data Privacy Act of 2012, the researchers will exercise utmost discretion in handling the collected research data. This includes refraining from disclosing or discussing any gathered information, including images, recordings, and participant details, with anyone other than the researchers themselves or those explicitly identified by the participants. The commitment to data privacy extends to the details obtained during interviews, which will be treated with the utmost confidentiality, reinforcing the ethical foundation of the research process.

In summary, the researchers will prioritize ethical considerations by securing consent, upholding privacy, and complying with the Philippine Data Privacy Act. The informed consent process will be thorough, granting participants the autonomy to decide their involvement. The commitment to data privacy underscores the researchers' dedication to maintaining confidentiality and ensuring the ethical integrity of the study.

Educational Research: Quantitative, Qualitative, and Mixed Approache

INTERPRETATION OF RESULTS AND DISCUSSION

This chapter presents the data gathering of the study, interpretation of the results and discussion from the conducted survey in Leyte National High School regarding the challenges encountered by non-values education teachers in teaching secondary values education.

Demographic profile of the respondents
Table 4.0 Age, Gender and Years in Teaching of the Respondents

Respondents	Age	Gender	Years in Teaching
1	28	F	1
2	25	F	1
3	35	F	3
4	45	M	6
5	26	M	1
6	36	F	2
7	30	F	2
8	41	**M**	4
9	**39**	**M**	3
10	**27**	F	2

Table 4.0 shows the demographic profile of the respondents including their age, gender and years in teaching. Among the 10 respondents chosen for this research, four (4) are aged between 25 to 29 years old, two (2) are aged 30 to 35 years old, two (2) aged 36 to 40 years old, and two (2) aged 41 to 45 years old. In terms of gender, 60% were female while 40% were male. Meanwhile, in terms of tenure in teaching, 80% (eight respondents) have taught for one to three years, while the remaining 20% have taught for four and six years.

The results showed that majority of the respondents are in their mid-twenties age, mostly female and have more or less than three years of teaching experience. Based on the gathered qualitative data aligned to the objectives of the study, the following findings were obtained:

i. Problem 1: What challenges do non-values education teachers encounter in secondary values education regarding curriculum design, material selection, and engaging students in values-based learning?

For this particular statement of the problem, the survey queried the obstacles experienced by non-values teachers in teaching Secondary Values Education. Findings showed a number of challenges encountered by teachers who did not teach values education.

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These challenges were the following; (1) curriculum development, (2) selection of materials, and (3) student involvement. The absence of a pre-defined curriculum for values education subject that non- values education teachers experience can lead to ambiguity regarding the specific values targeted for instruction and a lack of a pedagogical framework to ensure effective delivery. While Career and Technical Education (CTE) courses and experiences provide valuable skillsets, a well-rounded curriculum that extends beyond these offerings may be necessary to comprehensively prepare students for their futures (Rajurkar et al., 2019).

Furthermore, a scarcity of readily available, high-quality resources may necessitate the time- consuming task of material creation for the teachers themselves. According to one of the respondents; "selecting suitable materials for values-based learning involves considering age- appropriate content, cultural sensitivity, and promoting critical thinking within the context of secondary education." Nevertheless, non-values educators need assistance in this particular challenge they face. They can highly benefit from access to high-quality, goal-aligned resources that can be adapted, combined, and curated to suit their specific pedagogical approaches and the unique needs of their classrooms (Stara & Vodrážková, 2022).

Lastly, fostering active student participation in values education presents a particular challenge for non-values education teachers. Encouraging critical reflection on abstract concepts and fostering engagement with values education requires specific pedagogical approaches that educators new to this domain may not possess. Moreover, Pedler et al. (2020) suggests that teachers hold diverse understandings of student engagement, often employing strategies that may not fully align with their own conceptualizations. This phenomenon can be particularly pronounced for educators teaching outside their primary content areas, such as in values education classes for non-values education specialists.

ii. Problem 2: What challenges do non-values education teachers face in designing the curriculum for secondary values education, considering content appropriateness and alignment with educational standards and guidelines?

In this particular research problem, the results showed that non-values education teachers were challenged in designing curriculum for secondary values education. In considering content appropriateness, they usually design curriculums that are age-appropriate and culturally sensitive to the students. Optimizing instructional materials to cater to diverse learners within a single classroom can be particularly difficult. A user-friendly system for educators to select the most appropriate level and type of materials for their students' needs is crucial (Hügel & Davies, 2024).

Moreover, in terms of alignment with educational standards and guidelines, they said that it was challenging due to the "dynamic nature of values-based content", and "integrating values content within the prescribed educational guidelines". Formal curriculum development processes are essential in higher education, encompassing not only long-term programs of study but also shorter learning experiences (Tractenberg et al., 2020). This is particularly relevant for values-based education, where studies have shown challenges in aligning "dynamic" content with "prescribed educational guidelines." A structured approach to curriculum development can provide a framework for integrating values content effectively within established standards.

iii. Problem 3: What challenges do non-values education teachers encounter in choosing materials for secondary values education, considering diverse needs, and how does this impact values-based learning promotion?

Non-values education teachers face challenges when selecting materials for secondary values education due to diverse student needs. To address this, they adapt content and foster inclusivity in teaching methods. Inclusion is a pressing issue in education worldwide, requiring the removal of barriers to student participation and achievement (Walia, 2022). Non-values education teachers' initiative to address material selection challenges through fostering inclusivity allows students to meet their diverse learning needs. This approach has the potential to positively impact student engagement, achievement, and overall school culture.

iv. Problem 4: How do non-values education teachers encounter difficulties in engaging secondary students in values-based learning, dealing with issues like indifference, resistance to moral teachings, and integrating values across subjects?

Findings revealed that non-values education teachers struggle with engaging secondary students in values-based learning due to challenges like indifference, resistance, and integrating values across subjects. However, they address this particular issue through using interactive teaching methods, using varied approaches, open discussions, interdisciplinary projects and real-world examples. Research has shown that interactive teaching methods can foster active student engagement and enhance learning outcomes (Hodges, 2020). By incorporating interactive activities such as group discussions, role-playing, and hands-on projects (Pramesti, 2023), non-values education teachers can create a dynamic and participatory learning environment that captures students' interest and promotes their understanding of values-based concepts.

SUMMARY, CONCLUSIONS, IMPLICATIONS
AND RECOMMENDATIONS FOR FURTHER STUDIES
5.1 INTRODUCTION

This chapter is represented in four sections. The first section contributes to an overall summary of the study followed by the summary of the findings and their conclusions. Subsequent to this are the implications of the study and followed by recommendations for future research.

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5.2 SUMMARY OF THE STUDY

The study focuses on examining the impact of values in secondary education, highlighting the challenges faced by educators who do not prioritize values. It underscores the importance of values education during the formative years, suggesting that neglecting values may lead to gaps in students' character development. The research aims to provide insights into integrating values seamlessly into teaching methodologies, proposing solutions to overcome identified obstacles. It emphasizes the critical role of values in shaping students' overall development and positions the study as a significant contribution to the discourse on values in education.

RQ1. What challenges do non-values education teachers encounter in secondary values education regarding curriculum design, material selection, and engaging students in values-based learning?

RQ2. What challenges do non-values education teachers face in designing the curriculum for secondary values education, considering content appropriateness and alignment with educational standards and guidelines?

RQ3. What challenges do non-values education teachers encounter in choosing materials for Secondary values education, considering diverse needs, and how does this impact values-based learning promotion?

RQ4. How do non-values education teachers encounter difficulties in engaging secondary students in values-based learning, dealing with issues like indifference, resistance to moral teachings, and integrating values across subjects?

Research Question 1 explores the challenges non-values education teachers face in secondary values education, particularly regarding curriculum design, material selection, and engaging students in values-based learning. Research Question 2 delves into the hurdles non-values education teachers encounter when designing the curriculum for secondary values education, taking into account content appropriateness and alignment with educational standards and guidelines. Research Question 3 investigates the difficulties non-values education teachers face in selecting materials for secondary values education, considering diverse needs, and analyzes how this impacts the promotion of values-based learning. Finally, Research Question 4 examines how non-values education teachers encounter obstacles in engaging secondary students in values-based learning, addressing issues such as indifference, resistance to moral teachings, and the integration of values across subjects.

5.3 SUMMARY OF THE STUDY

In secondary values education, teachers face challenges in designing a diverse and relevant curriculum, selecting age-appropriate and culturally sensitive materials, and engaging students through strategies like fostering critical thinking and creating a supportive classroom environment. For Research Question 1 the findings are as follows:

i.   In the responses provided for RQ1, it is evident that non-values education teachers in secondary schools encounter challenges related to curriculum design, material selection, and engaging students in values-based learning. These challenges include the need to design a diverse and relevant curriculum, select age-appropriate and culturally sensitive materials, and engage students through fostering critical thinking and creating a supportive classroom environment.

ii.   Some respondents highlighted difficulties aligning theories with present-day learners, indicating a gap between traditional educational approaches and the needs of contemporary students. This suggests a disconnect between theoretical frameworks and practical implementation in values education.

iii.   Material selection poses challenges due to the diverse needs of students. Teachers must navigate the availability of resources and adapt content to resonate with students while ensuring inclusivity in teaching methods. The selection process involves considering cultural sensitivity, age appropriateness, and promoting critical thinking within the context of secondary education.

iv.   Engaging secondary students in values-based learning presents its own set of challenges, including indifference and resistance to moral teachings. The use of interactive teaching methods and varied approaches is necessary to address these issues effectively. Additionally, integrating values across subjects requires creativity and interdisciplinary projects to make the learning experience meaningful for students.

v.   The challenges faced by non-values education teachers in secondary values education reflect broader societal trends, such as the use of slang and swear words among students. This highlights the importance of adapting teaching methods to meet the evolving language and communication styles of different generations.

vi. Teachers recognize the importance of intentional actions and the context in which words are used, reflecting a pragmatic approach to values-based learning. This underscores the need for teachers to be mindful of how they communicate values to students and the impact of their language choices on promoting ethical behavior.

Research Question 2 Non-values educators face challenges in designing a secondary values education curriculum, juggling content appropriateness with alignment to educational standards and guidelines. It involves balancing relevance with compliance. The analysis of the data led to the following findings

i.   Respondents highlighted the challenges of designing a secondary values education curriculum that balances content appropriateness with alignment to educational standards and guidelines. This involves ensuring that the curriculum is relevant, inclusive, and compliant with educational standards while meeting the diverse needs of students.

Challenges of Non-Values Education Teachers in Teaching Secondary Values Education

ii.   Aligning with educational standards poses challenges due to the dynamic nature of values-based content and the evolving educational landscape. Teachers must navigate changes in educational standards while maintaining the integrity and relevance of values education.

iii.   Addressing concerns about the relevance of content in secondary values education involves incorporating practical examples and current issues into lessons to make them engaging and relatable for students. This ensures that values education remains meaningful and applicable to students' lives.

iv. Strategies for ensuring alignment with standards while maintaining content appropriateness include regular reviews, collaboration with peers, and adapting teaching methods to meet both standards and students' needs. This requires ongoing assessment and adjustment to ensure that the curriculum remains relevant and effective.

v. The challenges faced by non-values education teachers in designing the curriculum for secondary values education reflect broader trends in education, such as the need for flexibility and adaptability in response to changing educational standards and student needs.

vi. Teachers recognize the importance of mastery of content and the need to align learning activities with available resources. This highlights the importance of effective planning and resource management in designing a curriculum that effectively promotes values-based learning.

The findings for Research Question 3 encounter challenges in selecting materials for secondary values education that cater to diverse student needs, impacting values-based learning. They address this by adapting content and fostering inclusivity in teaching methods.

i. Non-values education teachers encounter challenges in selecting materials for secondary values education that cater to diverse student needs, impacting values- based learning. They address this by adapting content and fostering inclusivity in teaching methods.

ii. Material selection poses challenges due to the diverse needs of students. Teachers must navigate the availability of resources and adapt content to resonate with students while ensuring inclusivity in teaching methods. The selection process involves considering cultural sensitivity, age appropriateness, and promoting critical thinking within the context of secondary education.

iii.   Engaging secondary students in values-based learning presents its own set of challenges, including indifference and resistance to moral teachings. The use of interactive teaching methods and varied approaches is necessary to address these issues effectively. Additionally, integrating values across subjects requires creativity and interdisciplinary projects to make the learning experience meaningful for students.

iv.   The challenges faced by non-values education teachers in selecting materials for secondary values education reflect broader societal trends, such as the use of slang and swear words among students. This highlights the importance of adapting teaching methods to meet the evolving language and communication styles of different generations.

v.   Teachers recognize the importance of intentional actions and the context in which words are used, reflecting a pragmatic approach to values-based learning. This underscores the need for teachers to be mindful of how they communicate values to students and the impact of their language choices on promoting ethical behavior.

The findings for Research Question 4 Non-values education teachers struggle with engaging secondary students in values-based learning due to challenges like indifference, resistance, and integrating values across subjects. They address these challenges using interactive methods for indifference, varied approaches for resistance, and integrating values through projects.

i. Non-values education teachers struggle with engaging secondary students in values-based learning due to challenges like indifference, resistance, and integrating values across subjects. They address these challenges using interactive methods for indifference, varied approaches for resistance, and integrating values through projects.

ii. To address indifference, teachers employ tailored strategies and interactive teaching methods, ensuring that learners remain inclusive inside the classroom despite showing indifference. This approach emphasizes the importance of creating an inclusive learning environment.

iii. Overcoming resistance requires varied approaches and open discussions, allowing students to express their opinions while providing opportunities for reflection on the importance of moral teachings. This approach encourages students to engage critically with values-based content.

iv. Integrating values across subjects involves creatively incorporating moral lessons into diverse subjects, fostering reflection, and aligning values with different learning domains. By doing so, teachers can ensure that values education permeates various aspects of students' learning experiences.

5.4 CONCLUSION

The findings derived from the comprehensive analysis of challenges faced by non-values education teachers in designing and implementing secondary values education curriculum unveil intricate layers of educational dynamics and pedagogical intricacies. These conclusions encapsulate not only the challenges themselves but also the nuanced approaches required to effectively navigate the complex landscape of values-based education in secondary schools.

Challenges of Non-Values Education Teachers in Teaching Secondary Values Education

i. **Multifaceted Challenges:** The responses garnered for Research Question 1 underscore the multifaceted nature of challenges confronting non-values education teachers in secondary schools. From the imperative need to design a curriculum that is both diverse and relevant to the daunting task of selecting materials that are not only age-appropriate but also culturally sensitive, these challenges form the bedrock upon which values education initiatives are built.

ii. **Bridging Theory and Practice:** A glaring disparity emerges between traditional educational paradigms and the dynamic needs of contemporary learners, as elucidated by respondents. This disjunction between theoretical frameworks and practical implementation poses a formidable challenge to educators seeking to instill enduring values in their students' educational journey. Bridging this gap necessitates a paradigm shift towards more flexible and adaptable approaches to values education.

iii. **Navigating Material Selection:** Material selection emerges as a daunting task fraught with challenges due to the diverse needs of students and the ever-evolving educational landscape. Non-values education teachers must deftly navigate the labyrinth of available resources, ensuring that selected materials resonate with students while promoting inclusivity, critical thinking, and cultural sensitivity.

iv. **Innovative Engagement Strategies:** Engaging secondary students in values-based learning demands innovative and interactive teaching methodologies to overcome prevalent issues such as indifference and resistance to moral teachings. By employing tailored strategies and varied approaches, educators can create an inclusive learning environment that fosters active engagement and reflection on moral principles.

v. **Integrating Values Across Subjects:** Integrating values across subjects requires a holistic approach that transcends disciplinary boundaries and fosters interdisciplinary collaboration. By creatively infusing moral lessons into diverse subjects and aligning values with different learning domains, educators can ensure that values education permeates various aspects of students' educational experiences.

vi. **Societal Reflection:** The challenges outlined in this study reflect broader societal trends, underscoring the imperative for educators to adapt teaching methods to meet the evolving language and communication styles of different generations. Understanding the societal context in which values education operates is crucial for designing effective pedagogical interventions that resonate with students' lived experiences.

vii. **The Role of Teachers:** At the heart of values-based education lies the pivotal role of teachers in effectively communicating values to students and promoting ethical behavior through mindful language choices and intentional actions. By embodying values themselves and fostering a supportive classroom environment, educators can inspire students to embrace moral principles and cultivate a sense of social responsibility.

In summation, addressing the myriad challenges outlined in this study demands a comprehensive and adaptive approach that encompasses curriculum design, material selection, innovative engagement strategies, and a deep understanding of societal dynamics. By embracing these conclusions and leveraging them as guiding principles, educators can navigate the complex terrain of values-based education with resilience, creativity, and efficacy, ultimately fostering a generation of morally upright and socially responsible individuals.

5.5 IMPLICATION OF THE STUDY

This study underscores the critical need for non-values education teachers in secondary schools to address the complex challenges inherent in values-based education. By recognizing and understanding these challenges, educators can implement targeted strategies to enhance the effectiveness of values education initiatives.

i. The findings highlight the importance of bridging the gap between theoretical frameworks and practical implementation in values education. Educators must adapt their teaching methods to align with the dynamic needs of contemporary learners, ensuring that Values education remains relevant and impactful.

ii. The study emphasizes the significance of material selection in values education. Teachers must navigate the diverse needs of Students while promoting inclusivity, critical thinking, and cultural sensitivity. By selecting appropriate materials and incorporating Practical examples, educators can make values education more engaging and relatable for students.

iii. The study emphasizes the importance of innovative engagement strategies to overcome challenges such as student indifference and resistance to moral teachings. By employing interactive teaching methodologies and varied approaches, educators can create an Inclusive learning environment that fosters active engagement and reflection on moral principles.

iv. The study highlights the broader societal trends influencing values education, such as evolving language and communication styles among students. Educators must

Adapt their teaching methods to meet these changing trends, ensuring that values education remains effective in addressing contemporary issues.

In conclusion, this study provides valuable insights into the challenges faced by non-values education teachers in secondary schools and offers practical implications for improving values- based education. By implementing the strategies outlined in this study,

educators can enhance the quality and effectiveness of values education initiatives, ultimately fostering the development of morally upright and socially responsible individuals.

5.6 RECOMMENDATION FOR FURTHER STUDIES

Based on the comprehensive analysis and findings of the study on values in secondary education, here's a recommendation for further studies:

Given the intricate layers of challenges identified in the study regarding values education in secondary schools, further research could explore the longitudinal effects of values education on students' character development and behavior beyond the classroom. This longitudinal study could track students over several years to observe how exposure to values education influences their decision-making, interpersonal relationships, and contribution to society as they transition into adulthood.

Moreover, investigating the effectiveness of specific teaching methodologies and engagement strategies identified in the study across diverse cultural and socio-economic contexts would provide valuable insights for educators worldwide. This comparative study could explore how factors such as cultural norms, socio-economic backgrounds, and educational systems impact the implementation and outcomes of values education initiatives.

Furthermore, given the rapid evolution of technology and its influence on contemporary education, future research could examine the integration of digital tools and online platforms in delivering values education curriculum. This study could assess the efficacy of digital resources in enhancing student engagement, promoting critical thinking, and facilitating values-based learning both inside and outside the traditional classroom setting.

Additionally, exploring the role of parental involvement and community partnerships in supporting values education initiatives could offer a holistic understanding of the factors influencing students' moral development. This mixed-methods study could investigate the perceptions, attitudes, and contributions of parents, community members, and educational stakeholders in reinforcing values education efforts and fostering a culture of ethical behavior among students.

Finally, considering the global challenges facing society today, such as climate change, social inequality, and political polarization, future research could investigate the role of values education in empowering students to become agents of positive change in their communities. This action-oriented study could explore how values education curriculum can be tailored to address pressing societal issues and cultivate students' sense of social responsibility, empathy, and resilience in navigating complex real-world challenges.

In conclusion, further studies in values education should focus on longitudinal effects, cross- cultural comparisons, digital integration, parental and community involvement, and addressing contemporary societal challenges to enrich our understanding of how values education can effectively prepare students for a morally upright and socially responsible future.

5.7 OVERALL SUMMARY

The extensive discussion revolves around the multifaceted challenges encountered by non- values education teachers in secondary schools when it comes to designing and implementing values-based education. It delves deeply into various aspects such as curriculum design, material selection, and engaging students in meaningful values-based learning experiences.

One of the primary focal points is the imperative need to bridge the gap between theoretical frameworks and practical implementation. This involves ensuring that the curriculum not only aligns with educational standards but also resonates with the dynamic needs and realities of contemporary learners. The study highlights the necessity of adapting teaching methodologies to cater to the evolving landscape of education, where traditional approaches may no longer suffice.

Furthermore, the selection of appropriate materials emerges as a significant challenge. Non- values education teachers must navigate through a myriad of resources, considering factors such as cultural sensitivity, age-appropriateness, and inclusivity. This involves incorporating diverse perspectives and fostering critical thinking skills among students to promote a holistic understanding of values.

Engaging secondary students in values-based learning presents its own set of hurdles, including indifference and resistance to moral teachings. The study emphasizes the importance of employing innovative and interactive teaching strategies to captivate students' interest and encourage active participation. By creating a supportive classroom environment conducive to open discussions and reflections, educators can effectively address these challenges.

Moreover, the study sheds light on broader societal trends that influence values education, such as evolving language and communication styles among students. It underscores the necessity for educators to adapt their teaching methods to meet the changing needs and preferences of different generations, thereby ensuring the relevance and efficacy of values-based education initiatives.

In addition to identifying challenges, the study offers practical implications for improving values education in secondary schools. It emphasizes the significance of parental and community involvement, digital integration, and addressing contemporary societal issues within the curriculum. By embracing these recommendations, educators can enhance the quality and effectiveness of values education initiatives, ultimately fostering the development of morally upright and socially responsible individuals.

In conclusion, the comprehensive analysis provides valuable insights into the complexities of values education in secondary schools and offers a roadmap for navigating these challenges effectively. By adopting a holistic approach that encompasses curriculum

design, material selection, innovative engagement strategies, and a deep understanding of societal dynamics, educators can ensure the success of values-based education initiatives and contribute to the holistic development of students.

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