

Level of integration and the extent of students' involvement on community services in teaching Edukasyon sa Pagpapakatao: A basis on the formulation of lesson exemplar

Lemuel B. Estrada^a, Ray Jessanth M. Montañez^b

^albestrada@up.edu.ph, ^brayjessanth.montanez@deped.gov.ph

^aPhilippine High School for the Arts, Mt. Makiling, Los Baños, Laguna, 4030, Philippines

^bDepEd Laguna, Calauan, Laguna, 4012, Philippines

Abstract

This study was conducted to assess the level of integration and the extent of students' involvement on community services such as outreach program; peer tutoring; and clean and green drive in teaching Edukasyon sa Pagpapakatao (EsP), which would in turn formulate lesson exemplars for EsP subject of Philippine High School for the Arts (PHSA), Los Baños, Laguna. The respondents of the study were thirty-nine (39) Grade 9 students of Philippine High School for the Arts (PHSA), representing the total population of ninth grader and the teacher of Edukasyon sa Pagpapakatao, thus; no sampling technique was utilized. The design used was quantitative-descriptive to determine the effect of the variables to the respondents using questionnaire checklist and survey questionnaires. For the statistical treatment, mean and standard deviation were employed. Electronic forms and spreadsheet applications were used in tabulating and computing the statistics of the study. The results revealed that the level of integration of community services in teaching Edukasyon sa Pagpapakatao were Highly Manifested based on the respondents' answers. Similarly, the extent of students' involvement was Highly Observed as measured by the group of respondents. Recommendations were as follows: integration of community services and community involvement in teaching Edukasyon sa Pagpapakatao plays a positive impact on the learning of the students as well as on their awareness on the different societal issues thus; it must be observed and/or integrated in other subjects.; level of students' involvement on the various community services must be strengthened to inculcate further among them the value of shared accountability and responsibility; hands-on activities must be observed in teaching Edukasyon sa Pagpapakatao and other subjects to develop students as life-long learners; development of localized module and lesson exemplar in Edukasyon sa Pagpapakatao must be encouraged among other grade levels and other subjects; and inclusion of other community services and integration of social issues and awareness must be adapted to deepen students' learning in Edukasyon sa Pagpapakatao.

Keywords: Values Education, Community Service, Outreach Program; Peer tutoring; Clean and Green Drive

Introduction

The 1935 Philippine Constitution contains the first official policy statement on Values Education. Article XIV, Sec. 8, states that: *"All educational institutions shall aim to develop moral character, personal discipline, civic conscience and vocational efficiency, and teach the duties of citizenship."*

Values Education was added as a separate subject in the Philippine education curriculum under the Values Education Framework program of Dr. Lourdes Quisumbing, then Department of Education, Culture, and Sports Secretary in 1988-1990. The Values Education Framework was conceptualized in 1987, right after the 1986 EDSA Revolution and aimed to help in the development of a "just and

humane society.” The 1987 Philippine Constitution also mandates all educational institutions to inculcate several national, cultural, ethical, and spiritual values for developing moral character.

In 2002, the Basic Education Curriculum (then, Grade 1-6, and First-Fourth Year High School) required learning of values as integral to the major learning areas or subjects. Values Education focused on values processing, analysis, and broader application in real-life situations and for self-actualization.

In 2012, the shift to K-12 began and thus, led to the updating and revision of the Values Education program, along with other learning areas. Values Education was renamed *Edukasyon sa Pagpapakatao* (*Pagpapakatao* means how to be humane) and reinforced as a major learning area for Grades 1-10. In the Senior High Curriculum (Grades 11-12), Values Education is followed up with core courses such *Introduction to Philosophy of the Human Person* and *Personality Development*, which are required to be taken regardless of the track the student is pursuing. This major update seeks to help the youth face the changing dynamics of the local and international scenes and still holds the primary function of guiding students to develop and clarify values that would help the person become a just and humane member of the society.

According to DepEd’s Learning Area Standard, the teaching of EsP has cognitive, behavioral and affective dimensions. Effective EsP touches the minds, hearts and hands of the students.

Lickona (1992) stated that schools need to do more than concentrate on the cognitive side of character. He reported that schools need to bring students to the emotional side of character, where they feel and commit to virtuous behavior, and to the action side of character, where students change inappropriate behaviors and practice positive moral actions.

The goal was to move the student to the next stage in moral reasoning. In both programs, the objective was cognitive development of moral reasoning; both emphasized that teachers were nonjudgmental and were not to moralize (Leming, 1993).

Today, there is renewed consensus concerning core values that transcends cultural, political, and religious boundaries. These core values comprise the basis of modern character education. Respect, compassion, responsibility, honesty, integrity, and fairness are the building blocks of character education programs that are emerging across the nation. This new character education movement is based on the belief that the violent, dishonest, irresponsible, and destructive behavior of today’s youth is the result of the absence of good character. (Spallino, 2018)

In the Philippines, there is a strong clamor to bring back Good Moral and Right Conduct (GMRC) and Values Education subjects to the curriculum. Upon closer inspection, EsP is far more different from the aforementioned subjects and were just integrated in the renamed / revamped subject. Filipino values, good customs, culture and traditions that our older generations have has been seen dwindling and has been negatively influenced by other cultures being exposed to films, tv series, music, brutal role playing games (RPG’s) on computers and cellphones that directly affect the younger generations’ behavior, attitude and culture.

This study hopes to encourage and raise students and teachers’ awareness on how to transfer values into everyday life within the framework of *Edukasyon sa Pagpapakatao*. It will contribute to the subject given in different schools with the advocacy of active participation of students and teachers in the subject and assert that giving values-related subject within the community will contribute to educating individuals with the values desired. Moreover, this study aims to design a lesson exemplar suitable to the learning experiences of the students and is aligned to the learning needs of the community.

In addition, the present study will contribute to the literature considering the current absence of an adequate and long-term *Edukasyon sa Pagpapakatao* program, in which students and teachers can actively participate in different community services.

Research Questions

This study sought to assess the level of integration and the extent of students' involvement on community services in teaching Edukasyon sa Pagpapakatao. Specifically, it aimed to answer the following questions:

1. What is the level of integration of community services in teaching Edukasyon sa Pagpapakatao in terms of community services such as:
 - a. Outreach Program;
 - b. Peer Tutoring; and
 - c. Clean and Green Drive?
2. What is the level of students' extent of involvement in the community services?
3. Based on the findings, what recommendations maybe proposed?

Conceptual Framework

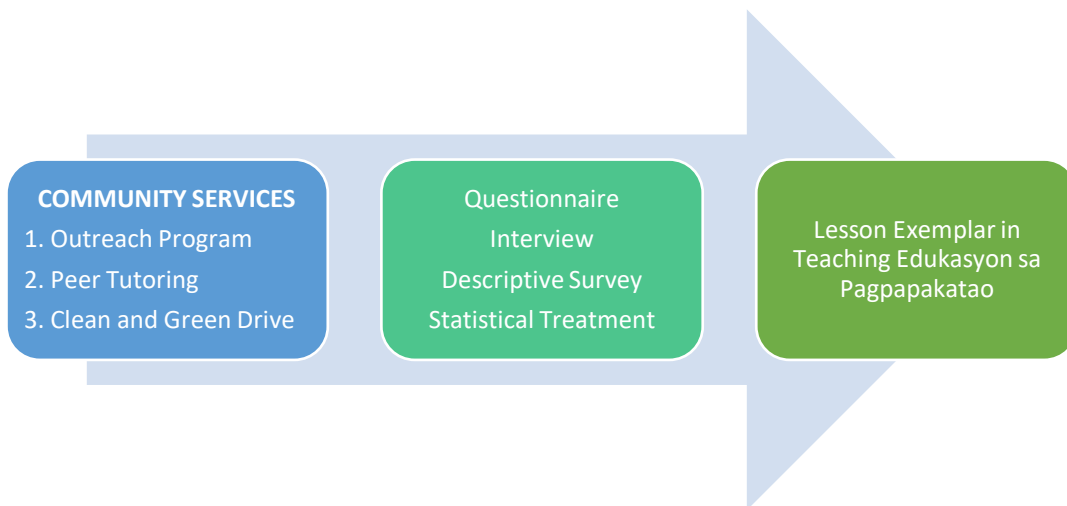


Figure 1

Figure 1 describes the conceptual framework of the study wherein the input is consist of the following: Community services in terms of outreach program, peer tutoring and clean and green drive. The process includes questionnaire, interview, descriptive survey and statistical treatment such as mean and standard deviation. The output of the study is the lesson exemplar in Teaching Edukasyon sa Pagpapakatao.

Methodology

The study utilized the quantitative-descriptive correlational research design. This means that the data obtained in this study can only be a representation as a means of generalizing an idea to a certain population. For the statistical treatment, mean and standard deviation were used.

The respondents of the study were thirty-nine (39) Grade 9 students of Philippine High School for the Arts (PHSA) and teachers teaching Edukasyon sa Pagpapakatao. The study included the total population of Grade 9 students and teachers teaching Edukasyon sa Pagpapakatao, thus; no sampling technique was used. The researcher used other questionnaires similar to the study as references and bases. A self-made questionnaire was then formulated to gather the responses of the respondents concerning the integration of community services in teaching Edukasyon sa Pagpapakatao as well as on the level of students' involvement on the different community services such as outreach program, peer tutoring; and clean and green drive. The study used quantitative-descriptive correlational research design to assess the relationship of the variables in terms of its

significance and extent of involvement of the respondents on the variables. These designs were used to examine if changes in one or more variable were related to changes in another variable. Descriptive correlational studies describe the variables and the relationships that occur naturally between and among them. The researcher personally distributed the questionnaires for the intended respondents and assured that ethical considerations were observed such as data privacy and responses were strictly used for the purpose of the study.

Results and Discussion

Table Discussion

Based on the results of the survey, the following data revealed the level of integration of community services in teaching Edukasyon sa Pagpapakatao at Philippine High School for the Arts (PHSA).

Table 1. INTEGRATION OF COMMUNITY SERVICES IN TERMS OF OUTREACH PROGRAM

Integration of community services in terms of Outreach Program	Teachers			Students			Combined Mean			
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI	Rank
1. sees the importance of community belonging and self-sufficiency of every individual	4.60	2.50	HM	4.51	2.00	HM	4.56	2.25	HM	3.5
2. includes promotion of patriotism and selflessness among the students	4.55	2.10	HM	4.56	2.12	HM	4.56	2.11	HM	3.5
3. strengthens community rapport between the school and its population	4.66	2.56	HM	4.48	1.89	MM	4.57	2.23	HM	2
4. emphasizes the value of extending free community services to less fortunate individual	4.52	1.98	HM	4.35	1.51	MM	4.43	1.75	MM	5
5. provides opportunity among students in developing their sense of responsibility and in-depth realization of their role as member of the society	4.56	2.16	HM	4.60	2.51	HM	4.58	2.33	HM	1
Total Mean Average	4.58	2.26	HM	4.50		MM	4.54	2.00	HM	

Weight/Scale	Mean Range	Verbal Interpretation
5	4.51-5.00	Highly Manifested
4	3.51 – 4.50	Moderately Manifested
3	2.51 – 3.50	Manifested
2	1.51 – 2.50	Less Manifested
1	1.00 - 1.50	Not Manifested

The table shows the result of the integration of community services in teaching Edukasyon sa Pagpapakatao among the students of PHSA in terms of conducting an outreach program.

Indicator *provides opportunity among students in developing their sense of responsibility and in-depth realization of their role as member of the society* obtained a combined mean of 4.58 and standard deviation of 2.33 with a verbal interpretation of **Highly Manifested**. This followed by indicator *strengthens community rapport between the school and its population with 4.57;2.23 (Highly Manifested)*, *sees the importance of community belonging and self-sufficiency of every individual* and *includes promotion of patriotism and selflessness among the students*, both with 4.56 (**Highly Manifested**) with 2.25 and 2.11 standard deviation respectively. Indicator *emphasizes the value of extending free community services to less fortunate individual* obtained 4.43 mean and standard deviation of 1.75, which is interpreted as **Highly Manifested**.

In one of the articles mentioned in the study, parents are not the only ones that need to be concerned in developing a student's character, the school and community should also have a role in this. These days, with most families, the children are often left alone with no one to guide them. This is why schools need to implement character education so that the students know the correct path that the students need to walk on. (https://www.teachnology.com/currenttrends/character_education/)

Table 2. **INTEGRATION OF COMMUNITY SERVICES IN TERMS OF PEER TUTORING**

Integration of community services terms of Peer Tutoring	Teachers			Students			Combined Mean			
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI	Rank
1. welcomes the value of volunteerism among students and other community school-aged youth.	4.70	2.10	HM	4.65	1.98	HM	4.68	2.04	HM	2
2. provides an avenue for developing leadership skills among students and peers	4.80	1.50	HM	4.60	2.00	HM	4.70	1.75	HM	1
3. builds stronger link for other community services	4.56	2.41	HM	4.66	2.21	HM	4.61	2.31	HM	4
4. promotes positive study habit and good academic performance	4.59	2.45	HM	4.55	2.33	HM	4.57	2.39	HM	5
5. invites out of school youth (OSY) to return schooling whether through formal and informal education.	4.73	1.90	HM	4.53	2.00	HM	4.63	1.95	HM	3
Total Mean Average	4.68	2.072	HM	4.60	2.104	HM	4.64	2.08	HM	

Weight/Scale	Mean Range	Verbal Interpretation
5	4.51-5.00	Highly Manifested
4	3.51 – 4.50	Moderately Manifested
3	2.51 – 3.50	Manifested
2	1.51 – 2.50	Less Manifested
1	1.00 - 1.50	Not Manifested

Table 2 shows the integration of community services in teaching Edukasyon sa Pagpapakatao in terms of peer tutoring.

Based on the data, the respondents assessed that peer tutoring is **Highly Manifested** based on the obtained total mean average and standard deviation (4.64; 2.08). Likewise, indicators *welcomes the value of volunteerism among students and other community school-aged youth* (4.68; 2.04); *provides an avenue for*

developing leadership skills among students and peer (4.70;1.75); builds stronger link for other community services(4.61;2.31); promotes positive study habit and good academic performance(4.57;2.39); and invites out of school youth (OSY) to return schooling whether through formal and informal education (4.63;1.95) obtained a verbal interpretation of **Highly Manifested** based on the mean and standard deviation.

The results imply that peer tutoring as part of community service of students in Edukasyon sa Pagpapakatao provides an avenue for these young leaders to become a stronger link between the school and the community.

Table 3. **INTEGRATION OF COMMUNITY SERVICES IN TERMS OF CLEAN AND GREEN DRIVE**

Integration of community services terms of Clean and Green Drive	Teachers			Students			Combined Mean			
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI	Rank
1. develops among the students their environmental awareness and concern.	4.76	2.50	HM	4.60	2.19	HM	4.68	2.35	HM	2
2. promotes social responsibility and belonging	4.70	2.10	HM	4.73	2.57	HM	4.72	2.33	HM	1
3. integrates lesson which motivates students to act on environmental conservation and preservation	4.66	2.45	HM	4.66	2.41	HM	4.66	2.43	HM	4
4. develops self-discipline, motivation and drive to maximize participation in other community services	4.49	2.60	MM	4.59	2.89	HM	4.54	2.75	HM	5
5. involves the whole community in taking into account each one's responsibility in preserving and conserving our natural resources.	4.70	1.90	HM	4.63	2.90	HM	4.67	2.40	HM	3
Total Mean Average	4.66	2.31	HM	4.64	2.52	HM	4.65	2.45	HM	

Weight/Scale	Mean Range	Verbal Interpretation
5	4.51-5.00	Highly Manifested
4	3.51 – 4.50	Moderately Manifested
3	2.51 – 3.50	Manifested
2	1.51 – 2.50	Less Manifested
1	1.00 - 1.50	Not Manifested

Table 3 is the integration of community services in teaching Edukasyon sa Pagpapakatao in terms of clean and green drive.

Based on the results, all indicators have a verbal interpretation of **Highly Manifested** with a total mean of 4.65 and standard deviation of 2.45. Indicator *promotes social responsibility and belonging* ranked as 1 with 4.72 and 2.33 mean and standard deviation. Meanwhile, *develops self-discipline, motivation and drive to maximize participation in other community services* has the least mean of 4.54 and 2.75 standard deviation.

The results denote that respondents' affirm the impact of joining clean and green activities in the community that promotes social responsibility and belongingness. What your children learn from character education will be useful to them as they engage and interact with other people in society. For them, to become

upstanding members of their communities, they need to know the proper way to treat other people, and these are the things that they learn and understand through character education. (Spallino,2018)

Table 4. LEVEL OF INVOLVEMENT IN TERMS OF OUTREACH PROGRAM

Level of involvement in terms of outreach program The students.....	Teachers			Students			Combined Mean			
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI	Rank
1. actively participate in various programs like gift-giving, share-a-book and others	4.55	2.60	HO	4.50	2.65	MO	4.52	2.67	HO	3
2. highly appreciate the importance of community services in the improvement of their well-being	4.51	2.68	HO	4.56	2.62	HO	4.54	2.70	HO	1
3. firmly believe that their role in the community is vital in the delivery of basic community services	4.47	2.45	MO	4.50	2.58	MO	4.49	2.55	MO	4.5
4. clearly know the importance of extending their help in the community through community services to less fortunate individual.	4.49	2.50	MO	4.48	2.53	MO	4.49	2.56	MO	4.5
5. positively influence peers to take part in sharing their time, talent and treasure in helping others	4.50	2.52	MO	4.55	2.60	HO	4.53	2.68	HO	2
Total Mean Average	4.50	2.55	MO	4.52	2.59	HO	4.51	2.63	HO	

Weight/Scale	Mean Range	Verbal Interpretation
5	4.51-5.00	Highly Observed
4	3.51 – 4.50	Moderately Observed
3	2.51 – 3.50	Observed
2	1.51 – 2.50	Less Observed
1	1.00 - 1.50	Not Observed

On the level and extent of involvement of students on the different outreach program, it got a total mean average of 4.51 with **Highly Observed** verbal interpretation and a standard deviation of 2.36.

Indicator *highly appreciate the importance of community services in the improvement of their well-being* (4.54;2.70) ranked 1, followed by *positively influence peers to take part in sharing their time, talent and treasure in helping others* (4.53;2.68); *actively participate in various programs like gift-giving, share-a-book and others* (4.52;2.67); *firmly believe that their role in the community is vital in the delivery of basic community services and clearly know the importance of extending their help in the community through community services to less fortunate individual* (4.49;2.55)all with **Highly Observed** verbal interpretation.

The results emphasized that students' involvement in the different outreach program highly appreciate the importance of community services in the improvement of the students' well-being.

The result was supported by Bennet (2016) in his book, *The Educated Child*, where he writes, "Good character education means cultivating virtues through formation of good habits." According to

Bennett, children need to learn through actions that honesty and compassion are good, and that deceit and cruelty are bad.

Table 5. LEVEL OF INVOLVEMENT IN TERMS OF PEER TUTORING

Level of involvement in terms of peer tutoring The students.....	Teachers			Students			Combined Mean			
	Mean	SD	VI Rank	Mean	SD	VI Rank	Mean	SD	VI	Rank
1. exert time and effort in adopting fellow learner in the community	4.50	2.53	MO	4.52	2.50	HO	4.51	2.52	HO	4
2. initiate other learning opportunity to help school-aged children in the community	4.51	2.49	HO	4.55	2.60	HO	4.53	2.55	HO	1.5
3. develop strategies on how to motivate fellow leaders in encouraging other students to focus on their study	4.49	2.55	MO	4.57	2.70	HO	4.53	2.63	HO	1.5
4. ensure that their peers gain learnings from them and become life-long learners.	4.47	2.60	MO	4.53	2.57	HO	4.50	2.60	MO	5
5. develop their potential as leaders in the society through involvement in various community services.	4.49	2.54	MO	4.55	2.63	HO	4.52	2.57	HO	3
Total Mean Average	4.49	2.54	MO	4.54	2.60	HO	4.52	2.57	HO	

Weight/Scale	Mean Range	Verbal Interpretation
5	4.51-5.00	Highly Observed
4	3.51 – 4.50	Moderately Observed
3	2.51 – 3.50	Observed
2	1.51 – 2.50	Less Observed
1	1.00 - 1.50	Not Observed

As for table 5, level of involvement of students in terms of peer tutoring, respondents assessed all indicators as **Highly Observed** except indicator *ensure that their peers gain learnings from them and become life-long learners* with a mean of 4.50 and standard deviation of 2.60 with an interpretation of **Moderately Observed**.

This implies that students got themselves involve in peer tutoring as part of the community service integrated in teaching Edukasyon sa Pagpapakatao specifically on the following indicators: *initiate other learning opportunity to help school-aged children in the community and develop strategies on how to motivate fellow leaders in encouraging other students to focus on their study*.

Young people these days gets exposed to literally thousands of negative influences through the media and their peers every day, add to this the sad fact that parents are spending less time with their children. Students need to know how to handle these pressures and character education will give them the tools that they need.

Table 6. LEVEL OF INVOLVEMENT IN TERMS OF CLEAN AND GREEN DRIVE

Level of involvement in terms of Clean and Green Drive The students.....	Teachers			Students			Combined Mean			
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI	Rank
1. extensively allot their time in joining clean and green program in the community	4.52	2.53	MO	4.55	2.60	HO	4.54	2.56	HO	2.5
2. religiously perform tasks as member of the society in maintaining cleanliness of the community.	4.55	2.58	HO	4.56	2.63	HO	4.55	2.61	HO	1
3. Support sustainable human and ecological use and reuse of remediated land in their respective areas	4.49	2.20	MO	4.57	2.65	HO	4.53	2.41	HO	4
4. join in the different activities which help reduce air toxics emissions and greenhouse gas production	4.50	2.49	MO	4.53	2.53	HO	4.52	2.51	HO	5
5. have the initiatives to propose projects which will conserve natural resources and environment	4.53	2.55	MO	4.55	2.60	HO	4.54	2.58	HO	2.5
Total Mean Average	4.52	2.47	HO	4.55	2.60	HO	4.54	2.53	HO	

Weight/Scale	Mean Range	Verbal Interpretation
5	4.51-5.00	Highly Observed
4	3.51 – 4.50	Moderately Observed
3	2.51 – 3.50	Observed
2	1.51 – 2.50	Less Observed
1	1.00 - 1.50	Not Observed

Table 6 discussed the level of students' involvement on clean and green program of the community as part of the community services integrated in teaching Edukasyon sa Pagpapakatao.

Based on the results, the total mean average of the indicators were 4.54 and 2.53 standard deviation and interpreted as **Highly Observed**.

The students *religiously perform tasks as member of the society in maintaining cleanliness of the community (4.55;2.61); extensively allot their time in joining clean and green program in the community; Have the initiatives to propose projects which will conserve natural resources and environment (4.54;2.53 and 2.56); Support sustainable human and ecological use and reuse of remediated land in their respective areas (4.53;2.41); and join in the different activities which help reduce air toxics emissions and greenhouse gas production (4.52;2.51)*, all with **Highly Observed** verbal interpretation.

Quisumbing as mentioned in the study of Reyes (2012) stated that developing values in an individual is a process that can be viewed in three stages: cognitive, affective and behavioral. People perceive what is desirable or right, seek and cherish what they perceive as desirable or right, and then behave in accordance with these perceptions. This process is influenced by 10 the person's environment (family, school, social groups, institutions, neighborhood, nation and the world community).

Conclusion

Based on the results, the following conclusions were drawn:

On integration of community services in terms of outreach program. The data revealed that the integration of community services in teaching Edukasyon sa Pagpapakatao among the students of PHSA in terms of conducting an outreach program is **Highly Manifested** based on the response of the teacher-respondents and student-respondents.

On integration of community services in terms of peer tutoring. Based on the data, the respondents assessed that peer tutoring is **Highly Manifested** based on the obtained total mean average and standard deviation (4.64; 2.08).

On integration of community services in terms of clean and green drive. The results denote that respondents affirm the impact of joining clean and green activities in the community promotes social responsibility and belonging since all indicators have a verbal interpretation of **Highly Manifested**.

On level of involvement in terms of outreach program. On the level and extent of involvement of students on the different outreach program, it got a total mean average of 4.51 with **Highly Observed** verbal interpretation and a standard deviation of 2.36.

On level of involvement in terms of peer tutoring. Involvement of students in terms of peer tutoring, respondents assessed all indicators as **Highly Observed** except indicator *ensure that their peers gain learnings from them and become life-long learners* with a mean of 4.50 and standard deviation of 2.60 with an interpretation of **Moderately Observed**.

On level of involvement in terms of clean and green drive. On the level of students' involvement of clean and green program of the community as part of the community services integrated in teaching Edukasyon sa Pagpapakatao, the results obtained a **Highly Observed** interpretation.

Recommendations

Based on the conclusions drawn on the results of this study, the following recommendations were posited:

1. Integration of community services and community involvement in teaching Edukasyon sa Pagpapakatao plays a positive impact on the learning of the students as well as on their awareness on the different societal issues thus; it must be observed and/or integrated in other subjects.
2. Level of students' involvement on the various community services must be strengthened to inculcate further among them the value of shared accountability and responsibility in school and community programs and activities.
3. Hands-on activities must be observed in teaching Edukasyon sa Pagpapakatao and other subjects to develop life-long learners.
4. Development of localized module and lesson exemplar in Edukasyon sa Pagpapakatao must be encouraged among other grade levels and other subjects.
5. Inclusion of other community services and integration of social issues and awareness must be adapted to deepen students' learning in Edukasyon sa Pagpapakatao.

References

- Blanco, Geraldine (2017). Values/Moral Education: Current Conceptions and Practices in Philippines Schools Character Education Partnership. (2002). Eleven principles of effective character education. Retrieved July 28, 2002, from <http://www.character.org/principles/>
- Dipal Bhattacharyan (2015). Implementation of Art and Aesthetic Value in Curriculum Transaction among Secondary School Students: An Analysis
- Dulama, M. E. Iovu, M. B. and Ursu, A. M. B. (2011). Developing Values for Secondary School Students through the Study of Art object. Acta Didactica Napocensia. Volume-4 (2-3).
- GreatSchools Staff, (2012). Character education: as important as academics?
- Muega, M.A. (2015). Values/Moral Education: Current Conceptions and Practices in Philippines Schools

- Reyes, Mark A. (2012). Teaching Values Education in the Society, NBS Manila
- Spallino, J. 2018. How Character Education Helps Kids Learn and Develop
The United Nations Educational, Scientific and Cultural Organization (UNESCO)
- Tonga, G. (2016). Transforming Values into Behaviors: A Study on the Application of Values Education to Families in Turkey Deniz
Tonga1 1 Social Studies Education, Education Faculty, Kırıkkale University, Kırıkkale, Turkey, March 2016.
- Tuscano, Francis J. (2016) Is the Philippine's Model of Mandatory Values Education In Schools The Solution?
- V.Vijaya Lakshmi, (2017). Value Education in Educational Institutions and Role of Teachers in Promoting the Concept
1935 Philippine Constitution
https://www.teach-nology.com/currenttrends/character_education/
<https://www.methodschoools.org/blog/how-character-education-helps-kids-learn-and-develop>
eadupblogazine.growingleadersfoundation.com/2017/04/05/is-the-philippines-model-of-mandatory-values-education-in-schools-the-solution/
<https://www.iberdrola.com/talent/value-education>