

## THE PEDAGOGICAL DISCOURSE IN TEACHING VALUES EDUCATION; CHALLENGES, OPPORTUNITIES AND COPING MECHANISM

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### ABSTRACT

Values education is a process, which begins at home and continues in society and in formal education institutions. The aim of this research was to describe the content and pedagogical discourse, skills and the challenges in teaching Values Education subjects in using the cognitive approach. This research was qualitative in nature. This qualitative study explores the challenges, opportunities and coping mechanisms of Values Education teachers at the Bulacan. Using a phenomenological approach, fifteen student teachers in values education were interviewed to understand their experiences in teaching preparation, classroom instruction, instructional materials, and community involvement. The study identifies critical challenges and opportunities teaching, values education subjects including challenges in meeting diverse learning needs of every student as well as with the emerging impact of which in the community. Continuous emergence of artificial intelligence, educational technology are vital aspects in focusing on diverse teaching methods applied by the student teachers in the values education subject. Collaboration among stakeholders and a holistic approach to addressing challenges are essential for improving educational outcomes equipped with values integration and application. In the study's findings, several recommendations are proposed to enhance the educational landscape. By implementing these recommendations, educational institutions can proactively address the challenges faced by values education student teachers and pave the way for holistic educational reform.

**Keywords:** Collaboration, Holistic Educational Reform, Artificial Intelligence, Pedagogical Discourse.

### 1. INTRODUCTION

Edukasyon sa Pagpapakatao subject plays a pivotal role in shaping the character and values of students. Teaching values education was done five times a week as a separate subject. However, in 2002, the number of hours spent teaching the Edukasyon sa Pagpapakatao subject was reduced under the Basic Education Curriculum (BEC)/Revised Basic Education Curriculum (RBEC) (DepEd Order no. 43 series 2002). Edukasyon sa Pagpapahalaga was incorporated into the MAKABAYAN as a component rather than a separate subject. The amount of time spent teaching Edukasyon sa Pagpapahalaga was cut down to two hours every week under the K-12 Program (Enhanced Basic Education Act of 2013), and the curriculum stayed the same (Sinocruz & Daing, 2020).

The issue of having limited time to teach Edukasyon sa Pagpapakatao has become a major problem in the constantly changing field of education. The curriculum's time constraints present a significant challenge for the stakeholders which could foster students' moral and ethical development. The significance of values education in developing accountable and morally upright students cannot be overstated as they negotiate the significant challenges in educational

institutions. The present educational systems must reconstruct the goals and give time provisions and resources for students' development. Common measures of teacher qualifications and training don't address the issue of out-of-field teaching, where teachers handle subjects beyond their expertise or lack required specialist qualifications (Unesco, n.d).It happens due to teacher shortages or mismanagement and can significantly impact the quality of education (Abella et. al, 2021).

Limited time can lead to outright explanations, less opportunity for hands-on activities, and a reduced focus on critical concepts. Students may struggle to grasp complex topics and may use artificial intelligence applications just to comply with some essays. Additionally, inadequate time may hinder the teacher's ability to provide individualized support or address students' questions adequately. Quality education relies on sufficient time for effective teaching and learning. This entails schools having an ample number of days and hours for instruction, along with well-trained teachers capable of delivering high-quality lessons. The goal is to maximize student engagement and promote optimal learning outcomes (Unesco, 2022).Teachers encounter challenges in teaching the subject due to a lack of instructional materials, which hinders their ability to provide diverse and effective learning experiences (Sinocruz & Daing, 2020). Differentiated instruction is not a one-size-fits-all approach, but instead should be shaped to meet the needs of students (Iris, 2014). Recognizing that not all students respond uniformly to one teaching style, teachers should choose and implement strategies that accommodate varied learning preferences. Likewise, knowledge of the learning styles can provide implications to curriculum design allowing teachers to implement a learner- centered curriculum model in the classroom (Dalmolin et. al, 2019).Parents should actively collaborate with teachers for the well-being of their child, recognizing that the responsibility of shaping their child's values shouldn't solely rest on the teacher's shoulders, (Sinocruz & Daing, 2020). It's crucial for parents to play an engaged role in their child's moral development and not rely solely on the teacher to guide them in building a strong value system. A cooperative partnership between parents and teachers ensures a more holistic and effective approach to instilling positive values in children. If the subject of *Edukasyon sa Pagpapakatao* (Values Education) is effectively taught in schools and consistently reinforced at home, it has the potential to cultivate citizens who are deeply rooted in their spirituality, exhibit a strong sense of humanity, actively contribute to environmental well-being, and show patriotism. The impact of EsP on an individual's life can be significant, particularly in adapting to the challenges of the new normal (Colinco, 2022).

The main objective of this study was to determine the challenges, opportunities and coping mechanisms of *Edukasyon sa Pagpapakatao* (ESP) students teachers of Bulacan State University, College of Education. Understanding the role of these challenges can lead to creating a more positive and supportive teacher, which can contribute to a more fulfilling educational experience. *Edukasyon sa Pagpapakatao* is one of the areas in teaching where teachers navigate between academic instruction and the development of one's character, which poses unique challenges. It is of utmost importance to understand these challenges and the ways of alleviating them to ensure better education and teacher experience.

## Statement of the Problem

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The researchers aimed to identify the challenges and coping mechanisms of Edukasyon Sa Pagpapakatao (ESP) student teachers. Specifically, the researchers sought answers to the following questions

1. What challenges do the ESP student teachers encounter in terms of the pedagogical discourse in teaching Edukasyon sa Pagpapakatao?
2. How do the ESP student teachers cope up to address those challenges in terms of the pedagogical discourse teaching Edukasyon sa Pagpapakatao?

## 2. METHODOLOGY

### Research Design

This study used a qualitative approach using a Phenomenological method. Qualitative research is methods of inquiry that depend on non-numerical and non-statistical means for gathering, analyzing, and producing information. Phenomenological research is a qualitative research methodology that helps in describing the experiences of a person's life. The participants interviewed in-depth by the researchers to learn more about the challenges and their coping mechanisms on those challenges. The interview guide questions were carefully designed to elicit in-depth responses regarding the challenges encountered and the methods used to overcome or coping mechanisms with those challenges.

This study used the Phenomenological method to identify the challenges and coping mechanisms of ESP student teachers. The study's participants were selected through the use of Total Population Sampling. Total population sampling is a purposive sampling technique that examines an entire population with a particular set of characteristics. In this study, the researchers interpreted the gathered data of the challenges and coping mechanisms of Edukasyon sa Pagpapakatao (ESP) student teachers using thematic analysis. It is an approach, and methodological design is given as a framework for investigation that provides methodical techniques for gathering data and then using codes and themes to analyze it (Peel, 2020).

## 3. RESULTS AND DISCUSSION

### Challenges Encountered by the ESP Student Teachers

#### 3.1. Teaching Preparation

**Content Mastery and Specialization.** Participant 10 highlights the challenge of content mastery, especially when having many preparations and handling many sections. This resonates with the findings of Dagenais et al. (2019), who suggest that teachers may face difficulties in teaching subjects leading to potential gaps in content delivery and student learning.

**Lack of Resources and Time Constraints.** Participants express challenges related to both lack of resources and time constraints. This signifies with the findings of Smith and Fong (2020). They argue that limited resources and time constraints can hinder teachers' ability to cater to diverse learning needs and adapt their teaching strategies that aligns with the needs of the learners.

**Professional Development.** This gives the importance of ongoing training and professional development opportunities for teachers, as emphasized by Darling-Hammond et al. (2017). They suggest that targeted training can enhance teachers' subject knowledge and instructional effectiveness, ultimately benefiting student learning outcomes.

**Adaptation to Diverse Learning Styles.** Participant 10 mentions the challenge of making lessons adaptable to students with diverse learning styles. This aligns with the principles of differentiated instruction, as advocated by Tomlinson (2017). Tomlinson argues that teachers need to tailor their

instructional approaches to accommodate various learning preferences and abilities, thereby promoting inclusive and equitable learning environments.

### *1.2 classroom instruction*

**Diverse Learning Needs and Strategies.** Participants highlight the challenge of catering to diverse learning needs and adapting instructional strategies accordingly. This aligns with the principles of differentiated instruction, as advocated by Tomlinson (2017), emphasizing the importance of tailoring teaching approaches to accommodate various learning preferences and abilities.

**Classroom Management and Behavior.** Participants express challenges related to classroom management and student behavior. This resonates with the findings of Martin and Baldwin (2019), who emphasize the significance of effective classroom management strategies in promoting a positive learning environment and maximizing student engagement and achievement.

**Motivation and Values Education.** Participant 9 mentions difficulties in motivating learners to embrace core values. This aligns with the literature on values education, which emphasizes the role of teachers in fostering ethical behavior and character development (Nucci, 2019). Effective strategies for promoting values education may include experiential learning activities and community involvement (Berkowitz & Bier, 2020).

**Verification of Information and Media Literacy.** Participant 10 highlights the importance of verifying information before distributing it to students to prevent the spread of misinformation. This underscores the need for media literacy education, as advocated by Hobbs (2018), to equip students with critical thinking skills and empower them to evaluate and analyze media content effectively.

**Instructional Material and Resources.** Participant 11 mentions the challenge of providing instruction materials that meet the diverse needs of learners. This aligns with the findings of Smith and Fong (2020), who emphasize the importance of accessible and relevant instructional materials in supporting effective teaching and learning experiences.

### *3.2 instructional materials*

**Limited Access to Educational Resources.** Participants consistently mention challenges related to limited access to educational materials and outdated resources. This aligns with the findings of several studies highlighting disparities in resource availability across educational settings (Hanushek & Woessmann, 2020). Access to up-to-date and relevant educational materials is crucial for promoting effective teaching and learning outcomes.

**Lack of Multimedia Devices and Technology Integration.** Participants express difficulties due to the absence of multimedia devices and challenges in integrating technology into instruction. This resonates with research emphasizing the importance of technology integration in enhancing student engagement and learning outcomes (Kay, 2021). Lack of access to multimedia devices may hinder teachers' ability to utilize multimedia resources and digital tools effectively in the classroom.

**Challenges in Creating Instructional Materials.** Participants mention challenges related to creating instructional materials, such as lack of time for planning and limited access to relevant reading materials. This aligns with the findings of studies highlighting the time and effort required for instructional material development (Sawada et al., 2018). Adequate planning and access to resources are essential for ensuring the quality and relevance of instructional materials.

**Need for Visual Aids and Supplementary Materials.** Participants highlight the importance of visual aids and supplementary materials in enhancing student understanding. This corresponds

with research emphasizing the benefits of visual learning aids in improving comprehension and retention (Mayer, 2019). Providing adequate visual aids can support diverse learning styles and enhance the effectiveness of instruction.

**Compliance with Educational Standards.** Participant 15 mentions adherence to the Most Essential Learning Competencies (MELCs) and the use of modules, indicating compliance with educational standards. This underscores the importance of aligning instructional materials with curriculum frameworks to ensure consistency and quality in education delivery (Wiggins & McTighe, 2017).

### ***3.3 parental involvement***

**Lack of Time and Awareness.** Participants highlight challenges related to parents' lack of time due to work commitments and limited awareness of the importance of parental engagement in their child's schooling. This aligns with research emphasizing the importance of parental involvement in supporting students' academic success (Henderson & Mapp, 2002). Lack of awareness and understanding may hinder parents from actively participating in their child's education.

**Communication and Follow-Up.** Participants express challenges related to communication and follow-up with parents, including difficulties in engaging parents effectively and ensuring consistent involvement in their child's education. This corresponds with findings suggesting that effective communication between teachers and parents is essential for fostering positive relationships and promoting student success (Epstein, 2018).

**Parental Concerns and Expectations.** Participants mention concerns about parental expectations and complaints regarding their child's grades. This reflects the importance of managing parental expectations and maintaining open communication channels to address concerns collaboratively (Epstein, 2018). Building trust and partnerships between teachers and parents is crucial for promoting mutual understanding and supporting student learning.

**Parental Priorities and Involvement.** Participant 9 highlights challenges related to parents prioritizing academic performance over their child's well-being and mental health. This underscores the need for educators to advocate for holistic approaches to education that prioritize students' overall well-being and socio-emotional development (Greenberg et al., 2017).

**Community Involvement and Engagement.** Participant 15 mentions one-on-one interviews with parents as a form of community involvement. This aligns with the concept of family-school-community partnerships, which emphasizes the importance of collaborative efforts among stakeholders in supporting student success (Bouffard et al., 2018). Engaging parents as partners in the educational process can enhance student outcomes and strengthen the school community.

## **4. COPING MECHANISMS ADDRESSED BY THE ESP TEACHERS**

### ***4.1 teaching preparation***

**Professional Development and Collaboration.** Participants highlight the value of professional development and collaboration with colleagues in enhancing their teaching practices. Research suggests that collaborative professional learning communities contribute to teacher growth and improved student outcomes (Vescio et al., 2008). Sharing resources, exchanging ideas, and seeking feedback from peers can support continuous improvement in teaching.

**Adaptation of Teaching Strategies and Technology.** Participants mention adapting teaching strategies and utilizing technology to address instructional challenges. This corresponds with the literature on the importance of pedagogical flexibility and technology integration in catering to

diverse student needs (Mishra & Koehler, 2006). Experimenting with new approaches and leveraging digital tools can enhance engagement and learning outcomes.

**Student-Centered Approaches and Facilitation.** Participant 9 advocates for a student-centered approach to teaching, where students are encouraged to take ownership of their learning. This aligns with constructivist theories of education, emphasizing active student engagement and inquiry-based learning (Jonassen, 1999). Facilitating learning through questioning and meaningful activities empowers students to develop critical thinking skills and fosters intrinsic motivation.

**Documentation and Organization.** Participants mention strategies such as saving files and prioritizing tasks through note-taking. This reflects the importance of documentation and organization in managing workload and staying on track with responsibilities (Barnett et al., 2018). Effective organizational skills enable teachers to access resources efficiently and maintain productivity.

#### **4.2 Classroom Instruction**

**Professional Development and Skill Enhancement.** Participants emphasize the importance of engaging in professional development opportunities to enhance their skills and stay updated with educational trends. This aligns with research highlighting the benefits of ongoing professional learning for educators (Darling-Hammond et al., 2022). Actively seeking opportunities to learn new instructional techniques and best practices enables teachers to continuously improve their teaching effectiveness.

**Observation and Differentiated Instruction.** Participants mention the importance of observing students and employing differentiated instruction strategies to cater to diverse learning needs. This corresponds with the literature on effective teaching practices, which emphasizes the value of individualized instruction and adapting teaching methods to meet the needs of all students (Tomlinson, 2022).

**Creating a Positive Learning Environment.** Participants focus on strategies for creating a positive and inclusive learning environment, including clear communication, establishing classroom rules, and addressing inappropriate behavior through reflection and accountability. Research underscores the importance of fostering a safe and supportive learning environment for promoting student engagement and academic achievement (Cohen et al., 2019).

**Motivation and Real-Life Connections.** Participants discuss strategies for motivating students and fostering their understanding of core values. Utilizing real-life experiences and making connections to students' everyday lives can enhance engagement and relevance in learning (Dewey, 2023). Incorporating authentic contexts into instruction promotes meaningful learning experiences and encourages students to apply knowledge beyond the classroom.

**Adaptation and Resourcefulness.** Participants highlight the need for adaptation and resourcefulness in addressing challenges, such as bringing personal electrical extension cords or producing additional reading materials. This reflects teachers' resilience and ability to creatively overcome obstacles in providing quality education (Hargreaves & Fullan, 2022).

#### **4.3. Instructional Materials**

**Collaboration and Resource Sharing.** Participants highlight the value of collaboration with colleagues in sharing resources, lesson plans, and teaching strategies to alleviate the burdens of preparation and instruction. Research suggests that collaborative teacher practices can enhance professional growth and improve student outcomes (Hattie, 2015). Sharing expertise and materials among educators fosters a culture of support and continuous improvement.

**Utilization of Available Resources.** Participants emphasize the importance of resourcefulness in utilizing available materials and devices to support instruction. This aligns with the literature on effective resource management in education, which emphasizes maximizing the use of existing resources to optimize learning opportunities (Rajala et al., 2023). Borrowing materials and leveraging peer support enable teachers to overcome resource constraints and enhance instructional quality.

**Integration of Technology and Multimedia.** Participants discuss the importance of utilizing technology and multimedia devices in instruction, despite challenges such as limited availability and lack of proficiency. This corresponds with research highlighting the potential of technology integration to enhance student engagement and learning outcomes (OECD, 2020). Providing training and support for teachers in using multimedia devices can facilitate effective integration into teaching practices.

**Adaptation and Innovation.** Participants mention strategies such as creating instructional materials suitable for teaching ESP and utilizing social media platforms for accessing video lessons. This reflects teachers' adaptability and willingness to innovate in response to instructional needs (Fullan, 2021). Developing tailored materials and leveraging digital platforms enable teachers to meet diverse learning needs and enhance instructional effectiveness.

**Preparation and Revision.** Participants emphasize the importance of preparation before the school year starts, including reviewing, revising, and adapting materials as needed. This aligns with best practices in curriculum planning and instructional design, which emphasize the importance of careful preparation and ongoing reflection to ensure instructional quality (Wiggins & McTighe, 2022).

#### **4.4 Parental Involvement**

**Open Communication and Relationship Building.** Participants emphasize the importance of open communication and building positive relationships with parents to increase parental involvement in their child's education. Research suggests that establishing strong partnerships between schools and families can improve student outcomes and promote a supportive learning environment (Henderson & Mapp, 2022). Regular updates, parent-teacher conferences, and follow-ups facilitate collaboration and address parental concerns effectively.

**Utilization of Technology for Communication.** Participants mention using social media platforms and messaging apps to communicate with parents and provide updates about their children's progress. This aligns with the growing trend of leveraging technology for parent-school communication, which offers convenient and efficient ways to engage parents in their child's education (Vanderbilt University, 2020). Utilizing digital platforms enables teachers to reach parents effectively and foster continuous communication.

## **5. RECOMMENDATIONS FROM THE PARTICIPANTS TO FURTHER IMPROVE THEIR STATUS**

### **5.1 Teaching Preparation**

**Time Management.** Some participants highlight the importance of time management for effective teacher preparation. While not directly related to professional development, time management is crucial for balancing workload and ensuring quality teaching practices (Sánchez et al., 2021).

Efficient time management enables teachers to allocate sufficient time for planning, instruction, and professional growth activities.

**Emphasis on Diverse Teaching Methods and Integration of Technology.** Participants stress the importance of providing diverse teaching methods and integrating technology into instruction. This aligns with research advocating for pedagogical diversity and leveraging technology to enhance student engagement and learning outcomes (Ertmer, 2020). Offering practical experiences, training, and sample materials facilitates the adoption of innovative teaching approaches, promoting effective instruction in diverse educational contexts.

**Recommendations for ESP Teachers.** Participants provide specific recommendations for ESP teachers, such as acting as facilitators and prioritizing student discovery. This underscores the importance of student-centered approaches and inquiry-based learning in promoting critical thinking and meaningful engagement (National Research Council, 2020).

Encouraging student autonomy and providing guidance aligns with best practices in ESP instruction, fostering active learning and deeper understanding of content.

**Preparation and Organization.** Participants stress the significance of preparation and organization in effective teaching. Planning ahead, utilizing resources such as teachers' guides, and simplifying language for learners contribute to instructional clarity and coherence (Wiggins & McTighe, 2022). Preparedness enhances teacher confidence and enables seamless delivery of lessons aligned with curriculum standards.

### **5.2 Classroom Instructions**

**Promotion of Interactive Teaching Methods.** Participants advocate for the promotion of interactive teaching methods, such as group discussions, hands-on activities, and multimedia presentations, to enhance student engagement and learning outcomes. Research indicates that active learning strategies promote deeper understanding and retention of knowledge compared to passive instruction methods (Prince, 2019). Incorporating interactive elements into teaching fosters student participation and facilitates the development of critical thinking skills.

**Differentiated Instruction and Student-Centered Approaches.** Participants emphasize the importance of applying different strategies tailored to the diverse learning needs of students. Differentiated instruction acknowledges individual differences and adjusts teaching methods accordingly to optimize learning outcomes (Tomlinson, 2019). Implementing student-centered approaches empowers learners to take ownership of their education and promotes personalized learning experiences.

**Access to Resources and Professional Development.** Participants highlight the significance of access to resources, professional development opportunities, and training in active learning techniques. Effective classroom instruction requires teachers to stay updated with best practices and instructional methodologies (Guskey & Yoon, 2019). Continuous professional development enhances teacher effectiveness and contributes to positive student outcomes.

**Classroom Management and Physical Facilities.** Participants stress the importance of sustaining effective classroom management and addressing physical facility issues to create conducive learning environments. Research suggests that well-managed classrooms support student engagement and academic achievement (Emmer & Sabornie, 2020). Adequate physical facilities and smaller class sizes facilitate personalized instruction and enable teachers to focus on instructional delivery.

### **5.3 Instructional Materials**



**Variety and Diversity in Instructional Materials.** Participants stress the importance of providing a variety of instructional materials to cater to diverse learners' needs. Diverse materials accommodate different learning styles and preferences, promoting inclusive education (Tomlinson, 2019). Incorporating multimedia resources and technology-based materials enriches instructional experiences and facilitates deeper learning.

**Professional Development for Accessing Diverse Materials.** Participants highlight the need for professional development or training to access and utilize diverse instructional materials effectively. Continuous training enhances teachers' capacity to create, adapt, and integrate materials that meet diverse learner needs (Guskey & Yoon, 2019). Access to updated resources and technology supports innovative teaching practices and improves student outcomes.

**Balancing Traditional and Digital Approaches.** Participants emphasize the importance of balancing traditional and digital teaching-learning approaches. While digital resources offer opportunities for interactive and multimedia-rich learning experiences, traditional materials remain valuable for foundational instruction (Clark & Mayer, 2021). Integrating both approaches ensures a comprehensive and effective instructional strategy.

The study identified several critical challenges faced by ESP teachers, including teaching preparation, classroom instruction, instructional materials, and parental involvement. These challenges range from resource constraints and administrative burdens to difficulties in catering to diverse learning needs and engaging parents effectively. The findings underscore the importance of continuous professional development for ESP teachers to address these challenges effectively. Professional development programs focusing on diverse teaching methods, technology integration, time management, and communication strategies can enhance teaching effectiveness and student outcomes. Collaboration among teachers, administrators, parents, and community stakeholders is essential for overcoming challenges and improving educational outcomes. Mentorship programs, peer learning opportunities, and community engagement initiatives can foster a supportive ecosystem conducive to student success. Addressing challenges in teaching preparation, classroom instruction, instructional materials, and parental involvement requires a holistic approach. This includes providing access to resources, promoting innovative teaching practices, fostering inclusive learning environments, and strengthening partnerships between schools and communities.

Based on the conclusions of the study, the following recommendations are hereby offered: Encourage collaboration among ESP teachers through peer learning sessions, mentorship programs, and collaborative lesson planning activities. Creating opportunities for teachers to share best practices and support each other can enhance instructional quality and teacher effectiveness. Schools and educational authorities should prioritize enhancing access to educational resources, including instructional materials, technology devices, and professional development opportunities. Investing in infrastructure, providing updated materials, and supporting teachers in utilizing technology can facilitate effective teaching and learning experiences. Foster stronger partnerships between schools, parents, and communities to support student success. Organize community engagement events, parent-teacher conferences, and workshops to involve parents in their child's education. Building trust and collaboration among stakeholders is crucial for creating a supportive learning environment.

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