



# IMPACT OF VALUES EDUCATION IN COPING WITH THE INSTRUCTIONAL CHALLENGES ENCOUNTERED BY THE STUDENTS IN THE NEW NORMAL

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## **Abstract**

**a. Title:**

Impact of Values Education in Coping with the Instructional Challenges Encountered by the Students in the New Normal

**b. Name of Researcher**

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**c. Date of Technical Assistance**

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**d. Summary**

The present condition of Values Education instruction in the JHS of Legazpi City Division is through modular learning. This condition deprives students of constant interaction with the Values Education teacher. Instead, the parents are the ones who facilitated learning in all subject areas including Values Education since most of the students are in the modular learning delivery mode. The present situation is contradictory to the goals of the DepEd, since, according to the DepEd's Values Education Program, Values Education as a part of the school curriculum is the process by which values, attitudes, and habits are formed as the learner interacts with his environment under the guidance of the teacher.

This study assessed the challenges encountered, coping mechanisms, and impact of Values Education in coping with instructional challenges as perceived by the Junior High School Students of Legazpi City Division on the following variables: quality of instruction, learning engagement, and learning resources. It also identified the pointers that can enhance the Values Education Program of the schools in the new normal.

This descriptive-quantitative research involved the 240 randomly selected printed modular Junior High School Students from Grades 7-10 for the school year 2021-2022 from the 12 secondary schools of Legazpi City Division. A 5-point Likert scale structured survey questionnaire was utilized consisting of three (3) parts, the challenges, coping mechanisms, and the impact of Values Education in coping challenges as perceived by the students. The gathered data was analyzed using weighted mean.

Based on the results, the following conclusions were established:

1. There are challenges that were moderately encountered by the respondents about the quality of instruction, learning engagement, and learning resources. The quality of the module is more challenging as compared to the appropriateness of the content. Hence, the content of the modules is parallel to the students' capacity for understanding.

The students under independent learning still need supervision from teachers and learning facilitators. The television set, cellphone, online games, and social media serve as distractions to the students. While the parents provided for the students' needs but the unavailability of references at home and the barangay library was more challenging since books and other printed materials were considered more important.

2. The coping mechanisms of the respondents on the challenges of learning engagement are higher than the quality of instruction and learning resources. Therefore, challenges at home were easily solved due to the presence of family members and being connected with classmates and friends. Whereas, the

challenges on learning resources were moderately coped since the financial capacity of the family dictates the capacity to acquire technological facilities at homes such as internet connectivity, computer set, printer, and other electronic devices.

Independent learning, good decision-making, self-reliance, self-phased learning utilizing internet sources, and collaboration with friends and learning facilitators to secure references were exhibited to cope with challenges in learning resources.

3. The impact of Values Education was reflected in psychological resiliency and behavioral development among students. Values Education became part of students' attitudes by exhibiting resiliency, self-efficacy, and ability to collaborate which they acquire from various supports provided by their parents, teachers, classmates, and friends.

4. The pointers to enhance the Values Education Program of the schools in the new normal based on the findings of the study focused on the following:

(1) Identifying the most important values to develop self-worth with the collaboration of stakeholders. The values integration may focus on developing students' self-confidence, sense of determination, truthfulness, law-abidingness, resiliency, and diligence.

(2) Incorporating character education in all subject areas to encourage students to develop a deeper understanding of humanity and what they can do to support themselves and others to develop respect, accountability, commitment, concern for others, and compassion.

(3) Promoting strategic character education through practical activities which include: (a) displaying values-related posters in halls and classrooms; (b) inclusion in the recognition programs the character accomplishments; (c) encouraging students to participate in charity works, (d) prohibiting unkindness of any kind in the classroom; (e) organizing student-volunteers in clean up drives; (f) treating ethical issues like other intellectual issues; (g) imposing that *respect* is the core value each class; and, (h) teachers lead by example.

### **Recommendations**

Based on the conclusions, the following recommendations were set forth.

1. The quality of modules in terms of clarity of letters and pictures should be enhanced along with the appropriateness of the content and constant supervision of learning facilitators. Distractions at home like the use of TV and other electronic gadgets should be minimized but increase access to learning resources such as the availability of books and the barangay library. To verify the validity of this study, future research can be conducted in this field.

2. Collaborative support of the family, teachers, classmates, and friends can be sustained to strengthen and encourage the students to develop better decision-making, independence, and a collaborative attitude. Parents should look for other sources to provide children with the necessary technological facility. Further research can be conducted on this matter.

3. The Values Education Program can devise activities in all grade levels highlighting psychological resiliency and behavioral development among students

to prepare them to become more self-reliant. The effectiveness of the activities can be assessed through descriptive research.

4. The pointers to enhance the Values Education Program of the schools in the new normal can be implemented in the schools both in the elementary and secondary levels by establishing the precise nature of how Values Education influences academic and psychological resilience among students. This will assist the development of interventions aimed at promoting resilience in all life aspects among students. The results of the implementation can be assessed for institutionalization.

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## **Introduction and Rationale**

The worldwide health crisis due to the COVID-19 pandemic has caused the closure of school institutions to safeguard students, parents, teachers, and all other school personnel. To guarantee the sustainability of students' learning, the government has established new learning modalities through distance learning. This type of learning modality is now the new normal education setup. This situation resulted in crucial changes in the educational learning approach. Tumapon (2020), described education in the new normal as "blended or purely online courses". This innovative means of learning due to the COVID-19 pandemic instigated additional challenges in education institutions, teachers, parents, and learners.

To address the problems of distance learning, especially in the utilization of printed modular is anchored on Basic Education Learning Continuity Plan (BE-LCP), known as DO # 012 s. 2020, "Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency, is a "package of education interventions" that will address challenges brought about by the COVID-19 pandemic in the education sector.

The different learning modalities adopted the Most Essential Learning Competencies (MELCs) set by the DepEd as a response to the face-to-face learning prohibition (DO # 012, s.2020). Along with this, the Inter-Agency Task Force (IATF) Resolution No. 114 s. 2021, stated that "the continued implementation of proactive measures and restrictions must be put in place to slow

down the outpouring of COVID-19 cases, stop further spread of variants, to cope, and to protect more lives”.

In connection with modular learning, Manlangit et. al. (2020) defined modular learning as a “method of distance learning that uses Self-Learning Modules (SLM) based on the Most Essential Learning Competencies (MELCs)”. It contains motivation, assessment, and a guide for teachers and students. Teachers are the ones who monitor learning while parents or guardians take charge in place of teachers in the safety of their homes. This situation was cited by Sadia, W., (2020), in an article entitled “For Kids in Special Education, Lockdown Learning is a Must”, cited that “due to the health risks, on face-to-face learning, parents were left no other choice but to adopt distance learning despite the learning differences of their children. However, weak internet connection is one of the many challenges they encountered in distance learning despite the availability of SLMs.

Specifically, “values-based education is an important part of student's lives”, it creates an atmosphere that helps them to grow in their school performance altogether with social and emotional growth. Since values help in the development of positive thinking, it aids in enhancing understanding and better relationships with students and teachers. In the same manner, it also enhances attitudes and ways of dealing with situations that help them to realize their objectives amidst challenges.

The present condition of Values Education instruction in the JHS of Legazpi City Division is through modular learning. This condition deprives students of

constant interaction with the Values Education teacher. Instead, the parents are the ones who facilitated learning in all subject areas including Values Education since most of the students are in the modular learning delivery mode. The present situation is contradictory to the goals of the DepEd, since, according to the DepEd Values Education Program, Values Education as a part of the school curriculum is the process by which values, attitudes, and habits are formed as the learner interacts with his environment under the guidance of the teacher.

In this regard, this study aims to determine the impact of Values Education already inculcated in them and being applied while under the care of the parents in the new learning modalities. This study involved the Junior High School students of the Legazpi City Division for the school year 2021-2022 on the perceived impact of Values Education in coping with challenges in the new normal. The result of this study can be a basis for implementing distance Values Education intervention to aid parents and students to enhance the Values Education Program in the division of Legazpi City in the new normal. This also can be a basis for every school to utilize guidance program facilities to capacitate teachers and parents to render quality values education services.

## **Literature Review**

Values Education is an important element of one's education. It aims to nurture students' positive values and attitudes through learning and teaching through the provision of appropriate learning experiences. Its goal is to enhance students' ability to recognize positive values, analyze objectively and make a sensible judgment in diverse issues they may encounter as they grow as a person

and make appropriate actions while dealing with the challenges they encounter in daily life. The school promotes Values Education by nurturing the nine (9) values and attitudes which include perseverance, respect for others, responsibility, national identity, commitment, integrity, care for others, law-abidingness, and empathy (Hongkong Education Bureau).

The Values Education Program was developed in 1988. This program made Values Education a fundamental part of the curriculum. Its framework and guidelines were explained through the issuance of DECS Order No. 6, s. 1988, to ensure the program's implementation and guide teachers. The framework does not enforce values, but indicate the list of qualities adaptable in varying circumstance which the learner can “internalize and practice”. The outline of necessary values can be utilized by the teacher and emphasized which should be reinforced and beneficial depending on the necessity and situation (deped.gov).

The need to strengthen Filipino values was supported by the executive order through Presidential Proclamation No. 479 dated October 7, 1994, known as Declaring the Month of November of Every Year as Filipino Values Month. It emphasized the importance of values in achieving aspirations in life. The proper implementation of the program will develop Filipinos who: are self-actualized, integrally developed human beings imbued with a sense of human dignity; are social beings with a sense of responsibility for their community and environment; are productive persons who contribute to the economic security and development of the family and the nation; as citizens, have a deep sense of nationalism, and committed to the progress of the nation as well as of the entire world community

through global solidarity; and manifest in actual life an abiding faith in God as a reflection of his spiritual being (depd.gov).

In addition, DO 41, S. 2003 known as Values Education in the Basic Education Curriculum ensures the effective implementation of Values Education in the restructured Basic Education Curriculum. It emphasized the role of Values Education teachers in the integration of values in all subject areas. This aims to effectively reinforce the role of every teacher as a Values Education teacher in developing desirable values among the students; to essentially integrate values enhancement in each subject area; to be able to include valuing processes together with the competencies in each subject area; to ensure that Values Education is decisively planned as regular lessons in the subject; to ensure that trained Values Education teachers are those who majored in Values Education, and to properly evaluate the result of interventions conducted both inside and outside the classroom.

As indicated in the aforementioned DepEd order, the following provisions should be observed: Values Education teachers should help the subject area teachers in integrating values development in their lessons when necessary. Also, Values Education teachers should conduct training or lesson demonstrations if necessary. While the value focus may sometimes arise out of the teacher's observation of the daily behavior of students in their class which may not necessarily be related to the lesson on hand. In which the subject area teacher should address the foregoing observation on students' behavior. In addition, the revised Values Education Framework is still the basic source for the core values

that need to be developed among students. At the secondary level, it belongs to the Makabayan learning area.

In connection with the impact of Values Education, the study of Shrestha, B., and Gupta, P. (2019) entitled, "Impact of Values Education in Personal Behavior of Students: A Case Study of Nepal," explored the impact of Values Education in personal behavior of students involving 600 students and teachers from the three (3) districts of Nepal. Results of this quantitative research revealed that Values Education had taught basic qualities such as honesty, hard work, respect for others, cooperation, compassion, and forgiveness. Positive change in the personal behavior of students was observed. It is recommended that teaching practices can be enhanced to cater to diverse learners to achieve appropriate behavior change. The present study is similar since it is both quantitative, and aims to determine the impact of Values Education on students. However, it assessed the impact of Values Education in coping with instructional challenges of printed modular students in the new normal, and it only involves students from Grades 7-10 of a City Division.

On the other hand, junior high school students in the new normal are vulnerable due to many challenges encountered as cited by Calo, M. et al. (2021), that the students in distance learning struggle due to household chores, weak internet connection, academic overload, and independent learning. However, they cope with these problems by managing time, taking breaks, and seeking support. While Freire, C. (2016) suggests that the personal attributes of the students determine their coping capacity of the students. With regards

to coping, it refers to an individual's attempt to tolerate or minimize the effect of stress (Sincero, M., n.d.). While coping mechanisms are the strategies used in dealing with stress amidst difficult situations. It alleviates stressful conditions to maintain sound emotional well-being (Cramer, P. 2015).

In addition, students behave in the same manner as their role models. In the new normal, parents are the ones who act as role models, since they are the learning facilitators in the absence of teachers. In this manner, the way they behave in front of their peers reflects the values they acquired at home. In addition, morals and values are primarily learned at home. However, teachers as role models in teaching and learning are also part of values formation. The motivation and learning interest of students has something to do with the teachers' pedagogical approaches. To do this, the teacher should appreciate, motivate, and encourage students to be honest, and kind. However, due to limited access to communication with students in the new normal, the aforementioned strategies cannot be fully realized.

In connection with the coping capacity of students, teachers also play an important role in how students cope with challenges. According to a published article entitled, "The Changing Role of the Educator in the New Normal", the teaching set-up has changed from classroom to class home, where modified learning was utilized. As the learners are sustained to be inaccessible and held in the care of their families, teachers are forced to "upskill" themselves to endure the "new demand" of distance learning. Since students are bound to undergo student-parent learning, teachers as well, have to adjust and be more flexible and



innovative in the monitoring and assessment of learning outcomes (Saxena, A. (2020).

In addition, teachers teaching Values Education, played a vital role in the values formation of students, management of emotions, and acceptance of oneself. These can be realized when constant interaction with students is sustained. However, in the new normal, limited teacher-student interaction is imposed especially in printed modular learning. Hence, interaction with students, especially those who are vulnerable and in need of emotional support was left alone. This can also affect the realization of Values Education vision and mission.

In this regard, Mohan, A. and Subashini, E. (2016), cited that values in education are set based on the timely needs of the society and the country. Education and teacher attempt to meet the needs. Hence, the family, school, and society play an important role in the individual's values as one of the major components of one's well-being. The teachers' role in value inculcation is vast and crucial since the teaching and learning environment is dependent on presence.

On the role of teachers, the article entitled, "Role of Teachers in Inculcating Values Among Students" discussed the role of Values Education in the personality development of students. One major aspect of Values Education is allowing the students to understand the consequences of their actions and words for which they are accountable whether positive or negative. Also, they should learn how to respect others which reflects in how they treat others. Hence, being kind is the core value in this aspect.

The study of İmana, E. (2014), entitled, "The Effect of the Values Education Programme on 5.5-6-Year-old Children's Social Development: Social Skills, Psycho-social Development and Social Problem-Solving Skills," examined the effect of the Values Education Programme for pre-school children on their social skills, psycho-social development, and social problem-solving skills. This study involves a total of 66 preschool children, 33 both for the controlled and experimental groups. A 30-minutes values education for 11 sessions was provided to the experimental group.

To gather the data needed, the Family Registration Form, Values Education Programme Assessment Interview developed by the researcher, Social Skills Evaluation Scale, Psycho-social Behaviour Scale for Pre-school Children (developed by the Turkish Psychology Association Committee on Pre-school), and the Wally Child Social Problem–Solving Detective Game Test were utilized. In the analysis process, t-test for independent groups, paired-samples t-test, frequencies, descriptive statistics, and typology analysis techniques were used.

Results revealed that the experimental group's social skills, psycho-social development and social problem-solving skills are higher compared to the control group. Parents confirmed that the Values Education Program increased children's appropriate behaviors and decreased undesirable behaviors of children. The present study has the same bearing since it is a descriptive research and aims to assess the impact of values education in coping with challenges. However, it determined the challenges and coping mechanisms, and the impact is based on students' perception of the quality of instruction, learning engagement, and

learning resources. One (1) set of structured research instruments was utilized, and the data gathered was interpreted using Weighted Mean, frequency, and percentage distribution.

The study conducted by Tarabashkina, L. and Lietz, P. (2011), entitled, "The Impact of Values and Learning Approaches on Student Achievement: Gender and Academic Discipline Influences," examined how personal values influenced students' learning approaches and how these are related to students' achievement. This longitudinal study was conducted for four (4) consecutive years involving undergraduate students of an international university in Germany from week one to graduation. Three (3) questionnaires were utilized which include as cited: Portrait Value Questionnaire (Schwartz et al., 2001), the Study Process Questionnaire (Biggs, 1987b), and the Student Background Questionnaire (Matthews, Lietz, & Darmawan, 2007). Results revealed that specific combinations of values were related to each learning approach. Analyses show the higher performance of female students and the absence of effects of academic discipline on learning achievement over time. The present study is similar since it also aims to determine the impact of Values Education. However, it focused on the instructional challenges, coping mechanisms, and impact of Values Education in coping with the challenges in the new normal instead of determining the academic achievement and involved Junior High School students for the present school year.

In addition, the study of Kanika (2016), entitled, "Values of Adolescents and Its Relationship with Academic Achievement," assessed the values of adolescents and their relationship with academic achievement involving 400 secondary male

and female students from different private and public schools using random sampling technique utilizing standardized research instrument. Results revealed that values have a significant relationship with the academic performance of the students. The present study is similar since it focused on Values Education, and made use of random sampling, but only involved high school students from a public school. Also, it determined the challenges, coping mechanisms, and the impact of the Values Education on coping with the instructional challenges, which is relevant to students' values. Also, the structured questionnaire was utilized due to the unavailability of a standardized questionnaire.

In line with the implementation of Values Education across the curriculum, the study of Chowdhury, M. (2016), the article entitled, "Emphasizing Morals, Values, Ethics, and Character Education in Science Education and Science Teaching," examines how science and technological advancements and globalization contributes to the difficulties encountered in daily basis. The importance of morals, values, and ethics to cope with the challenges in life is crucial. In the implementation of a Values Education Program in the learning institution, a framework on morals, ethics, and character education must be involved. In doing so, a range of teaching, learning, and pedagogical techniques should be proposed that established morals, values, and ethics in students' minds and develop various skills and attributes necessary across the curriculum. The present study has the same bearing since it focused on the implementation of Values Education and its impact on coping with challenges. However, it focused on the challenges encountered, the coping mechanisms, and the impact of Values

Education on coping the instructional challenges such as quality of instruction, learning engagement, and learning resources.

This study is anchored on the “Psychological Stress: The Lazarus Theory”. This theory is centered on assessment and coping, which states that the individual’s assessment or evaluation capacity of what is happening, and the coping efforts in thought or in action to manage any triggering factor are central to psychological well-being. (Krohnea & Gutenberg 2002). It can be implied that the new normal has caused various instructional challenges for students. The foundation of the Values Education the students acquired at home and across the curriculum comprised the personal attributes which measure one's capacity to cope with daily challenges.

The reviewed literature focused on the values of education and the virtues to be developed in the students, the basis of implementation, and the provisions set by the DepEd on how it is implemented across the curriculum. On the other hand, most of the sources discussed the effect of Values Education on social skills, psycho-social development, social problem skills, learning approaches, impact on academic discipline, students' academic achievements, morals, values, character education, and coping challenges. The importance of Values Education centers on the well-being of the person, and its impact on the student's academic performance, school achievement, and behavior.

The related studies focused on the impact of Values Education on preschool learners, junior high school, and university students. They highlighted the impact of Values Education on psycho-social skills, problem-solving skills, and the

relationship of students' values to their academic achievements. Also, Chowdhury emphasized that the implementation of Values Education across the curriculum must highlight the framework which includes moral values, ethics, and character education to enable learners to become successful in facing life's obstacles.

It is noted that none of the reviewed literature explored the perceived impact of Values Education in coping with instructional challenges in terms of the quality of instruction, learning engagement, and learning resources involving printed modular junior high school students in the new normal. The inadequacy of knowledge in this field is the gap bridged by the present study. In bridging the gaps in the values of education and coping with challenges, this study can be beneficial to the students, teachers, instructional leaders, and the school community.

This study assessed the impact of Values Education, which reflects the foundation of the value the students acquired from home, and across the curriculum as he or she grows, intellectually, spiritually, socially, emotionally, and psychologically as the product of diverse experiences. It focused on their capacity to cope with challenges amidst the COVID-19 pandemic.

### **Research Questions**

This study assessed the challenges encountered, coping mechanisms, and impact of Values Education in coping with instructional challenges as perceived by Junior High School Students of Legazpi City Division. Specifically, it sought answers to the following questions:

1. What are the challenges encountered by the JHS Students in Values Education in the new normal in terms of:

- a. quality of instruction;
  - b. learning engagement; and
  - c. learning resources?
2. What mechanisms were used by the students in coping with the challenges of the above-mentioned variables?
3. What is the impact of Values Education as perceived by the students in coping with the challenges in the new normal?
4. What are the pointers that can be formulated from the findings of the study to enhance the Values Education Program of the schools in the new normal?

### **Scope and Limitation**

This study assessed the challenges encountered, coping mechanisms, and impact of Values Education in coping with instructional challenges as perceived by the Junior High School Students of Legazpi City Division on the following variables: quality of instruction, learning engagement, and learning resources. It also identified the pointers that can enhance the Values Education program of the schools in the new normal.

This descriptive-quantitative research involved 240 randomly selected printed modular Junior High School Students from Grades 7-10 for the school year 2021-2022 from the 12 secondary schools of Legazpi City Division. A 5-point Likert scale structured survey questionnaire was utilized consisting of three (3) parts, the challenges, coping mechanisms, and the impact of values education in coping with

challenges as perceived by the students. The gathered data were analyzed using a weighted mean.

## Research Methodology

### a. Sampling

The 12 secondary schools of Legazpi City Division will be involved in this study. A total of 240 randomly selected printed modular Junior High School students from Grades 7-10 of Legazpi City Division were the respondents of this study. The respondents were identified through their class advisers and facilitated the data gathering. Below is the list of respondents.

List of Respondents

| School       | Number of Respondents |           |           |           | Total      |
|--------------|-----------------------|-----------|-----------|-----------|------------|
|              | G-7                   | G-8       | G-9       | G-10      |            |
| A            | 5                     | 5         | 5         | 5         | 20         |
| B            | 5                     | 5         | 5         | 5         | 20         |
| C            | 5                     | 5         | 5         | 5         | 20         |
| D            | 5                     | 5         | 5         | 5         | 20         |
| E            | 5                     | 5         | 5         | 5         | 20         |
| F            | 5                     | 5         | 5         | 5         | 20         |
| G            | 5                     | 5         | 5         | 5         | 20         |
| H            | 5                     | 5         | 5         | 5         | 20         |
| I            | 5                     | 5         | 5         | 5         | 20         |
| J            | 5                     | 5         | 5         | 5         | 20         |
| K            | 5                     | 5         | 5         | 5         | 20         |
| L            | 5                     | 5         | 5         | 5         | 20         |
| <b>Total</b> | <b>60</b>             | <b>60</b> | <b>60</b> | <b>60</b> | <b>240</b> |

### b. Data Collection

The researcher made use of a 5-point Likert scale, validated survey questionnaire. The data was gathered face-to-face while observing proper health



protocols. If the students are not physically available but have access to online facilities, then a questionnaire was sent online using Google Forms. Collaboration with the class adviser is necessary for the proper dissemination, distribution, and collection of the questionnaire.

### **c. Ethical Issues**

Permit to conduct research was processed before the data collection process. Proper coordination with the district supervisor, school heads, and the adviser will be observed to acquire the parents' consent. Through the class adviser, the manner of how the questionnaire will be answered was explained at their level. The data gathered was considered confidential guided by the Republic Act No. 10173 or the "Data Privacy Act of 2012", known as an Act Protecting Individual Personal Information and Communications Systems in the Government and the Private Sector, Creating for this Purpose a National Privacy Commission, and for other purposes. This act defines "consent of the data subject as any freely given, specific, informed indication of will, whereby the data subject agrees to the collection and processing of personal information about and/or relating to him or her. The consent shall be evident from written, electronic, or recorded means. It may also be given on behalf of the data subject by an agent specifically authorized by the data subject to do so". Hence, the data served as the basis of the enhancement of the implementation of Values Education Program.

#### **d. Data Analysis**

Descriptive statistics such as measures of Frequency Count, Percentage, and Weighted Mean was applied in the analysis of the data. Below is the mathematical formula for Weighted Mean (WM):  $WM = \sum n/N$ , where WM is the Weighted Mean,  $\sum n$  is the sum of responses, and N is the number of respondents. To facilitate the interpretation, a 5-point Likert scale was used. Below is the numerical rating range and the adjectival description. 5-Very High (4.50-5.00), 4-High (3.50-4.49), 3-Moderate (2.50-3.49), 2-Low (1.50-2.49), 1-Very Low (0.50-1.49).

### **Results and Discussion**

The discussion below pertains to the results of the data gathered using a structured questionnaire. It focused on the (1) challenges encountered by the JHS students in Values Education in the new normal, (2) coping mechanisms by the students (3) the impact of Values Education as perceived by the students in coping with the challenges in the new normal, and (4) pointers that can be formulated from the findings of the study to enhance the Values Education Program of the schools in the new normal.

#### **1. Challenges encountered by the JHS students in Values Education in the new normal**

The challenges encountered by the Junior High School students in Values Education in the new normal focused on quality of instruction, learning engagement, and learning resources.

### a. Quality of instruction

The challenges encountered in the quality of instruction were determined based on the four (4) indicators with an average WM of 3.11 described as moderate. Table 1 shows the challenges to the quality of instruction.

Table 1

#### Challenges to the Quality of Instruction

| Indicators                                                                                  | WM          | Description |
|---------------------------------------------------------------------------------------------|-------------|-------------|
| 1. The module contains very small text and unclear illustrations                            | 3.29        | Moderate    |
| 2. The module does not fit my learning capacity                                             | 2.82        | Moderate    |
| 3. The module does not have complete information, which requires me to use other references | 3.25        | Moderate    |
| 4. The module contains incomplete instructions on how to do the activities and other tasks  | 3.07        | Moderate    |
| <b>Average WM</b>                                                                           | <b>3.11</b> | Moderate    |

All the indicators were rated moderate. Among these, the highest rate was no.1 cited as *the module contains very small texts and unclear illustrations* with a WM of 3.29. This was followed by “*the module does not fit my learning capacity*” with a WM of 3.25. The third rate was indicator no.4 cited as *the module contains incomplete instructions on how to do the activities and other tasks* with a WM of 3.07. While the least rated was indicator no. 2, cited as *the module does not fit my learning capacity*.

Results revealed that the challenges encountered in the quality of instruction were moderate. Based on the results, the challenges that the respondents moderately encountered were as follows: the quality of modules

about small texts and unclear illustrations; modules having incomplete information, which requires them to use other references; incomplete instructions on how to do the activities and other tasks; and appropriateness of content to fit learning capacity of the learner.

It can be implied that the quality of the module in terms of having small texts and unclear illustrations, incomplete information, and incomplete instructions was considered more challenging as compared to the appropriateness of the content. Hence, it shows that the content of modules provided to the students is within their level of capacity of understanding, the moderate challenges encountered can be the cause of the isolated learning environment.

Natividad, E. (2021), in a study entitled “Perceived Effectiveness of Self-Learning Modules (SLM) in the Implementation of Modular Distance Learning (MDL) at the Elementary Level,” examined the content quality, usability, and teacher interventions to see if they were predictors of the SLM's perceived effectiveness. Findings show that the learner evaluation of the perceived effectiveness of the SLM revealed no causal relationship with the SLM's content quality, usability, or teachers' implemented interventions. The findings suggest that learners may not fully comprehend the context of their learning when using the SLM to evaluate their learning.

#### **b. Learning engagement**

The challenges encountered in the learning engagement were determined based on the four (4) indicators with an average WM of 3.29 described as moderate. Table 2 shows the challenges encountered in learning engagement.

Table 2

## Challenges Encountered on the Learning Engagement

| Indicators                                                                                                                      | WM          | Description |
|---------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|
| 1. I cannot concentrate well due to distractions such as TV, cellphone, online games, and social media platform (e.g. Facebook) | 3.61        | High        |
| 2. I cannot concentrate due to household chores, and other duties and responsibilities                                          | 3.35        | Moderate    |
| 3. I cannot prepare activities and other tasks effectively due to a lack of school supplies or materials                        | 2.97        | Moderate    |
| 4. I find it difficult in budgeting time to perform tasks for each subject area                                                 | 3.24        | Moderate    |
| <b>Average WM</b>                                                                                                               | <b>3.29</b> | Moderate    |

Among the four (4) indicators, no.1 was rated highest cited as *I cannot concentrate well due to distractions such as TV, cellphone, online games, and social media platform (e.g. Facebook)* with a WM of 3.61 described as high.

The second was indicator no.2 cited as *I cannot concentrate due to household chores, and other duties and responsibilities* with a WM of 3.35. This was followed by indicator no. 4 stated as *I find it difficult in budgeting time to perform tasks for each subject area* with a WM of 3.24, and the least rated was indicator no. 3 cited as *I cannot prepare activities and other tasks effectively due to a lack of school supplies or materials* with a WM of 2.97. All these indicators were rated as moderate.

Results showed that the challenges encountered in learning engagement, in general, were moderate. However, they highly encountered challenges with distractions such as TV, cellphone, online games, and social media. While they moderately encountered challenges with household chores, and other duties and

responsibilities; budgeting time to perform tasks for each subject area; and the least unable to prepare activities and other tasks effectively due to a lack of school supplies or materials.

It can be implied that learning engagement in distance education was highly affected by TV, cellphone, online games, and social media while moderately affected by household chores and duties and time management. However, lack of school supplies or materials was the least reason for not complying with subject activities. Hence, school supplies were provided by the parents. However, technological gadgets, house chores, and time management affect their learning engagement.

Rinzin, Y. (2020), in a study entitled, “Students Say Household Chores Impede Study,” cited a regional study that showed more than one-third of students were unable to study at home due to household chores during the pandemic involving more than 100 Bhutanese youth in the UNICEF's U-Report South Asia poll. According to the findings, nearly an equal number of youth believe they have been assigned too much schoolwork. Their other major concerns included a lack of or limited access to online learning, exam anxiety, and the difficulty of studying at home.

In addition, Visnji, M. (2020), in an article entitled “The Importance of Digital Gadgets for Students and Their Educational Achievements,” cited that gadgets boost human productivity. The software used for online applications is a technical leap in communication. These tools have increased human productivity at work.

As a result of positive experiences with gadgets, the use of technological gadgets was revealed more enjoyable and efficient.

### c. Learning resources

The challenges encountered on learning resources were determined based on the four (4) indicators with an average WM of 3.32 described as moderate.

Table 3 shows the challenges encountered on learning resources.

Table 3

#### Challenges Encountered on Learning Resources

| <b>c. Learning resources</b>                                               | WM          | Description |
|----------------------------------------------------------------------------|-------------|-------------|
| 1. Lack of printed instructional materials at home for references purposes | 3.25        | Moderate    |
| 2. Lack of online references due to lack of internet connection            | 3.25        | Moderate    |
| 3. Lack of books at home that will serve as references                     | 3.44        | Moderate    |
| 4. Lack of barangay library and other learning resources facility          | 3.34        | Moderate    |
| <b>Average WM</b>                                                          | <b>3.32</b> | Moderate    |

All the indicators were described as moderate. The highest-rated indicator was no. 3 cited as *lack of books at home that will serve as references* with a WM of 3.44. The second rate was no.4 cited as *lack of barangay library and other learning resources facility* with a WM of 3.44. While the third were indicators nos. 1 and 2 cited as *lack of printed instructional materials at home for reference purposes and lack of online references due to lack of internet connection* both with a WM of 3.25.

Results revealed that the challenges encountered with learning resources were moderate. Among these, the challenges encountered can be arranged as follows: lack of books at home that will serve as references; lack of barangay library and other learning resources facility; while the least are lack of printed instructional materials at home for references purposes and lack of online references due to lack of internet connection.

It can be implied that the respondents considered the unavailability of references at home and the unavailability of the barangay library more challenging than printed instructional materials and online references. Hence, printed materials resources were available and online references can be easily accessed. However, learning resources at home such as books and other printed materials were considered more important.

Zhara, B. (2020), in an article entitled “Effectiveness of the Use of Multiple Resources in Learning,” supports the findings of the present study, citing that different learners have different learning styles. Hence, learning resources should not be limited to textbooks. Other resources such as books, web-based learning materials, libraries, online libraries, videos, internet facilities, and media are all examples of resources that are important to diverse learners.

### **Summary of the challenges encountered by the JHS students in Values Education in the new normal**

In general, the challenges encountered by the JHS students in Values Education in the new normal were moderate with an overall WM of 3.24. The numerical sequence of the variables is as follows: learning resources, learning



engagement, and quality of instruction with an average WM of 3.39, 3.32, and 3.11, respectively.

Results showed that learning resources were more challenging than learning engagement, and learning engagement was considered more challenging than the quality of instruction. It can be implied that the respondents considered learning resources at home as the prime necessity of learning, which can result in better learning engagement while utilizing the learning instructions provided by the school. The moderate challenges in instruction show that students under independent learning still need supervision from teachers and learning facilitators.

Lehr, S. et al. (2020, pages. 1-6), in a study entitled, "The Home Learning Environment and its Role in Shaping Children's Educational Development," concluded that regardless of the home stimulation provided during the later age phases, the early home learning environment has long-lasting effects up to secondary school, and such effects can be identified and separated from institutional effects. In addition, beyond the variable-centered approaches and person-centered approaches, learning stability changes in the home learning environment which requires the significance to assess the importance of ongoing environmental stimulation.

In these regards, the collaboration between parents and educators should bridge the two learning environments of home and school to adequately promote children's development. However, empirical evidence on the effects of collaboration activities on children's development is mixed and requires further investigation.

## 2. Coping mechanisms of the students

The coping mechanisms of the students on the challenges encountered focused on the quality of instruction, learning environment, and learning resources.

### a. Quality of Instruction

The coping mechanisms of the students on the challenges encountered in quality of instruction were determined based on the coping indicators with an average WM of 3.51 described as high. Table 4 shows the coping mechanisms of the students.

Table 4  
Coping Mechanisms of the Students on the Challenges Encountered

| Challenges                                                                                   | Coping Indicators                                                                            | WM          | Description |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------|-------------|
| 1. The module contains very small text and unclear illustrations.                            | I utilized whatever module is available.                                                     | 3.56        | High        |
| 2. The module does not fit my learning capacity.                                             | I asked the assistance of the learning facilitator to discuss and help me answer the module. | 3.35        | Moderate    |
| 3. The module does not have complete information, which requires me to use other references. | I made use of other references to supply the lacking information in the module.              | 3.73        | High        |
| 4. The module contains incomplete instructions on how to do the activities and other tasks.  | I asked the teacher to clarify the instructions on how to do the activities and other tasks. | 3.67        | High        |
| <b>Average WM</b>                                                                            |                                                                                              | <b>3.51</b> | <b>High</b> |

Among the four (4) indicators, no. 3 was rated highest with a WM of 3.73 described as high, cited as *I made use of other references to supply the lacking*

*information in the module* because the module does not have complete information, which requires me to use other references. The second rated indicator was no.4 cited as *I asked the teacher to clarify the instructions on how to do the activities and other tasks* with a WM of 3.67 described as high, due to the module containing incomplete instructions on how to do the activities and other tasks. Indicator no. 1 was rated third, cited as *I utilized whatever module is available* a WM of 3.56. this was in line with the module which contains very small texts and unclear illustrations.

While a moderate coping mechanism on the least rated indicator was in line with the module that does not fit the learning capacity so *I asked assistance of the learning facilitator to discuss and help me answer the module* with a WM of 3.35.

Results showed that the coping mechanisms of the students on the challenges encountered in the quality of instruction were high. The coping mechanisms arranged numerically from highest to lowest are as follows: use of other references to supply the lacking information in the module; teachers were asked to clarify the instructions on how to do the activities and other tasks; utilization of whatever module is available; and asked the assistance of the learning facilitator to discuss and help in answering the module.

It can be implied that students prefer to use other references to supply insufficient information in the modules, then consult the teacher and utilized the available modules more than ask the assistance of the learning facilitator. Hence, students prefer independent learning provided learning resources were available.

Orabi, Y. (2020), in an article entitled, “The Roles and Responsibilities in Distance Teaching and Learning,” cited that students should keep regular communication and interaction with the instructor, the course material, and peers to boost performance,

However, their education shouldn't be restricted to what they learn from their professors or fellow students. Instead, students must independently or collectively explore and investigate the lesson's subjects. They can consult appropriate adults (teacher, guardian, etc.) as needed using a variety of communication channels.

#### **b. Learning engagement**

The coping mechanisms for the challenges encountered in learning engagement were determined based on the coping indicators aligned with the cited challenges with an average WM of 3.67 described as high. All four (4) coping indicators were rated high. Among these indicators, no. 1 was rated highest with a WM of 3.91 cited as I utilized other places where there is no disturbance to do the school task because I cannot concentrate well due to distractions such as TV, cellphone, online games, and social media platform (e.g. Facebook).

The second highest-rated indicator was no. 3 with a WM of 3.80 cited as I asked my parents to provide me with school supplies or materials necessary for preparing activities and other school tasks since I cannot prepare activities and other tasks effectively due to a lack of school supplies or materials. The third was the second coping indicator of no. 1 in line with the distractions in the learning environment cited as I set a schedule exclusive for accomplishing school tasks with a WM of 3.65. While the least rated coping indicator was I made use of the

Weekly Home Learning Plan (WHLP) provided by the teachers to be guided on the tasks for each subject area, because I find it difficult in budgeting time to perform tasks for each subject area. Table 5 shows the coping mechanisms for the challenges encountered in learning engagement.

Table 5

## Coping Mechanisms on the Challenges Encountered on Learning Engagement

| Challenges                                                                                                                       | Coping Indicators                                                                                                             | WM          | Description |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|
| 1. I cannot concentrate well due to distractions such as TV, cellphone, online games, and social media platform (e.g. Facebook). | I utilized other places where there is no disturbance to do the school task.                                                  | 3.91        | High        |
|                                                                                                                                  | I set a schedule exclusive for accomplishing school tasks                                                                     | 3.65        | High        |
| 2. I cannot concentrate due to household chores, and other duties and Responsibilities.                                          | I asked the help of other family members to do the household chores.                                                          | 3.58        | High        |
|                                                                                                                                  | I set a schedule for doing household chores and other duties and responsibilities.                                            | 3.59        | High        |
| 3. I cannot prepare activities and other tasks effectively due to a lack of school supplies or materials.                        | I asked my parents to provide me with school supplies or materials necessary for preparing activities and other school tasks. | 3.80        | High        |
| 4. I find it difficult in budgeting time to perform tasks for each subject area.                                                 | I made use of the Weekly Home Learning Plan (WHLP) provided by the teachers to be guided on the tasks for each subject area.  | 3.50        | High        |
| <b>Average WM</b>                                                                                                                |                                                                                                                               | <b>3.67</b> | <b>High</b> |

Results showed that coping mechanisms for the challenges encountered in learning engagement were high. The coping mechanisms arranged accordingly

are as follows: utilizing other places where there is no disturbance to do the school task; asking parents to provide school supplies or materials necessary for preparing activities and other school tasks; setting a schedule exclusive for accomplishing school tasks; setting a schedule in doing household chores and other duties and responsibilities; asking the help of other family members to do the household chores, and the least was using the Weekly Home Learning Plan (WHLP) provided by the teachers to be guided on the tasks for each subject area.

It can be implied that the respondents were independent and had good decision-making on how to solve the challenges encountered in the learning environment. This was done by choosing the right spot with less distraction to do school tasks, collaborating with parents to acquire the needed school materials, coming up with a schedule both for school tasks and house chores, and asking favor with the family member to do the house chores once they failed to do so. However, they least cope with utilizing the WHLP provided by the teacher. It can be implied that the students followed their phasing while in the independent learning environment but significantly need the teacher's support.

Ssebikindu, L. (2020) in an article entitled "Guided vs. Independent Practice," cited that independent practice is frequently perceived as a difficult process, but when done correctly, it can result in significant increases in student achievement. The teacher encourages students to apply previously demonstrated skills during independent practice. Students then complete the task "independently," demonstrating what they have learned and their competency. The teacher's role as a facilitator in independent practice is to support students.

### c. Learning resources

The coping mechanisms of the students on the challenges encountered on learning resources were determined based on the coping indicators aligned with the cited challenges with an average WM of 3.48 described as moderate. Table 6 shows the coping mechanisms of the students on the challenges encountered with learning resources.

Table 6  
Coping Mechanisms of the Students on the Challenges Encountered on Learning Resources

| Challenges                                                                 | Coping Indicators                                                                                                        | WM          | Description     |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------|-----------------|
| 1. Lack of printed instructional materials at home for references purposes | I made use of the internet to access online resources for additional references.                                         | 3.76        | High            |
| 2. Lack of online references due to lack of internet connection            | I made use of data or piso wifi to access references on different websites.                                              | 3.43        | Moderate        |
| 3. Lack of books at home that will serve as references                     | I asked the help of my classmates who have available references to answer my modules.                                    | 3.38        | Moderate        |
| 4. Lack of barangay library and other learning resources facility          | I asked the help of my friends in the same barangay with an internet connection to allow me to access online references. | 3.36        | Moderate        |
| <b>Average WM</b>                                                          |                                                                                                                          | <b>3.48</b> | <b>Moderate</b> |

Among the four (4) indicators, no.1 was rated highest with a WM of 3.76, described as high, cited as *I made use of the internet to access online resources*

*for additional references* due to the lack of printed instructional materials at home for reference purposes. This was followed by indicator no. 2 with a WM of 3.43 described as moderate cited as *I made use of data or piso wifi to access references on different websites* because of the lack of online references due to lack of internet connection. This was followed by indicator no. 3 with a WM of 3.38 described as moderate cited as *I asked the help of my classmates who have available references to answer my modules* because of the lack of books at home that will serve as references. The least rated coping indicator was no. 4 with a WM of 3.36 cited as *I asked the help of my friends in the same barangay with an internet connection to allow me to access online references* because of the lack of barangay library and other learning resources facility.

Results showed that the coping mechanisms of the students on the challenges encountered with learning resources were moderate. The coping mechanisms arranged accordingly are as follows: using the internet to access online resources for additional references; using data or piso wifi to access references on different websites; asking help from their classmates who have available references to answer my modules, and the least was asking the help of their friends in the same barangay with an internet connection to be allowed to access online references.

It can be implied that the respondents were self-reliant and practiced independent learning, but along with these, they collaborated with others to do the school tasks. These coping mechanisms were shown as they make use of internet



sources independently and also ask the assistance of their classmates, friends, and learning facilitator to secure references when necessary.

Khe, F. et al. (2020) in a study entitled “Transitioning to the New Normal of Learning in Unpredictable Times: Pedagogical Practices and Learning Performance in Fully Online Flipped Classrooms,” cited that the COVID-19 outbreak has compelled many schools to switch to online instruction immediately. However, many instructors have reported that developing effective online lessons in a short period is stressful and difficult. In addition, the rapport between a teacher and his or her students is the most important aspect of a safe and positive learning environment. When students understand that their teacher cares about them and wants them to succeed, they are more likely to ask questions, make mistakes, and take risks to learn something new.

### **Summary of coping mechanisms of the students on the challenges encountered**

The coping mechanisms for the challenges encountered on quality of instruction, learning environment, and learning resources, in general, have an overall WM of 3.55 described as high. Accordingly, the highest rated was learning engagement with an average WM of 3.67 described as high. This was followed by the quality of instruction with an average WM of 3.51 described as high. The third was learning resources with an average WM of 3.48 described as moderate.

The result implies that students have better coping mechanisms for the challenges of learning engagement than the quality of instruction and learning resources. In the same manner, they have a greater coping ability with the

challenges under the quality of instruction than learning resources. Hence, during distance learning, challenges at home were easily solved due to the presence of the parents, and collaboration with family members, classmates, and friends was beneficial. Whereas, challenges on learning resources were moderately coped since they require the financial capacity of the family to acquire technological facilities at home which involved internet connectivity, computer set, printer, and other electronic devices.

Elezović, I. et al. (2021, pp. 12–14).), in a study entitled “The Role of Learning Resources, School Environment, and Climate in Transforming Schools from Buildings to Learning Communities” cited that Education authorities should not automatically assume that the material characteristics of the school environment, as well as elements of school climate, are the best or only areas for potential improvement. Access to home learning resources, parental support, and students' and teachers' attitudes toward learning and teaching appear to be more important factors in explaining differences in student achievement.

### **3. Impact of Values Education as perceived by the students in coping the challenges in the new normal**

The impact of Values Education as perceived by the students in coping with the challenges in the new normal focused on the quality of instruction, learning engagement, and learning resources.

### a. Quality of Instruction

The impact of Values Education as perceived by the students in coping with the challenges in the new normal on quality of instruction, in general, was moderate with an average WM of 3.28. This was determined based on the four (4) indicators cited. All the indicators were rated moderate. Table 7 shows the impact of Values Education in coping with the challenges in on the quality of instruction.

Table 7

Impact of Values Education in Coping the Challenges on the Quality of Instruction

| Indicators                                                                                   | WM          | Description |
|----------------------------------------------------------------------------------------------|-------------|-------------|
| 1. The module contains very small text and unclear illustrations.                            | 3.48        | Moderate    |
| 2. The module does not fit my learning capacity.                                             | 3.24        | Moderate    |
| 3. The module does not have complete information, which requires me to use other references. | 3.18        | Moderate    |
| 4. The module contains incomplete instructions on how to do the activities and other tasks.  | 3.13        | Moderate    |
| <b>Average WM</b>                                                                            | <b>3.26</b> | Moderate    |

Among the four (4) indicators, indicator no. 1 was rated highest with a WM of 3.48 cited as *the module contains very small texts and unclear illustrations*. This was followed by indicator no.2 cited as *the module does not fit my learning capacity* with a WM of 3.24. The third was indicator no. 3 cited as *the module does not have complete information, which requires me to use other references* with a WM of 3.18. While the least rated was indicator no. 4 cited as *the module contains incomplete instructions on how to do the activities and other tasks*.

Results showed that Values Education had a moderate impact in coping with the challenges of quality of instruction as perceived by the students. The challenges arranged accordingly were as follows: the module contains very small texts and unclear illustrations; the module does not fit my learning capacity; the module does not have complete information, which requires me to use other references; the module contains incomplete instructions on how to do the activities and other tasks.

It can be implied that the coping ability of students was moderately linked to their personal qualities and values which can be inculcated or acquired. Hence, their ability to cope with the challenges in line with the quality of instruction amidst distance education, in general, was strengthened by many factors, and part of it was linked to their mental setting. These can be associated with being psychologically resilient which they developed as they aged and is a result of constant dealing with family members, teachers, peers, community, and other life circumstances.

Wu, Y. et al. (2020) in a study entitled “Psychological Resilience and Positive Coping Styles Among Chinese Undergraduate Students: A Cross-Sectional Study,” cited that a better positive coping style is associated with greater psychological resilience. It implies that psychological or values education and health promotion programs aimed at strengthening psychological resilience among undergraduate students may aid in the development of positive coping styles that benefit their mental health and psychological well-being.

## b. Learning engagement

The impact of Values Education as perceived by the students in coping with the challenges in the new normal on learning engagement was determined based on the four (4) variables with an average WM of 3.36. described as moderate. Table 8 shows the impact of Values Education as perceived by the students in coping with the challenges in the new normal on learning engagement.

Table 8  
Impact of Values Education in coping the challenges of learning engagement

| Indicators                                                                                                                       | WM          | Description     |
|----------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------|
| 1. I cannot concentrate well due to distractions such as TV, cellphone, online games, and social media platform (e.g. Facebook). | 3.85        | High            |
| 2. I cannot concentrate due to household chores, and other duties and responsibilities.                                          | 3.23        | Moderate        |
| 3. I cannot prepare activities and other tasks effectively due to a lack of school supplies or materials.                        | 3.17        | Moderate        |
| 4. I find it difficult in budgeting time to perform tasks for each subject area.                                                 | 3.20        | Moderate        |
| <b>Average WM</b>                                                                                                                | <b>3.36</b> | <b>Moderate</b> |

Among the indicators, no.1 was rated highest with a WM of 3.85 described as high cited as *I cannot concentrate well due to distractions such as TV, cellphone, online games, and social media platform (e.g. Facebook).*

This was followed by indicator no. 2, cited as I cannot concentrate due to household chores, and other duties and responsibilities with a WM of 3.23 described as moderate. The third was indicator no. 4, with a WM of 3.20, cited as *I find it difficult in budgeting time to perform tasks for each subject area.* The least

rated was indicator no. 3 with a WM of 3.17 cited as *I cannot prepare activities and other tasks effectively due to a lack of school supplies or materials.*

Results showed that the impact of Values Education as perceived by the students in coping with the challenges in the new normal on learning engagement was moderate. The impact of Values Education in coping with the challenges arranged accordingly were as follows: cannot concentrate well due to distractions such as TV, cellphone, online games, and social media platform (e.g. Facebook) indicated as high coping; cannot concentrate due to household chores, and other duties and responsibilities; I find it difficult in budgeting time to perform tasks for each subject area, and cannot prepare activities and other tasks effectively due to a lack of school supplies or materials.

It can be implied that Values Education has a moderate impact on students' ability to cope with the challenges of learning engagement. It can be associated with the positive attitude and resiliency exhibited by the learners as they cope with the challenges. Other factors such as independent learning capacity of the learner and the support they received from the members and friends. However, a high impact was noted on dealing with the distractions through self-reliance, good decision-making, and a positive learning attitude as indicated by the coping capability of respondents.

Sarmiento, A. et al. (2021) in a study conducted entitled "Resilience and COVID-19. An Analysis in University Students during Confinement," stated that regardless of socio-demographic variables, university students demonstrated high levels of resilience. According to factor analysis, male students and those over the

age of 25 have the highest level of resilience. Also, students who lived alone or with people other than their parents reported higher levels of self-perceived resilience.

### c. Learning resources

The impact of Values Education as perceived by the students in coping with the challenges in the new normal on learning resources was determined based on the four indicators with an average WM of 3.22 described as moderate. Table 9 shows the impact of Values Education in coping with the challenges of learning resources.

Table 9

Impact of Values Education in Coping the Challenges on Learning Resources

| Indicators                                                                 | WM          | Description |
|----------------------------------------------------------------------------|-------------|-------------|
| 1. Lack of printed instructional materials at home for references purposes | 3.29        | Moderate    |
| 2. Lack of online references due to lack of internet connection            | 3.27        | Moderate    |
| 3. Lack of books at home that will serve as references                     | 3.26        | Moderate    |
| 4. Lack of barangay library and other learning resources facility          | 3.44        | Moderate    |
| <b>Average WM</b>                                                          | <b>3.32</b> | Moderate    |

All the indicators were rated moderate. Among the indicators, no. 4 was rated highest with a WM of 3.44, cited as *lack of barangay library and other learning resources facilities*. This was followed by indicator no.1 cited as *lack of printed instructional materials at home for reference purposes* with a WM of 3.29. The third was indicator no. 2 cited as *lack of online references due to a lack of internet*

*connection*. While the least rated was indicator no.3 cited as *lack of books at home that will serve as references* with a WM of 3.26.

Results showed that the impact of Values Education as perceived by the students in coping with the challenges in the new normal on learning resources was moderate. The impact on challenges arranged accordingly are as follows: lack of barangay library and other learning resources facility; lack of printed instructional materials at home for references purposes; lack of online references due to lack of internet connection; and the least lack of books at home that will serve as references.

It can be implied that Values Education is part of students' resiliency in coping with the challenges of learning resources. It can be associated with the self-efficacy exhibited by the respondents in coping with the challenges as independent and collaborative learners, they acquire different supports provided by their parents, teachers, classmates, and friends.

Cassidy, S. (2015), in a study entitled "Resilience Building in Students: The Role of Academic Self-Efficacy," cited that self-efficacy refers to a person's belief in their abilities. It has a distinct self-evaluative dimension that leads to either high or low perceived self-efficacy. Results showed that when faced with vicarious adversity rather than personal adversity, students demonstrated greater academic resilience.



### **Summary of the impact of Values Education as perceived by the students in coping with the challenges in the new normal**

The impact of Values Education as perceived by the students in coping with the challenges in the new normal was based on the three (3) variables with a general rating of 3.31 described as moderate. Among the variables, learning engagement has the highest average WM of 3.36. This was followed by impact in learning resources with an average WM of 3.32. And, the impact in coping with the challenges in quality of instruction was rated least with an average WM of 3.26.

Results revealed that Values Education has an overall moderate impact on coping with challenges as perceived by the respondents. It can be implied that the impact of Values Education relied on psychological resiliency, values integration, and behavioral development among students. Hence, Values Education has a higher impact in coping with the challenges of learning engagement than challenges on learning resources and quality of instruction.

Kumar, B. and Gupta, P. (2019), in a study entitled "Impact of Value Education in Personal Behavior of Students: A Case Study of Nepal," cited that values are characteristics that influence an individual's behavior and character. In addition, values are standard principles used to assess the worth of an idea or action. They provide the standards against which we judge whether something is good or bad, right or wrong. Values Education in schools teaches values. However, there is a need for improvement in teaching practices due to a significant difference between the importance level and practice level of Values Education to teach the quality of life to change personal behavior.

#### **4. Pointers that can be formulated from the findings of the study to enhance the Values Education program of the schools in the new normal**

Values Education is an important component of whole-person education that aims to foster positive values and attitudes in students through the learning and teaching of various Key Learning Areas and the provision of relevant learning experiences. On this basis, it is to develop students' abilities to identify the values embedded, analyze objectively, and make reasonable judgments in various issues they may encounter at various developmental stages so that they can take appropriate action to deal with the challenges in their future lives (Hongkong Bureau of Education, 2022).

On this basis, the pointers to enhance the Values Education Program of the schools in the new normal based on the findings of the study focused on the following:

(1) Identify the most important values to develop self-worth. All stakeholders must agree on the core values to create a positive learning and working environment. The values integration may focus on developing students' self-confidence, sense of determination, truthfulness, law-abidingness, resiliency, and diligence.

(2) Incorporate character education to encourage students to develop a deeper understanding of humanity and what they can do to support themselves and others. The values integration may develop respect, accountability, commitment, concern for others, and compassion.

(3) Promote strategic character education through practical activities. Some of the most significant activities include: (a) displaying values-related posters in halls and classrooms and highlighting them in different subjects when needed; (b) inclusion in the recognition programs the character accomplishments; (c) encouraging students to participate in charity works and participating actively in the distribution of goods or funds; (d) prohibiting unkindness of any kind in the classroom; (e) organizing student-volunteers in clean up drives; (f) treating ethical issues like other intellectual issues; (f) imposing that respect is the core value of the class; and, (g) leading by example.

## **Findings**

The findings of the study focused on the assessment of the challenges encountered, coping mechanisms, and impact of Values Education in coping with instructional challenges as perceived by Junior High School Students of Legazpi City Division. Based on the discussions, the following findings were revealed:

### **1. Challenges encountered by the JHS students in Values Education in the new normal**

The challenges encountered by the respondents focused on the quality of instruction, learning engagement, and learning resources, in general, were moderate with an overall WM of 3.44.

On the quality of instruction, the moderate challenges encountered in general have an average WM of 3.11. The challenges encountered were as follows: the quality of modules about small texts and unclear illustrations; modules

having incomplete information, which requires them to use other references; incomplete instructions on how to do the activities and other tasks; and appropriateness of content to fit the learning capacity of the learner.

On Learning engagement, in general, the challenges encountered were moderate with an average WM of 3.29. Results showed that the respondents highly encountered distractions such as TV, cellphone, online games, and social media but moderately encountered challenges with household chores, and other duties and responsibilities; budgeting time to perform tasks for each subject area; and the least was unable to prepare activities and other tasks effectively due to a lack of school supplies or materials.

On learning resources, the challenges, in general, were moderately encountered with an average WM of 3.32. The challenges with learning resources were as follows: lack of books at home that will serve as references; lack of barangay library and other learning resources facility; while the least lack of printed instructional materials at home for reference purposes and lack of online references due to lack of internet connection.

## **2. Coping mechanisms of the students**

The coping mechanisms of the students focused on coping challenges on instruction, learning engagement, and learning resources, in general, were high with an overall WM of 3.55.

On the quality of instruction, the coping mechanisms, in general, were high with an average WM of 3.51 were as follows: use of other references to supply the lacking information in the module; teachers were asked to clarify the instructions

on how to do the activities and other tasks; utilization of whatever module is available; and asked the assistance of the learning facilitator to discuss and help in answering the module.

On learning engagement, the coping mechanisms, in general, were high with an average WM of 3.67. The coping mechanisms were as follows: utilizing other places where there is no disturbance to do the school task; asking parents to provide school supplies or materials necessary for preparing activities and other school tasks; setting a schedule exclusive for accomplishing school tasks; setting a schedule in doing household chores and other duties and responsibilities; asking the help of other family members to do the household chores, and the least was using the Weekly Home Learning Plan (WHLP) provided by the teachers to be guided on the tasks for each subject area.

On learning resources, the coping mechanisms, in general, were moderate with an average WM of 3.48. These include using the internet to access online resources for additional references; using data or piso wifi to access references on different websites; asking the help of their classmates who have available references to answer my modules, and the least was asking the help of their friends in the same barangay with an internet connection to be allowed to access online references. Further, the respondents were self-reliant and practiced independent learning, but along with these, they collaborated with others to do the school tasks. These coping mechanisms were shown as they make use of internet sources independently and also ask the assistance of their classmates, friends, and learning facilitator to secure references when necessary.

### **3. The impact of Values Education as perceived by the students in coping with the challenges**

The impact of Values Education as perceived by the students in coping with the challenges in the new normal focused on instruction, learning engagement, and learning resources, in general, was moderate with an overall WM of 3.28.

On instruction, the impact of Values Education in coping with the challenges as perceived by the students was moderate with an average WM of 3.31. The impact of Values Education about the challenges were as follows: the module contains very small texts and unclear illustrations; the module does not fit my learning capacity; the module does not have complete information, which requires me to use other references; the module contains incomplete instructions on how to do the activities and other tasks.

On learning engagement, the impact of Values Education as perceived by the students in coping with the challenges in the new normal, in general, was moderate, with an average WM of 3.36. The impact of the challenges was as follows: cannot concentrate well due to distractions such as TV, cellphone, online games, and social media platform (e.g. Facebook) indicated as high coping; cannot concentrate due to household chores, and other duties and responsibilities; I find it difficult in budgeting time to perform tasks for each subject area, and cannot prepare activities and other tasks effectively due to a lack of school supplies or materials.

On learning resources, the impact of Values Education as perceived by the students in coping with the challenges in the new normal, in general, was moderate with an average WM of 3.22. The impact of Values Education along with the

challenges in the new normal was as follows: lack of barangay library and other learning resources facility; lack of printed instructional materials at home for references purposes; lack of online references due to lack of internet connection; and the least was lack of books at home that will serve as references;

#### **4. Pointers that can be formulated from the findings of the study to enhance the Values Education program of the schools in the new normal**

Based on enhancing the Values Education Program of the schools in the new normal based on the findings of the study the following were proposed:

(1) Identifying the most important values which focus on developing students' self-confidence, sense of determination, truthfulness, law-abidingness, resiliency, and diligence to develop self-worth through the collaboration of stakeholders to create a positive learning and working environment.

(2) Incorporating character education in all subject areas which focused on activities that develop respect, accountability, commitment, concern for others, and compassion so that students can develop a deeper understanding of humanity by being aware of what they can do to support themselves and others.

(3) Promoting strategic character education through practical activities by (a) displaying values-related posters in halls and classrooms and highlighting them in different subjects when needed; (b) including in the recognition programs the character accomplishments; (c) encouraging students to participate in charity works and participating actively in the distribution of goods or funds; (d) prohibiting unkindness of any kind in the classroom; (e) organizing student-volunteers in clean

up drives; (f) treating ethical issues like other intellectual issues; (f) imposing that respect is the core value of the class; and, (g) leading by example.

## **Conclusion**

Based on the findings, the following conclusions were established.

1. There are challenges that were moderately encountered by the respondents about the quality of instruction, learning engagement, and learning resources. The quality of the module is more challenging as compared to the appropriateness of the content. Hence, the content of the modules is parallel to the student's capacity for understanding.

The students under independent learning still need supervision from teachers and learning facilitators. The television set, cellphone, online games, and social media serve as distractions to the students. While the parents provided for the student's needs but the unavailability of references at home and the barangay library was more challenging since books and other printed materials were considered more important.

2. The coping mechanisms of the respondents on the challenges of learning engagement are higher than the quality of instruction and learning resources. Therefore, challenges at home were easily solved due to the presence of family members and being connected with classmates and friends. Whereas, the challenges on learning resources were moderately coped since the financial capacity of the family dictates the capacity to acquire technological facilities at



homes such as internet connectivity, computer set, printer, and other electronic devices.

Independent learning, good decision-making, self-reliance, self-phased learning utilizing internet sources, and collaboration with friends and learning facilitators to secure references were exhibited to cope with challenges in learning resources.

3. The impact of Values Education was reflected in psychological resiliency and behavioral development among students. Values Education became part of students' attitudes by exhibiting resiliency, self-efficacy, and ability to collaborate which they acquire from various supports provided by their parents, teachers, classmates, and friends.

4. The pointers to enhance the Values Education Program of the schools in the new normal based on the findings of the study focused on the following:

(1) Identifying the most important values to develop self-worth with the collaboration of stakeholders. The values integration may focus on developing students' self-confidence, sense of determination, truthfulness, law-abidingness, resiliency, and diligence.

(2) Incorporating character education in all subject areas to encourage students to develop a deeper understanding of humanity and what they can do to support themselves and others to develop respect, accountability, commitment, concern for others, and compassion.

(3) Promoting strategic character education through practical activities which include: (a) displaying values-related posters in halls and classrooms (b)

inclusion in the recognition programs the character accomplishments; (c) encouraging students to participate in charity works, (d) prohibiting unkindness of any kind in the classroom; (e) organizing student-volunteers in clean up drives; (f) treating ethical issues like other intellectual issues; (g) imposing that *respect* is the core value each class; and, (h) leading by example.

## **Recommendations**

Based on the conclusions the following recommendations were set forth.

1. The quality of modules in terms of clarity of letters and pictures should be enhanced along with the appropriateness of the content and constant supervision of learning facilitators. Distractions at home like the use of TV and other electronic gadgets should be minimized but increase access to learning resources such as the availability of books and the barangay library. To verify the validity of this study, future research can be conducted in this field.

2. Collaborative support of the family, teachers, classmates, and friends can be sustained to strengthen and encourage the student to develop better decision-making, independence, and a collaborative attitude. Parents should look for other sources to provide children with the necessary technological facility. Further research can be conducted on this matter.

3. The Values Education Program can devise activities in all grade levels highlighting psychological resiliency and behavioral development among students to prepare them to become more self-reliant. The effectiveness of the activities can be assessed through descriptive research.

The Gantt chart below shows the graphical representation of the research schedule. This type of bar chart shows the start and finish dates of research elements such as planning and dependencies.

|                             | CY: 2022 |     |     |     |     |     |     |     |     |     |     |     |
|-----------------------------|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Activities                  | Jan      | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
| Preparation<br>of proposal  |          |     |     |     |     |     |     |     |     |     |     |     |
| Finalization<br>of proposal |          |     |     |     |     |     |     |     |     |     |     |     |
| BERF app.<br>process        |          |     |     |     |     |     |     |     |     |     |     |     |
| Revision<br>Process         |          |     |     |     |     |     |     |     |     |     |     |     |
| Data<br>Collection          |          |     |     |     |     |     |     |     |     |     |     |     |
| Analysis of<br>Data,        |          |     |     |     |     |     |     |     |     |     |     |     |
| Revision<br>Dissemination   |          |     |     |     |     |     |     |     |     |     |     |     |
| Submission                  |          |     |     |     |     |     |     |     |     |     |     |     |

### Cost Estimate (Budget Source: BERF)

The cost estimate below is a representation of the expenses associated with the research proposal, revision process, data collection, data analysis, and printing. It contains the detail of the costs behind the line items, which include the need for school supplies, travel expenses, food expenses, and other incidental expenses. Below is table 10 showing the cost estimate of the study.

Table 10  
Cost Estimate

| Activities                                                                                                                                                                                    | Description                                                                        | Quantity     | Unit Price | Total Amount |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------|------------|--------------|
| <b>Preparation of research proposal, Revision Processes</b>                                                                                                                                   | Short Bond paper substance 20                                                      | 5 reams      | 200        | 1000         |
|                                                                                                                                                                                               | White short folder with fastener                                                   | 50 pcs       | 15         | 750          |
|                                                                                                                                                                                               | Epson Ink 644 set                                                                  | 2 sets       | 878        | 1756         |
|                                                                                                                                                                                               | Internet load                                                                      | 1-month load | 1500       | 1500         |
| -Travel to ROV for the submission of a revised copy<br>-Travel to ROV to get MOA, and submission of MOA<br>-Travel from home to Legazpi City, Law Firm for Notary and back<br>-Notary Signing | Tricycle rental                                                                    | 2 rides      | 200        | 400          |
|                                                                                                                                                                                               | Tricycle rental                                                                    | 2 rides      | 200        | 400          |
|                                                                                                                                                                                               | Tricycle rental                                                                    | 2 rides      | 200        | 400          |
|                                                                                                                                                                                               | Attorney's fee                                                                     | 1 file       | 500        | 500          |
| <b>Data Collection, analysis, and interpretation</b>                                                                                                                                          | Tricycle fare for Domestic travel from School to house of Interviewee/ respondents | 30 rides     | 50         | 1500         |
|                                                                                                                                                                                               | Internet load                                                                      | 7 loads      | 1500       | 10500        |
|                                                                                                                                                                                               | Tricycle fare for buying of food/snacks                                            | 2 rides      | 200        | 400          |
|                                                                                                                                                                                               | Food packs for respondents during the                                              | 50pax        | 250        | 12500        |

|                                                                                                                              |                                                 |         |              |                  |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------|--------------|------------------|
|                                                                                                                              | conduct of research (surveys);                  |         |              |                  |
|                                                                                                                              | Food, snacks, and drinks                        |         |              | 14,000           |
| Reproduction and printing of questionnaires                                                                                  | Short Bond paper substance 20                   | 5 reams | 200          | 1000             |
|                                                                                                                              | Epson Ink 644 set                               | 2 sets  | 878          | 1756             |
|                                                                                                                              | Snacks                                          | 2packs  | 300          | 600              |
|                                                                                                                              | Tricycle fare for buying materials for printing | 2 rides | 200          | 400              |
| <b>Dissemination of result-Seminar-Workshop</b><br>Travel to SDO for submission and getting the proposal of Seminar-Workshop | Tricycle fare                                   | 2 rides | 100          | 200              |
| Conduct of seminar-workshop<br>Seminar-Workshop                                                                              |                                                 |         |              | 14,000           |
| <b>Completion Submission to SDO of completed research</b>                                                                    | Tricycle Rental                                 | 2 rides | 140          | 280              |
| Submission to ROV of completed copy                                                                                          | Tricycle rental                                 | 2 rides | 150          | 300              |
| Bookbinding                                                                                                                  | Bookbinding fee                                 | 5 books | 200          | 1000             |
| Travel Expenses                                                                                                              | Tricycle Rental                                 | 4 rides | 200          | 800              |
| Miscellaneous expenses                                                                                                       |                                                 |         |              | 4058             |
|                                                                                                                              |                                                 |         | <b>Total</b> | <b>70,000.00</b> |

### Dissemination, Utilization and Advocacy

The findings of this research will be disseminated through the School In-Service Training (INSET). The proposed activity will be the **Revisiting Pedagogical Approaches in Values Education with ICT Integration** involving Values Education teachers. The teacher-participants will undergo a workshop on how to develop Learning Activity Sheets (LAS), Video Lessons, and Lesson Plans with updated pedagogical approaches for diverse learners in distance education.

The first activity of the day will be the presentation of the findings of the study by the researcher. This will be followed by a short presentation of the manner of how the research has been conducted and the significance of the results in the field of research and the field of values education. Upon determining the significance of the result, the training workshop begins with the orientation of the workshop. The first session will include the (1) *Enhancing of Basic Computer Skills*. The resource person will aid teacher-participants on how to enhance basic computer skills leading to developing video lessons, harvesting instructional materials, and utilization of social media platforms. (2) *Enhancing Instructional Materials with ICT Integration*. This training will help Values Education teachers to be equipped with enough knowledge and skills on the presentation of lessons using different teaching strategies with the ICT integration to keep abreast with the new technologies in the country and for the realization of DepEd goals in line with the computerization program which is evident reason to train teachers using ICT facility of the school. (3) *Designing Lesson Plan for Diverse Learners* with Values Education integration. This training will enable teachers to Integrate ICT's in the learning process, use ICT's in the lessons to work on information processing, authentic communication, and on the learner autonomy, as the builder of his or her learning process, utilize ICT's in the assessment of learning, evaluation of outputs, and provide video lessons with values integration.

## Training Design

### Revisiting Pedagogical Approaches of Values Education with ICT Integration

| <b>Participants: Values Education Teachers</b><br><b>Target Date: November 2022</b>                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                             |                  |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| <b>TRAINING OUTCOME 1:</b>                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                             |                  |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                   |
|                                                                                                                                                                                                                                                                                | <b>Course Outline</b>                                                                                                                                                                                                                                                                                                       | <b># of Hrs.</b> | <b>Training Description</b>                                                                                                                                                                                                                                                                                                                                                                     | <b>Media</b>                                      |
| <b>1. Enhancing Basic Computer Skills</b><br><br><i>Enhanced computer basic skills</i>                                                                                                                                                                                         | Course outline: <ul style="list-style-type: none"> <li>• basic skills in using a computer</li> <li>• introduction to simple word processing</li> <li>• introduction to simple spreadsheets</li> <li>• basic use of the government email</li> <li>• basic use of the internet</li> <li>• developing Video lessons</li> </ul> | 8                | This basic ICT course is ideal for those who are beginners in developing video lessons. It will cover the basics of using a computer including the basic use of Word, Excel, Email, and the Internet. At the end of this course, participants will sit for a short test to demonstrate the learning achieved. If they successfully pass the test, a certificate of achievement will be awarded. | ICT Facility                                      |
| <b>TRAINING OUTCOME 2:</b>                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                             |                  |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                   |
| <b>2. Enhancing Instructional Materials with ICT Integration</b><br><br><i>Made engaging instructional materials with ICT integration involving:</i> <ul style="list-style-type: none"> <li>• visualization</li> <li>• Active Learning</li> <li>• Computer-assisted</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Revisit topics using CG/MELCs</i></li> <li>• <i>Identify ICT integration appropriate for each strategy</i></li> <li>• <i>Design instructional materials and lesson plans with ICT integration for each strategy for</i></li> </ul>                                              | 4                | <i>This training will help Values Education teachers to be equipped with enough knowledge and skills on the presentation of lessons using different teaching strategies with the ICT integration to keep abreast with the new technologies in the country and for the realization of DepEd goals in line with the computerization program which is evident reason to train</i>                  | <i>ICT Facility, Curriculum Guide/Book, MELCs</i> |

|                                                                                                                                                                                                                                       |                                                                                                                                                                                               |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| <ul style="list-style-type: none"> <li>• instruction</li> <li>• Lecture-type</li> <li>• Demonstration Teaching</li> </ul>                                                                                                             | <i>demonstration teaching</i> <ul style="list-style-type: none"> <li>• <i>Make a final outline of all the topics and possible strategies to be used along with ICT integration</i></li> </ul> |   | <i>teachers using ICT facility of the school.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                              |
| <b>TRAINING OUTCOME 3:</b>                                                                                                                                                                                                            |                                                                                                                                                                                               |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                              |
| <b>3. Designing Lesson Plan for Diverse Learners with Values integration cited on the findings</b><br><br><i>Improved classroom instruction with ICT integration for diverse learners in order to develop and enhance CORE values</i> | <ul style="list-style-type: none"> <li>• <i>Design a lesson using an ICT facility for diverse learners</i></li> <li>• <i>Contextualize the lesson with ICT integration</i></li> </ul>         | 4 | <i>This training will enable teachers to:</i><br><br><i>1. Integrate ICT's in the learning process, as a key competence and contribute to the acquisition of the skills.</i><br><br><i>2. Use ICT's in the classroom to work on information processing, authentic communication, and on the learner autonomy, as the builder of his or her learning process;</i><br><br><i>3. Give ICT's a role to help young people be able to arrange, evaluate, and decide on the information that comes to them;</i> | <i>ICT facility, CG, MELCs, Lesson plans</i> |
| <b>TOTAL TIME: 16hours</b>                                                                                                                                                                                                            |                                                                                                                                                                                               |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                              |



**WORK PLAN**  
**Revisiting Pedagogical Approaches of Values Education with ICT**  
**Integration**

| <b>ACTIVITIES</b>                                                                                                                           | <b>PERSONS INVOLVED</b>                                                                                                          | <b>TIME FRAME</b> | <b>MEANS OF VERIFICATION</b>                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------------------------------------|
| Preparation of project proposal                                                                                                             | Jeremy A. Cruz<br>Nelly C. Bien<br>Salome M. Macinas                                                                             | August 2022       | Approve Project Proposal and Memorandum                             |
| Proposing for the Venue                                                                                                                     | School Head,<br>School Research Coordinator, the proponent                                                                       | August 2022       | Approved Venue                                                      |
| Meeting with the School Head District Research committee, school research committee to present plan and discuss the concept of the Workshop |                                                                                                                                  | October 2022      | Minutes of the meeting                                              |
| Follow up, finalization meeting, and presentation of the plan                                                                               |                                                                                                                                  |                   | Minutes of the meeting                                              |
| Submission of project proposal in the Division                                                                                              |                                                                                                                                  |                   | Received Copy of Proposal                                           |
| Preparation of Program, certificate, venue                                                                                                  | Proponent, Working Committee                                                                                                     | Nov 2022          | Program Certificate                                                 |
| Conduct of the Revisiting Pedagogical Approaches of Values Education with ICT Integration                                                   | Division Research Coordinator, School Head, PSDS, School Research Committee, proponent, Values Ed Teachers, and Department Heads |                   | Approved proposal<br>Program Documentation<br>Accomplishment Report |
| Evaluation of Activity<br>Awarding of certificates                                                                                          |                                                                                                                                  |                   |                                                                     |

## FINANCIAL PLAN

### Revisiting Pedagogical Approaches of Values Education with ICT Integration

| ACTIVITY                                                                          | RESOURCES                                                                                                                                                                                                                         | EXPENSES (Php)                                                                                                                        |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Revisiting Pedagogical Approaches of Values Education with ICT Integration</b> | Free Venue<br>4 Snacks,<br>2 Lunch x 2<br>x P200.00/pax<br>Plus 2 support staff                                                                                                                                                   | Venue with meals for<br>2 days<br>and other<br>Miscellaneous<br>Expenses<br><br>15 pax x 2-daysx<br>200.00/pax<br><br><b>6,000.00</b> |
|                                                                                   | <b>Amenities:</b><br>-Free Tarpaulin for backdrop<br>-Free Sound System<br>-Multi Media/Projector<br>Miscellaneous expenses                                                                                                       | <br><br><br><br><br><b>5,000.00</b>                                                                                                   |
|                                                                                   | <b>Supplies:</b><br>10 pcs. Certificate of Recognition<br>10 pcs. Certificate Jacket A4 size<br>3packs of specialty paper 8 ½ x 13<br>size<br>1 reams of long bond paper 8 ½ x 13<br>size<br>1 reams A4 size bond papers<br>Token | <br><br><br>500.00<br>500.00<br>300.00<br>250.00<br>250.00<br>1,200.00<br><br><b>3,000.00</b>                                         |
|                                                                                   | <b>GRAND TOTAL</b>                                                                                                                                                                                                                | <b>14,000.00</b>                                                                                                                      |

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## Financial Report

| ACTIVITY                                                                                             | CASH OUT      | BALANCE          |
|------------------------------------------------------------------------------------------------------|---------------|------------------|
| <b>Basic Educational Research Fund (BERF) Facility Grant</b>                                         |               | <b>70,000.00</b> |
| <b>Proposal</b>                                                                                      |               |                  |
| Preparation of research proposal and revision Processes                                              | 6028          | 63,972           |
| Travel to ROV for the submission of revised copy                                                     |               |                  |
| Travel to ROV to get MOA, and submission of MOA                                                      | 1300          | 62,672           |
| Travel from home to Legazpi City, Law Firm for Notary and back                                       |               |                  |
| Notary Signing                                                                                       | 500           | 62,172           |
| <b>Data Collection, Analysis of data, and Interpretation</b>                                         |               |                  |
| Printing/ Reproduction of Questionnaire                                                              | 5000          | 57,172           |
| Travel Expenses (distribution & retrieval of Questionnaire)                                          | 4500          | 52,672           |
| Internet load                                                                                        | 11691         | 40,981           |
| Foods/Snacks/Token for the respondents & editor                                                      | 15400         | 25,581           |
| Reproduction and printing                                                                            | 4596          | 20,985           |
| <b>Dissemination of Result</b>                                                                       |               |                  |
| Travel expenses for submission of proposal in SDO and distribution of invitation to the participants | 1200          | 19,785           |
| Expenses for disposable utensils                                                                     | 1500          | 18,285           |
| Expenses for (miscellaneous) finger foods, coffee, juice, sliced cake, candies, etc.                 | 2000          | 16,285           |
| Printing of Tarpaulin and fare                                                                       | 700           | 15,585           |
| Certificates, Tokens and workshop materials                                                          | 6000          | 9,585            |
| Expenses for Food and water for (Lunch for 20pax)                                                    | 8285          | 2                |
| <b>Submission of Completed Research</b>                                                              |               |                  |
| Travel expenses to SDO and ROV                                                                       | 600           | 1500             |
| <b>Bookbinding</b>                                                                                   |               |                  |
| Bookbinding expenses                                                                                 | 1200          | 300              |
| Travel Expenses                                                                                      | 300           | 0                |
| <b>Total</b>                                                                                         | <b>70,000</b> | <b>0</b>         |

## ANNEX 1. Research Questionnaire with answers from the Research Respondents/Tools/ Statistical Computation and Others

### VALUES EDUCATION: ITS IMPACT IN COPING WITH INSTRUCTIONAL CHALLENGES

#### Questionnaire

*Dear Respondents,*

*Greetings!*

*The implementation of distance learning had brought INSTRUCTIONAL challenges among students. Based on your experiences, how do you rate your **coping capacity** as the impact of the values inculcated, motivation, and encouragement extended to you by your parents, teachers, and the school as a whole, of the **instructional challenges** encountered in the printed modular learning?*

*Your honest response to this undertaking is valuable in the enhancement of the Values Education Program implementation. Rest assured that your response will be treated with utmost respect and confidentiality. Thank you!*

*The Researcher*

#### Part.1. Challenges Encountered

*Direction: Rate each indicator by checking (/) the numerical rating with its adjectival description below. Also, kindly write the challenges encountered under “others”, which the researcher failed to include, and indicate the numerical rating.*

**5- Very High      4- High      3- Moderate      2- Low      1-Very Low**

| 1. Challenges encountered                                                                    | Numerical Rating |    |    |    |    |
|----------------------------------------------------------------------------------------------|------------------|----|----|----|----|
| Indicators                                                                                   | 5                | 4  | 3  | 2  | 1  |
| <b>a. Quality of Instruction</b>                                                             |                  |    |    |    |    |
| 1. The module contains very small texts and unclear illustrations.                           | 30               | 61 | 94 | 23 | 16 |
| 2. The module does not fit my learning capacity.                                             | 30               | 34 | 73 | 65 | 36 |
| 3. The module does not have complete information, which requires me to use other references. | 40               | 59 | 85 | 33 | 23 |
| 4. The module contains incomplete instructions on how to do the activities and other tasks.  | 32               | 65 | 67 | 40 | 36 |
| Others, please specify.                                                                      |                  |    |    |    |    |
| <b>b. Learning engagement</b>                                                                |                  |    |    |    |    |



|                                                                                                                                  |    |    |    |    |    |
|----------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|
| 1. I cannot concentrate well due to distractions such as TV, cellphone, online games, and social media platform (e.g. Facebook). | 62 | 73 | 64 | 28 | 12 |
| 2. I cannot concentrate due to household chores, and other duties and responsibilities.                                          | 36 | 79 | 76 | 31 | 18 |
| 3. I cannot prepare activities and other tasks effectively due to a lack of school supplies or materials.                        | 25 | 67 | 62 | 48 | 38 |
| 4. I find it difficult in budgeting time to perform tasks for each subject area.                                                 | 47 | 52 | 70 | 54 | 17 |
| Others, please specify.                                                                                                          |    |    |    |    |    |
| <b>c. Learning resources</b>                                                                                                     |    |    |    |    |    |
| 1. Lack of printed instructional materials at home for references purposes                                                       | 38 | 60 | 84 | 40 | 18 |
| 2. Lack of online references due to lack of internet connection                                                                  | 43 | 58 | 77 | 36 | 24 |
| 3. Lack of books at home that will serve as references                                                                           | 58 | 59 | 74 | 29 | 20 |
| 4. Lack of barangay library and other learning resources facility                                                                | 60 | 49 | 70 | 34 | 27 |
| Others, please specify.                                                                                                          |    |    |    |    |    |

## Part 2. COPING MECHANISMS

*Direction: Rate the coping mechanisms opposite with the challenges encountered by checking (/) the numerical value with its adjectival description below. Also, kindly write the challenges encountered under "others", and the coping mechanisms which the researcher failed to include, and indicate the numerical rating.*

**5- Very High      4- High      3- Moderate      2- Low      1-Very Low**

| Challenges encountered                                             | Coping Mechanisms                                                                            | Numerical Value |    |    |    |    |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------|----|----|----|----|
| Indicators                                                         | Indicators                                                                                   | 5               | 4  | 3  | 2  | 1  |
| <b>a. Quality of Instruction</b>                                   |                                                                                              |                 |    |    |    |    |
| 1. The module contains very small texts and unclear illustrations. | I utilized whatever module is available.                                                     | 22              | 81 | 51 | 15 | 6  |
| 2. The module does not fit my learning capacity.                   | I asked the assistance of the learning facilitator to discuss and help me answer the module. | 42              | 62 | 86 | 38 | 12 |
| 3. The module does not have complete information, which            | I made use of other references to supply the                                                 | 63              | 92 | 54 | 20 | 11 |

|                                                                                                                                  |                                                                                                                               |    |     |    |    |    |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----|-----|----|----|----|
| requires me to use other references.                                                                                             | lacking information in the module.                                                                                            |    |     |    |    |    |
| 4. The module contains incomplete instructions on how to do the activities and other tasks.                                      | I asked the teacher to clarify the instructions on how to do the activities and other tasks.                                  | 69 | 62  | 80 | 18 | 11 |
| Others, please specify.                                                                                                          |                                                                                                                               |    |     |    |    |    |
| <b>b. Learning engagement</b>                                                                                                    |                                                                                                                               |    |     |    |    |    |
| 1. I cannot concentrate well due to distractions such as TV, cellphone, online games, and social media platform (e.g. Facebook). | I utilized other places where there is no disturbance to do the school task.                                                  | 69 | 89  | 54 | 15 | 2  |
|                                                                                                                                  | I set a schedule exclusive for accomplishing school tasks.                                                                    | 46 | 109 | 50 | 25 | 10 |
| 2. I cannot concentrate due to household chores, and other duties and responsibilities.                                          | I asked the help of other family members to do the household chores.                                                          | 49 | 95  | 54 | 29 | 13 |
|                                                                                                                                  | I set a schedule in doing household chores and other duties and responsibilities.                                             | 57 | 89  | 48 | 28 | 17 |
| 3. I cannot prepare activities and other tasks effectively due to a lack of school supplies or materials.                        | I asked my parents to provide me with school supplies or materials necessary for preparing activities and other school tasks. | 63 | 96  | 55 | 14 | 9  |
| 4. I find it difficult in budgeting time to perform tasks for each subject area.                                                 | I made use of the Weekly Home Learning Plan (WHLP) provided by the teachers to be guided on the tasks for each subject area.  | 53 | 72  | 69 | 35 | 11 |
| Others, please specify.                                                                                                          |                                                                                                                               |    |     |    |    |    |
| <b>c. Learning resources</b>                                                                                                     |                                                                                                                               |    |     |    |    |    |
| 1. Lack of printed instructional materials at home for references purposes                                                       | I made use of the internet to access online resources for additional references.                                              | 88 | 61  | 51 | 23 | 16 |
| 2. Lack of online references due to lack of internet connection                                                                  | I made use of data or piso wifi to access references on different websites.                                                   | 49 | 79  | 54 | 37 | 19 |

|                                                                   |                                                                                                                          |    |    |    |    |    |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|
| 3. Lack of books at home that will serve as references            | I asked the help of my classmates who have available references to answer my modules.                                    | 47 | 72 | 66 | 35 | 20 |
| 4. Lack of barangay library and other learning resources facility | I asked the help of my friends in the same barangay with an internet connection to allow me to access online references. | 43 | 77 | 60 | 35 | 21 |
| Others, please specify.                                           |                                                                                                                          |    |    |    |    |    |

### Part 3. IMPACT OF VALUES EDUCATION IN COPING WITH THE CHALLENGES ENCOUNTERED

**Direction:**

Please indicate the extent of the **IMPACT OF VALUES EDUCATION** to you in coping the challenges indicated below. Rate each indicator by checking (/) the numerical rating with the following adjectival

Description: **5- Very High    4- High    3- Moderate    2- Low    1-Very Low**

| Impact of Values Education on how you manage to solve the following challenges                                                   | Numerical Rating |    |    |    |    |
|----------------------------------------------------------------------------------------------------------------------------------|------------------|----|----|----|----|
| Indicators                                                                                                                       | 5                | 4  | 3  | 2  | 1  |
| <b>a. Quality of Instruction</b>                                                                                                 |                  |    |    |    |    |
| 1. The module contains very small texts and unclear illustrations.                                                               | 56               | 56 | 88 | 25 | 14 |
| 2. The module does not fit my learning capacity.                                                                                 | 40               | 73 | 54 | 50 | 23 |
| 3. The module does not have complete information, which requires me to use other references.                                     | 40               | 58 | 69 | 46 | 25 |
| 4. The module contains incomplete instructions on how to do the activities and other tasks.                                      | 32               | 60 | 86 | 32 | 30 |
| Others, please specify.                                                                                                          |                  |    |    |    |    |
| <b>b. Learning engagement</b>                                                                                                    |                  |    |    |    |    |
| 1. I cannot concentrate well due to distractions such as TV, cellphone, online games, and social media platform (e.g. Facebook). | 89               | 69 | 45 | 26 | 9  |
| 2. I cannot concentrate due to household chores, and other duties and responsibilities.                                          | 37               | 65 | 79 | 31 | 27 |
| 3. I cannot prepare activities and other tasks effectively due to a lack of school supplies or materials.                        | 37               | 47 | 94 | 38 | 21 |

|                                                                                  |    |    |    |    |    |
|----------------------------------------------------------------------------------|----|----|----|----|----|
| 4. I find it difficult in budgeting time to perform tasks for each subject area. | 42 | 52 | 84 | 37 | 25 |
| Others, please specify.                                                          |    |    |    |    |    |
| <b><i>c. Learning resources</i></b>                                              |    |    |    |    |    |
| 1. Lack of printed instructional materials at home for references purposes       | 38 | 56 | 63 | 40 | 15 |
| 2. Lack of online references due to lack of internet connection                  | 33 | 67 | 85 | 36 | 16 |
| 3. Lack of books at home that will serve as references                           | 36 | 64 | 82 | 39 | 17 |
| 4. Lack of barangay library and other learning resources facility                | 65 | 56 | 59 | 32 | 25 |
| Others, please specify.                                                          |    |    |    |    |    |

### Statistical Computation Employing Weighted Mean (WM)

|                                                                                                                                 |                  |          |          |          |          |            |          |           |
|---------------------------------------------------------------------------------------------------------------------------------|------------------|----------|----------|----------|----------|------------|----------|-----------|
| <b>Part.1. Challenges Encountered</b>                                                                                           |                  |          |          |          |          |            |          |           |
| <b>1. Challenges encountered</b>                                                                                                | <b>Numerical</b> |          |          |          |          |            |          |           |
| <b>Indicators</b>                                                                                                               | <b>5</b>         | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>SUM</b> | <b>N</b> | <b>WM</b> |
| <b>a. Quality of Instruction</b>                                                                                                |                  |          |          |          |          |            |          |           |
| 1. The module contains very small texts and unclear illustrations                                                               | 30               | 61       | 94       | 23       | 16       | 738        | 224      | 3.29      |
| 2. The module does not fit my learning capacity                                                                                 | 30               | 34       | 73       | 65       | 36       | 671        | 238      | 2.82      |
| 3. The module does not have complete information, which requires me to use other references                                     | 40               | 59       | 85       | 33       | 23       | 780        | 240      | 3.25      |
| 4. The module contains incomplete instructions on how to do the activities and other tasks                                      | 32               | 65       | 67       | 40       | 36       | 737        | 240      | 3.07      |
| <b>b. Learning engagement</b>                                                                                                   |                  |          |          |          |          | 0          | 0        |           |
| 1. I cannot concentrate well due to distractions such as TV, cellphone, online games, and social media platform (e.g. Facebook) | 62               | 73       | 64       | 28       | 12       | 862        | 239      | 3.61      |
| 2. I cannot concentrate due to household chores, and other duties and responsibilities                                          | 36               | 79       | 76       | 31       | 18       | 804        | 240      | 3.35      |
| 3. I cannot prepare activities and other tasks effectively due to a lack of school supplies or materials                        | 25               | 67       | 62       | 48       | 38       | 713        | 240      | 2.97      |
| 4. I find it difficult in budgeting time to perform tasks for each subject area                                                 | 47               | 52       | 70       | 54       | 17       | 778        | 240      | 3.24      |
| <b>c. Learning resources</b>                                                                                                    |                  |          |          |          |          | 0          | 0        | 0.00      |
| 1. Lack of printed instructional materials at home for references purposes                                                      | 38               | 60       | 84       | 40       | 18       | 780        | 240      | 3.25      |
| 2. Lack of online references due to lack of internet connection                                                                 | 43               | 58       | 77       | 36       | 24       | 774        | 238      | 3.25      |
| 3. Lack of books at home that will serve as references                                                                          | 58               | 59       | 74       | 29       | 20       | 826        | 240      | 3.44      |
| 4. Lack of barangay library and other learning resources facility                                                               | 60               | 49       | 70       | 34       | 27       | 801        | 240      | 3.34      |

| Part 2. COPING MECHANISMS                                                                                |                                                                                                                               |                 |     |    |    |    |     |     |      |
|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------|-----|----|----|----|-----|-----|------|
| Challenges encountered                                                                                   | Coping Mechanisms                                                                                                             | Numerical Value |     |    |    |    |     |     |      |
| Indicators                                                                                               | Indicators                                                                                                                    | 5               | 4   | 3  | 2  | 1  | SUM | N   | WM   |
| <b>a. Quality of Instruction</b>                                                                         |                                                                                                                               |                 |     |    |    |    |     |     |      |
| 1. The module contains very small texts and unclear illustrations                                        | I utilized whatever module is available                                                                                       | 22              | 81  | 51 | 15 | 6  | 623 | 175 | 3.56 |
| 2. The module does not fit my learning capacity                                                          | I asked the assistance of the learning facilitator to discuss and help me answer the module                                   | 42              | 62  | 86 | 38 | 12 | 804 | 240 | 3.35 |
| 3. The module does not have complete information, which requires me to use other references              | I made use of other references to supply the lacking information in the module                                                | 63              | 92  | 54 | 20 | 11 | 896 | 240 | 3.73 |
| 4. The module contains incomplete instructions on how to do the activities and other tasks               | I asked the teacher to clarify the instructions on how to do the activities and other tasks                                   | 69              | 62  | 80 | 18 | 11 | 880 | 240 | 3.67 |
| <b>b. Learning engagement</b>                                                                            |                                                                                                                               |                 |     |    |    |    | 0   | 0   |      |
| 1. I cannot concentrate well due to distractions such as TV, cellphone, online games, and social         | I utilized other places where there is no disturbance to do the school task                                                   | 69              | 89  | 54 | 15 | 2  | 895 | 229 | 3.91 |
|                                                                                                          | I set a schedule exclusive for accomplishing school tasks                                                                     | 46              | 109 | 50 | 25 | 10 | 876 | 240 | 3.65 |
| 2. I cannot concentrate due to household chores, and other duties and responsibilities                   | I asked the help of other family members to do the household chores                                                           | 49              | 95  | 54 | 29 | 13 | 858 | 240 | 3.58 |
|                                                                                                          | I set a schedule in doing household chores and other duties and responsibilities                                              | 57              | 89  | 48 | 28 | 17 | 858 | 239 | 3.59 |
| 3. I cannot prepare activities and other tasks effectively due to a lack of school supplies or materials | I asked my parents to provide me with school supplies or materials necessary for preparing activities and other school tasks. | 63              | 96  | 55 | 14 | 9  | 901 | 237 | 3.80 |
| 4. I find it difficult in budgeting time to perform tasks for each subject area                          | I made use of the Weekly Home Learning Plan (WHLP) provided by the teachers to be guided on the tasks for each subject area   | 53              | 72  | 69 | 35 | 11 | 841 | 240 | 3.50 |
| <b>c. Learning resources</b>                                                                             |                                                                                                                               |                 |     |    |    |    | 0   | 0   | #### |
| 1. Lack of printed instructional materials at home for references purposes                               | I made use of the internet to access online resources for additional references                                               | 88              | 61  | 51 | 23 | 16 | 899 | 239 | 3.76 |
| 2. Lack of online references due to lack of internet connection                                          | I made use of data or piso wifi to access references on different websites                                                    | 49              | 79  | 54 | 37 | 19 | 816 | 238 | 3.43 |
| 3. Lack of books at home that will serve as references                                                   | I asked the help of my classmates who have available references to answer my modules                                          | 47              | 72  | 66 | 35 | 20 | 811 | 240 | 3.38 |
| 4. Lack of barangay library and other learning resources facility                                        | I asked the help of my friends in the same barangay with an internet connection to allow me to access online references       | 43              | 77  | 60 | 35 | 21 | 794 | 236 | 3.36 |

| Part 3. IMPACT OF VALUES EDUCATION IN COPING WITH THE CHALLENGES                                                                |                  |    |    |    |    |     |     |      |  |
|---------------------------------------------------------------------------------------------------------------------------------|------------------|----|----|----|----|-----|-----|------|--|
| Impact of Values Education on how you manage to solve the following challenges                                                  | Numerical Rating |    |    |    |    |     |     |      |  |
| Indicators                                                                                                                      | 5                | 4  | 3  | 2  | 1  | SUM | N   | WM   |  |
| <b>a. Quality of Instruction</b>                                                                                                |                  |    |    |    |    |     |     |      |  |
| 1. The module contains very small texts and unclear illustrations                                                               | 56               | 56 | 88 | 25 | 14 | 832 | 239 | 3.48 |  |
| 2. The module does not fit my learning capacity                                                                                 | 40               | 73 | 54 | 50 | 23 | 777 | 240 | 3.24 |  |
| 3. The module does not have complete information, which requires me to use other references                                     | 40               | 58 | 69 | 46 | 25 | 756 | 238 | 3.18 |  |
| 4. The module contains incomplete instructions on how to do the activities and other tasks                                      | 32               | 60 | 86 | 32 | 30 | 752 | 240 | 3.13 |  |
| <b>b. Learning engagement</b>                                                                                                   |                  |    |    |    |    |     |     |      |  |
| 1. I cannot concentrate well due to distractions such as TV, cellphone, online games, and social media platform (e.g. Facebook) | 89               | 69 | 45 | 26 | 9  | 917 | 238 | 3.85 |  |
| 2. I cannot concentrate due to household chores, and other duties and responsibilities                                          | 37               | 65 | 79 | 31 | 27 | 771 | 239 | 3.23 |  |
| 3. I cannot prepare activities and other tasks effectively due to a lack of school supplies or materials                        | 37               | 47 | 94 | 38 | 21 | 752 | 237 | 3.17 |  |
| 4. I find it difficult in budgeting time to perform tasks for each subject area                                                 | 42               | 52 | 84 | 37 | 25 | 769 | 240 | 3.20 |  |
| <b>c. Learning resources</b>                                                                                                    |                  |    |    |    |    |     |     |      |  |
| 1. Lack of printed instructional materials at home for references purposes                                                      | 38               | 56 | 63 | 40 | 15 | 698 | 212 | 3.29 |  |
| 2. Lack of online references due to lack of internet connection                                                                 | 33               | 67 | 85 | 36 | 16 | 776 | 237 | 3.27 |  |
| 3. Lack of books at home that will serve as references                                                                          | 36               | 64 | 82 | 39 | 17 | 777 | 238 | 3.26 |  |
| 4. Lack of barangay library and other learning resources facility                                                               | 65               | 56 | 59 | 32 | 25 | 815 | 237 | 3.44 |  |
| 5- Very High High rate 3- Low / Low                                                                                             |                  |    |    |    |    |     |     |      |  |