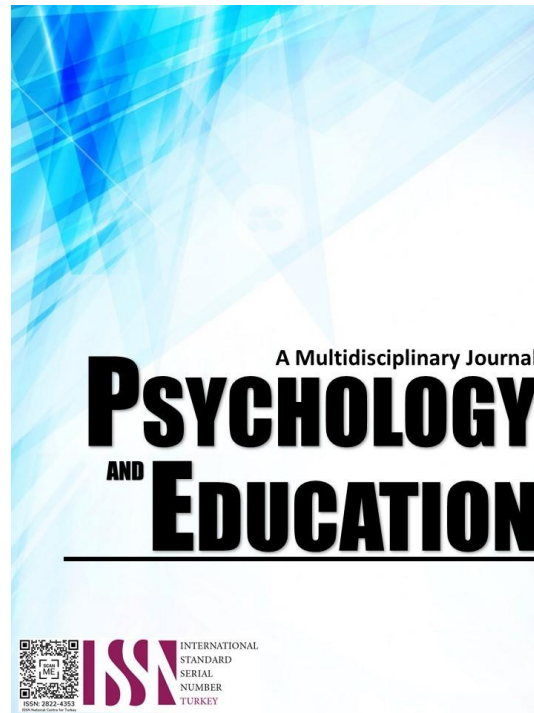


**TEACHING PRACTICES OF EDUKASYON SA
PAGPAPAKATAO TEACHERS IN THE SCHOOLS
DIVISION OF MARINDUQUE: BASIS FOR
INSTRUCTIONAL DELIVERY ENHANCEMENT**



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Teaching Practices of Edukasyon Sa Pagpapakatao Teachers in the Schools Division of Marinduque: Basis for Instructional Delivery Enhancement

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Abstract

The goal of this study is to identify the teaching practices of Edukasyon sa Pagpapakatao teachers in the School Division of Marinduque, focusing on the strategies, challenges, and coping practices employed by the teachers. The respondents of the study were 217 teachers handling EsP. However, only 189 EsP teachers got the opportunity to be part of this study. The primary instrument used in this study is an adapted, modified questionnaire checklist. The questionnaire was validated by experts, including Education Program Supervisor, Research Expert, Language Editor, and experienced EsP teachers. Study reveals that identify learning objectives, and plan to sequence in an engaging meaningful manner in constructing Daily Lesson Plan for EsP, apply knowledge during orientation in the use of teaching guide and others, make sure that the additional activities or assignments in the lesson plan can deepen the understanding of students about the lesson were the strategies mostly employed by the teacher in preparing the lesson. Furthermore, in terms of classroom instruction maximize time allotment to teach the subject, easily use the Filipino language as a medium of instruction, and have sufficient knowledge on teaching strategies were the strategies commonly used by the teacher. In addition, utilize the teacher's manual, use my vacant time in making instructional materials, and provide others resources and textbooks were the strategies always employed by the teachers. Lastly, conduct regular teacher -parent conference, communicate parents about attitudes and behavior of students in school, conduct follow-up of values taught in school at home, and motivate parents to support the interest of their children were the strategies mostly employed by the teacher in terms of parental involvement. On the other hand, difficulty in identifying techniques to execute lessons according to the plan was the challenges encountered in terms of teacher's preparation. Lack of skills in analysis, decision making, and value application among students in classroom instructions; Lack of time in telling my students story with moral lesson in terms of instructional materials; and Lack of cooperation of parents in terms of parental involvement. Moreover, in terms of teacher's preparation additional activities or assignments in the lesson plan that can deepen the understanding of students about the lesson; in terms of classroom instruction using Filipino language as medium of instruction; in terms of instructional materials Utilizing the teacher's manual; in terms of parental involvement conducting regular teacher -parent conference, open communication about attitudes and behavior of students in school, cooperating with parents towards student's learning at home were the coping practices employed by the teacher in EsP. Results of the study shows that the difference on the strategies used by the teacher respondents when grouped according to sex, civil status, educational attainment and training attended is not statistically significant. However, there is a significant difference on the responses of the respondents when grouped according to age variable. Respondents also suggested the division wide utilization of Daily Lesson Log (DLL) in teaching EsP while create a warm interpersonal relationship between teachers, parents, and the school manager so that values may take place and Multiplicity of procedures and strategies used by the teacher in teaching EsP were least recommended enhancement activity.

Keywords: *challenges encountered, coping practices, instructional delivery enhancement, strategies employed, teaching practices*

Introduction

All educational institutions strive to help students develop their holistic skills and talents, emphasizing cognitive, emotional, and behavioral abilities. This is consistent with the subject Edukasyon sa Pagpapakatao (EsP) which emphasizes that one of the fundamental skills of structural acquisition. EsP seeks to cultivate and advance students' moral character (K

to 12 Curriculum Guide, 2016). Education without teaching values is not education at all. Approaches of teachers to students are influenced by realistic developing educational strategies for enhancing classroom instruction (Tavakoli, 2017). Teaching is a moral profession that calls for teachers to assess the moral significance of their subject matter and moral influence they have on their students (Oguz, 2013). In a new curriculum, EsP is a required subject; however,

contextualizing the lessons is one of several challenges for EsP to assist learners to realize. Teachers only teach values education for one hour twice a week. This means that students are only given this schedule to learn about values in their values class. Students nowadays frequently skip this subject's class. Some teachers place more emphasis on grades of students rather than evaluating them as a whole to determine whether they are prepared to face life's ups and downs (K to 12 Curriculum Guide, 2016). Furthermore, other parents select schools that excel in academic subjects while overlooking other aspects of education (Sinacruz, 2019).

Moreover, limited time to teach the subject, lack of understanding of the subject due to unassociated field of expertise, and uncooperative and unsupported parents are just some of the many prevalent concerns of EsP teachers in the school where the researcher teaches. These ignited the researcher's curiosity, prompting him to conduct a study to see whether EsP teachers in all JHS schools in the Schools Division of Marinduque had the same challenges and concerns.

The limited time to teach EsP, insufficient programs and projects to address teaching practices, challenges encountered, and coping practices of EsP that affect the instructional delivery of the subject are some of the critical emphasis in this study. Since, EsP plays an important part in forming students' behavior so that they can contribute to the betterment of society. The stated upper-mentioned concerns were the issues to be addressed.

As the EsP coordinator at Buenavista National High School from 2016 to the present, the researcher encountered difficulties in instructional delivery due to a lack of knowledge on strategies for teaching EsP. Only seven (7) of the two hundred seventeen (217) EsP instructors in the Division of Marinduque majored the subject, hence the majority of the teachers did not acquire any prior understanding of the subject's content while they were in college. As a result, the researcher chose to conduct a study on the teaching practices of EsP teachers in the Division of Marinduque that can be utilized as basis for instructional delivery enhancement.

With the stated scenarios above, the researcher intentionally investigated strategies employed by EsP teachers. In addition, the researcher also wanted to know the encountered challenges and the coping practices of EsP teachers employed. The purpose of the study intended to focus on teachers' preparation, classroom instructions, instructional materials, and parental involvement for the instructional delivery

enhancement.

Research Questions

This study aimed to identify the teaching practices of Edukasyon sa Pagpapakatao (EsP) teachers in the Schools Division of Marinduque. Specifically, this study sought answers to the following questions:

1. What is the profile of the teachers in terms of:
 - 1.1. Age;
 - 1.2. Sex;
 - 1.3. Civil Status;
 - 1.4. Highest Educational Attainment;
 - 1.5. Years in teaching the ESP, and
 - 1.6. Related training and seminars in ESP?
2. What are the teaching practices that are employed by the teachers in teaching Edukasyon sa Pagpapakatao (EsP) subject in terms of:
 - 2.1. Teachers' preparation;
 - 2.2. Classroom instructions;
 - 2.3. Instructional materials; and
 - 2.4. Parental involvement?
3. Is there a significant difference on the strategies used by the teachers in teaching EsP when grouped according to their profile variable?
4. What are the challenges encountered by EsP teachers in teaching the subject in the following areas:
 - 4.1. Teachers' preparation;
 - 4.2. Classroom instructions;
 - 4.3. Instructional materials; and
 - 4.4. Parental involvement?
5. What are the coping practices employed by the teacher respondents to address the challenges encountered in terms of:
 - 5.1. Teachers' preparation;
 - 5.2. Classroom instructions;
 - 5.3. Instructional materials; and
 - 5.4. Parental involvement?
6. What are the most recommended enhancement strategies by the EsP teachers for instructional delivery?
7. What instructional delivery enhancement project can be proposed based on the findings of the study?

Literature Review

Edukasyon sa Pagpapakatao (EsP) as a Subject

The goal of education is to promote social cohesiveness and intercultural understanding (Okabe, 2013). EsP is a topic devoted to this purpose, though it is given less priority because it does not easily transfer to academic abilities or quantitative achievements (Muega, 2010).

Understanding and enhancing educational processes requires an understanding of teachers' ideas, behaviors, and attitudes. They create students' learning environments and influence student motivation and achievement, and they are directly tied to teachers' ways for coping with obstacles in their everyday professional lives as well as their general well-being (Fernado, 2019).

In order to preserve "political structures and rules that stabilize human heterogeneity and spontaneity," the Department of Education's new K–12 curriculum includes a subject called "Edukasyon sa Pagpapakatao." This curriculum aims to instill in students a love of learning and to encourage active citizenship (Miranda, 2016). Furthermore, students in grades one to ten are required to take this subject, with each grade level requiring different competencies in order to pass the subject (K to 12 Curriculum Guide, 2016).

Discussions in the modules of EsP do not reflect on the learners the current intellectual level. Most of these debates are based on philosophical notions. EsP teachers must make a concerted effort to grasp the content of the module and convey them to in a way that everyone can understand (Fernado, 2019). It is necessary to contextualize through cultural integration. To enhance the teaching and learning of EsP themes, EsP teachers might carry out similar study on cultural behaviors and beliefs (Fernando 2019).

The Basic Education Curriculum's Edukasyon sa Pagpapakatao (EsP) was once known as Edukasyon sa Pagpapahalaga and was formerly known as Values Education (BEC). Since the policy declaration on it was included in the substance of the Philippine Constitutions of 1935, 1973, and 1987, it has been included in the curricula.

The Basic Education Program (BEP), which started in the 2012-2013 school year, sets the amount of time assigned to each subject area across grade levels (DepEd Order No. 31 s. 2012). One of the learning domains, Edukasyon sa Pagpapakatao (EsP), is taught in primary school for thirty (30) minutes per day. It is taught for two (2) hours a week, or one (1) hour a day for two (2) days a week, in junior high school (JHS) (Sinacruz, 2021). In large schools, the principal or school head should appoint a subject teacher to handle EsP. The class adviser should not be the EsP teacher of their advisers to guarantee that no teacher is responsible for more than one (1) subject in a class (K to 12 Curriculum Guide, 2016).

The analysis of learning outcomes must strictly adhere to the measures outlined in DepEd Order No. 8, s.

2015 – Classroom Assessment Policy Guidelines for the K–12 Basic Education Program (BEP) and other learning areas.

All of life's challenges, concerns, and problems are value-laden, which is why students must be armed with a strong value system upon which they can rely, and which serves as a lens through which they view life's issues, problems, and concerns. This demonstrates the value of the subject and the significance of an Edukasyon sa Pagpapakatao.

This is consistent with the content of Edukasyon sa Pagpapakatao, which states that one of the essential skills of functional literacy is the ability to act responsibly and make moral decisions for the greater good. The goal of EsP is to assist students in developing and maintaining their ethical character. Its goal is to help students discover the meaning and value of their lives, as well as their place in society, to help them succeed in life (K to 12 Curriculum Guide, 2016).

EsP is a subject consisting of positive words, acts of kindness, and ethical thinking emphasizing the importance of EsP as a topic (Artezuela, 2018). "The moral fiber of societal structure can be bolstered through EsP," (Artezuela, 2018). EsP teaches learners several virtues that are important in life. Importance of life and morality, respect to others, to have faith through religion, and virtue of humility are some of the teachings we can acquire from the subject. Furthermore, EsP emphasizes social reformation through an individual's intense desire to be restored. As a result, EsP aids in the moral advancement of an individual (Okabe, 2013).

All subjects in the K–12 Curriculum are expected to incorporate values. Teachers handling other subjects are expected to do values integration, whereas EsP teachers are required to impart knowledge consciously and purposefully (Llego, 2016).

Methodology

Participants

This survey was done among all Junior High School (JHS) Edukasyon sa Pagpapakatao (EsP) teachers from nine Educational Districts in the Schools Division of Marinduque. One JHS makes up the Boac South District, while two JHS make up the Boac North District. Buenavista District has seven JHS, Gasan District has five JHS, and Mogpog District has six JHS. Sta. Cruz East District is made up of five (5) JHS, Sta. Cruz, and Sta. Seven JHS make up the Cruz



North District, while Sta. Five JHS make up the South District. The Torrijos District is made up of seven Junior High schools.

Instruments of the Study

The primary instrument used in this study is an adapted, modified questionnaire-checklist that consisted of the following parts:

Part I dealt with the profile of the respondents which includes the age, sex, civil status, number of years in teaching EsP, educational attainment, and the related trainings and seminars attended by the Edukasyon sa Pagpapakatao teacher.

Part II dealt with the different teaching practices that teachers of Edukasyon sa Pagpapakatao usually applied in teaching the subject. The questionnaire utilized rating scale wherein the respondents affirmed the frequency of employing each strategy.

Part III focused with the challenges encountered by the teacher-respondents of Edukasyon sa Pagpapakatao. This includes the problems in terms of teacher’s preparation, classroom instruction, instructional materials and parental involvement. The questionnaire also used a rating scale which was validated on how frequently the respondents encountered each problem.

Part IV dealt with the coping practices that teachers of Edukasyon sa Pagpapakatao usually applied in teaching the subject. The questionnaire utilized rating scale wherein the respondents affirmed the frequency of employing each practice.

Part V is about the recommendations the EsP teachers suggested to improve the teaching of Edukasyon sa Pagpapakatao subject in the Schools Division of Marinduque.

The researcher adopted the five-point Likert Scale Interpretation as shown in the tables below from the study of Sinocruz (2020). Some modifications are made to the item format to better align with the purpose of the study.

Procedure

A communication letter sent to the Schools Division Superintendent of the Division of Marinduque as noted and checked by the adviser. Upon her approval, another communication letter was sent to the principals of the schools through their respective District Supervisors. A set of questionnaires was provided to the target population who are the Edukasyon sa Pagpapakatao teachers. The questionnaire used in the data collection intends to answer the six questions in the statement of the problem.

Ethical Considerations

Permission to conduct the study was sent to Division School Superintendent upon permission the researcher also ask permission to Public Schools District Supervisors. All personal information of the respondents was treated with utmost confidentiality.

Results

Table 1. Profile of the Teacher Respondents in Terms of Sex, and Civil Status

Profile	Frequency	Percentage
Sex		
Male	18	9.50
Female	171	90.50
Total	189	100.00
Civil Status		
Single	49	25.90
Married	138	73.00
Widowed	2	1.10
Total	189	100.00

Table 2. Profile of the Teacher Respondents in Terms of Age

Profile	Frequency	Percentage
Age		
25 and below	18	9.50
26 – 30 years old	58	30.70
31 – 35 years old	12	6.30
36 – 40 years old	32	16.90
41 – 45 years old	27	14.30
46 – 50 years old	12	6.30
51 – 55 years old	23	12.20
56 – 60 years old	7	12.20
Total	189	100.00

Table 3. Profile of the Teacher Respondents in Terms of Highest Educational Attainment, and Years in Teaching EsP

Profile	Frequency	Percentage
Bachelor’s Degree		
With MA/MS Units	103	54.50
MA/MS Degree Holder	82	43.40
Total	189	100.00
Years in Teaching the ESP		
5 years and below	176	93.10
6 – 10 years	13	6.90
Total	189	100.00



Table 4. Profile of the Teacher Respondents in Terms of Related Training and Seminars Attended in EsP

Profile	Frequency	Percentage
Related training and Seminars in ESP		
School Level	28	14.80
Division Level	92	48.70
No training	69	36.50
Total	189	100.00

Table 5. Teaching Practices Employed by the Teachers in Teaching ESP Teaching Practices employed by the Teachers in Teaching EsP in Terms of Teachers' Preparation

Teachers' Preparation	Mean	SD
Apply knowledge during orientation in the use of teaching guide and others.	4.71	0.453
Identify learning objectives, and plan to sequence in an engaging meaningful manner in constructing Daily Lesson Plan for EsP.	4.72	0.527
Set a time frame in the preparation in each teaching loads.	4.22	0.876
Plan, provide and utilize instructional materials effectively.	3.90	0.585
Consider several factors in the preparation of needed materials for instruction.	4.18	0.869
Maximize time to prepare instructional materials	4.41	0.583
Use appropriate instructional materials in the lesson plan to achieve learning objectives	4.17	0.679
Ensure the congruence of assessment tool to achieve learning objectives of the lesson	4.17	0.823
Identify techniques to execute lessons according to the plan	4.25	0.697
Prepare engaging motivational activity to ignite the interest of the learners	4.48	0.665
Prepare short story with moral values as part of the activity	4.04	0.746
Ensure the coherence of activities within and across the curriculum with the objective of the lesson	3.68	0.847
Make sure that the additional activities or assignments in the lesson plan can deepen the understanding of students about the lesson	4.51	0.633
Composite Mean	4.26	0.691

Table 6. Teaching Practices Employed by the Teachers in Teaching ESP in Terms of Classroom Instruction

Classroom Instructions	Mean	SD
Apply analysis, decision making, and value application among students.	3.70	0.764
Use the right instructional methods or approaches in teaching EsP.	4.33	0.798
Motivate and encourage the students to participate in class discussion	4.62	0.576
ncorporates techniques and guidelines in constructing test items.	4.11	0.899
Consistency and religiously give fair grades.	4.67	0.471
Manage classroom discipline skillfully	4.66	0.586
Initiate different activities and programs in improving instruction in EsP	3.44	0.846
Motivate students in learning core and related values	4.69	0.539
Exhibit good skills in keeping records and accomplishing forms	4.80	0.463
Manifest knowledge and mastery of the subject matter	4.42	0.668
Easily use Filipino language as medium of instruction	4.83	0.522
Am effective and believable in teaching values	4.41	0.785
Have sufficient knowledge on teaching strategies	4.82	0.385
Maximize time allotment to teach the subject	4.91	0.287
Use different approaches in handling difficult students	4.49	0.542
Composite Mean	4.46	0.609

Table 7. Teaching Practices Employed by the Teachers in Teaching EsP in Terms of Instructional Material

Instructional Materials	Mean	SD
Provide others resources and textbooks	4.89	0.308
Utilize the teacher's manual	4.92	0.271
Provide other reference materials	4.90	0.294
Improvise teaching devices in the delivery of instructions	4.31	0.647
Utilize multimedia devices in the delivery of instructions (i.e. television, computer, etc.)	4.17	0.823
Utilize rubrics for an activity or performance tasks	4.86	0.351
Maximize all available school supply in making instructional material	4.60	0.690
Use my vacant time in making instructional materials	4.92	0.279
Provide enhancement activity for some difficult learning objectives	4.53	0.656
Give my students analogous cases to be analyzed	3.90	0.860
Ask to do simple campaign about societal issues using bulletin board	2.37	0.602
Let my students watch a short film with moral lesson	4.08	0.494
Tell my students story with moral lesson	4.34	0.710
Use pictures to easily convey the objectives of the lesson	4.24	0.802
Ask my students to discuss their understanding using graphic organizer	4.13	0.718
Composite Mean	4.34	0.567



Table 8. Teaching Practices Employed by the Teachers in Teaching EsP in Terms of Parental Involvement

Parental Involvement	Mean	SD
Conduct regular teacher -parent conference	5.00	0.000
Communicate parents about attitudes and behavior of students in school	5.00	0.000
Conduct follow-up of values taught in school at home	5.00	0.000
Involve parents on planning and activities of the school	4.87	0.340
Cooperate with parents towards student's learning at home	4.60	0.492
Motivate parents to support the interest of their children	5.00	0.000
Composite Mean	4.91	0.139

Table 9. Grand Mean on Teaching Practices Employed by the Teachers in Teaching EsP

	Composite Mean	SD
Teacher's Preparation	4.26	0.691
Classroom Instructions	4.46	0.609
Instructional Materials	4.34	0.567
Parental Involvement	4.91	0.139
Grand Mean	4.49	0.502

Table 10. Significant Difference on the Strategies Used by the Teachers in Teaching EsP when Grouped According to Profile

	Profile	p-value	Interpretation	Decision
Strategies used by teachers in Teaching EsP	Age	0.002	Significant	Reject H ₀
	Sex	0.964	Not Significant	Do not Reject H ₀
	Civil Status	0.943		
	Highest Educational Attainment	0.580		
	Related Training and Seminars in EsP	0.099		

Table 11. Challenges encountered by the teachers in the Teaching Edukasyon sa Pagpapakatao in terms of Teachers' Preparation

Teachers' Preparation	Mean	Standard Deviation
Lack of orientation in the use of teaching guide and others	3.62	0.709
Difficulty in constructing Daily Lesson Plan for EsP	3.86	0.885
Difficulty in teaching due to no formal training for teaching EsP	4.41	0.563
Having more loads than the usual teaching loads	4.86	0.345
Inadequate training on the different strategies to be used in value development	4.62	0.594
Struggling to utilize instructional materials effectively	4.07	0.786
Difficulty in preparing needed materials for instruction	4.42	0.699
Insufficient of time to prepare instructional materials	4.83	0.381
Difficulty in using appropriate instructional materials in the lesson plan to achieve learning objectives	4.43	0.594
Limited assessment tools to achieve learning objectives of the lesson	4.47	0.740
Difficulty in identifying techniques to execute lessons according to the plan	4.91	0.287
Limited time to prepare engaging motivational activity to ignite the interest of the learners	4.86	0.351
Limited time to prepare short story with moral values as part of the activity	4.62	0.487
Difficulty in ensuring the coherence of activities within and across the curriculum with the objective of the lesson	4.84	0.371
Difficulty in giving additional activities or assignments in the lesson plan that can deepen the understanding of students about the lesson	4.37	0.660
Composite Mean	4.48	0.563

Table 12. Challenges encountered by the teachers in the teaching Edukasyon sa Pagpapakatao in terms of Classroom Instruction

Classroom Instructions	Mean	Standard Deviation
Lack of skills in analysis, decision making, and value application among students.	4.83	0.381
Inability to use the right instructional methods or approaches in teaching EsP is not sufficient.	3.85	0.356
Difficulty in persuading the students to participate in class discussion	4.06	0.708
Lack of skills in constructing test items	1.94	0.716
Hesitancy in giving fair grades	1.93	0.263
Difficulty in managing classroom discipline skillfully	4.11	0.732
Difficulty in initiating different activities and programs in improving instruction in EsP	3.94	0.752
Difficulty in motivating students in learning core and related values	4.25	0.844
Having problem in keeping records and accomplishing forms	2.86	0.345
Difficulty in using Filipino language as medium of instruction	1.14	0.345
Inefficiency in teaching values	1.21	0.406
Limited knowledge on teaching strategies	2.87	0.34
Insufficient time allotment to teach the subject	4.42	0.699
Lack of skills in handling difficult students	4.23	0.673
Composite Mean	3.28	0.537



Table 13. Challenges encountered by the teachers in the teaching Edukasyon sa Pagpapakatao in terms of Instructional Materials

<i>Instructional Materials</i>	<i>Mean</i>	<i>Standard Deviation</i>
Lack of textbooks	1.68	0.469
Lack of teacher's manual	1.85	0.356
Lack of references	2.29	0.453
Lack of teaching devices (i.e. Widescreen, projector, etc.)	4.11	0.750
Lack of multimedia devices (i.e. Television, computer, etc.)	4.17	0.801
Difficulty in constructing rubrics for activity or performance tasks	4.10	0.632
Lack of available school supply in making instructional material	4.25	0.897
Insufficient vacant time in making instructional materials	4.83	0.381
Difficulty providing enhancement activity for some difficult learning objectives	4.62	0.487
Difficulty in giving my students analogous cases to be analyzed	4.12	0.770
Lack of time to ask the students to do simple campaign about societal issues using bulletin board	4.86	0.351
Lack of time in searching short film with moral lesson to be watched by the students	4.84	0.371
Lack of time in telling my students story with moral lesson	4.91	0.287
Difficulty in finding use pictures to be used to easily convey the objectives of the lesson	4.52	0.589
Difficulty in asking students to discuss their understanding using graphic organizer	4.86	0.351
Composite Mean	4.00	0.530

Table 14. Challenges encountered by the teachers in the teaching Edukasyon sa Pagpapakatao in terms of Parental Involvement

<i>Parental Involvement</i>	<i>Mean</i>	<i>Standard Deviation</i>
Unenthusiastic attitudes of parents	4.65	0.478
Lack of time to spare for their children's welfare	4.59	0.494
No follow-up of values taught in school at home	3.19	0.833
Too confidence of parents to school	4.68	0.469
Lack of cooperation of parents	4.72	0.448
Indecisiveness of parents to support the interest of their children	4.67	0.471
Composite Mean	4.42	0.532

Table 15. Grand Mean on Challenges Encountered by the Teachers in the Teaching Edukasyon sa Pagpapakatao

	<i>Composite Mean</i>	<i>Standard Deviation</i>
Teacher's Preparation	4.48	0.563
Classroom Instructions	3.28	0.537
Instructional Materials	4.00	0.530
Parental Involvement	4.42	0.532
Grand Mean	4.04	0.540

Table 16. Coping Practices employed by the Teacher respondents to address the challenges encountered in terms of Teachers' Preparation

<i>Teachers' Preparation</i>	<i>Mean</i>	<i>Standard Deviation</i>
Applying knowledge during orientation in the use of teaching guide and others.	4.88	0.322
Identifying learning objectives, and plan to sequence in an engaging meaningful manner in constructing Daily Lesson Plan for EsP.	4.91	0.287
Setting a time frame in the preparation in each teaching loads.	4.85	0.356
Planning, providing and utilizing instructional materials effectively	4.65	0.478
Considering several factors in the preparation of needed materials for instruction.	4.75	0.433
Maximizing time to prepare instructional materials	4.81	0.394
Using appropriate instructional materials in the lesson plan to achieve learning objectives	4.78	0.417
Congruent assessment tool to achieve learning objectives of the lesson	4.90	0.294
Techniques to execute lessons according to the plan	4.38	0.821
Engaging motivational activity to ignite the interest of the learners	4.85	0.356
Short story with moral values as part of the activity	4.45	0.710
Coherent activities within and across the curriculum with the objective of the lesson	4.31	0.800
Additional activities or assignments in the lesson plan that can deepen the understanding of students about the lesson	4.92	0.271
Composite Mean	4.73	0.457



Table 17. *Coping Practices employed by the Teacher respondents to address the challenges encountered in terms of Classroom Instruction*

<i>Classroom Instructions</i>	<i>Mean</i>	<i>Standard Deviation</i>
Applying analysis, decision making, and value application among students	4.21	0.797
Using the right instructional methods or approaches in teaching EsP	4.89	0.315
Motivating and encouraging the students to participate in class discussion	4.93	0.254
Incorporating techniques and guidelines in constructing test items	4.60	0.491
Consistency and religiously giving fair grades	4.38	0.486
Managing classroom discipline skillfully	4.83	0.381
Initiating different activities and programs in improving instruction in EsP	2.37	0.483
Motivating students in learning core and related values	4.80	0.402
Exhibiting good skills in keeping records and accomplishing forms	4.93	0.263
Knowledge and mastery of the subject matter	4.80	0.402
Using Filipino language as medium of instruction	5.00	0.000
Effective and believable in teaching values	4.86	0.345
Variety of knowledge on teaching strategies	4.33	0.728
Maximizing time allotment to teach the subject	4.62	0.486
Using different approaches in handling difficult students	3.86	0.854
Composite Mean	4.49	0.429

Table 18. *Coping Practices employed by the Teacher respondents to address the challenges encountered in terms of Instructional Materials*

<i>Instructional Materials</i>	<i>Mean</i>	<i>Standard Deviation</i>
Providing others resources and textbooks	4.23	0.778
Utilizing the teacher's manual	4.84	0.366
Providing other references	4.32	0.469
Improvising teaching devices in the delivery of instructions	4.33	0.735
Utilizing multimedia devices in the delivery of instructions (i.e. Television, computer, etc.)	3.66	1.121
Utilizing rubrics for an activity or performance tasks	4.04	0.824
Maximizing all available school supply in making instructional material	4.62	0.487
Using my vacant time in making instructional materials	4.48	0.657
Providing enhancement activity for some difficult learning objectives	4.47	0.579
Giving my students analogous cases to be analyzed	3.90	0.800
Asking students to do simple campaign about societal issues using bulletin board	1.82	0.385
Letting my students to watch a short film with moral lesson	3.40	1.048
Telling my students short story with moral lesson	4.30	0.729
Asking my students to discuss their understanding using graphic organizer	3.87	0.698
Composite Mean	3.95	0.715

Table 19. *Coping Practices employed by the Teacher respondents to address the challenges encountered in terms of Parental Involvement*

<i>Parental Involvement</i>	<i>Mean</i>	<i>Standard Deviation</i>
Conducting regular teacher -parent conference	5.00	0.000
Open communication about attitudes and behavior of students in school	5.00	0.000
Conducting follow-up of values taught in school at home	4.91	0.287
Involving parents on the activities of the school	4.88	0.328
Cooperating with parents towards student's learning at home	5.00	0.000
Motivating parents to support the interest of their children	4.88	0.330
Composite Mean	4.95	0.157

Table 20. *Grand Mean of Coping Practices employed by the Teacher respondents to address the challenges encountered*

	<i>Composite Mean</i>	<i>Standard Deviation</i>
Teacher's Preparation	4.73	0.457
Classroom Instructions	4.49	0.429
Instructional Materials	3.95	0.715
Parental Involvement	4.95	0.157
Grand Mean	4.53	0.440

Table 21. *Most Recommended Enhancement Strategies by the EsP Teachers for Instructional Delivery*

<i>Indicators</i>	<i>Mean</i>	<i>Standard Deviation</i>
Division wide utilization of Daily Lesson Log (DLL) in teaching EsP.	4.93	.263
Organize relevant seminars or symposia on EsP with teachers as target participants.	4.89	.308
Prepare modules and materials applicable to local situations.	4.54	.500
Create a warm interpersonal relationship between teachers, parents, and the school manager so that values may take place.	4.23	.659
Multiplicity of procedures and strategies used by the teacher in teaching EsP.	4.23	.719
Fitted instructional materials to have an effective teaching and learning process	4.65	.761
Coordination between parents and teachers with the values taught at home and school	4.54	.500
Classroom observations to be conducted by school administrators regularly	4.92	.279
Checking of Daily Lesson Log (DLL) by the school head.	4.91	.287
Division wide utilization of enhancement activity in EsP.	4.89	.308
Mean	4.67	0.458

Discussion

The study focused on teaching practices of Junior High School Edukasyon sa Pagpapakatao (EsP) teachers in the Schools Division of Marinduque.

The study was limited in knowing the demographic profile of the respondents, teaching strategies, best practices in terms of teacher's preparation, classroom instructions, instructional materials, and parental involvement. Coping practices of the teachers employed to address the challenges are also covered in the study.

The respondents of the study were composed of two hundred seventeen (217) purposely selected Junior High School teachers handling EsP which comprise the 100 percent of the population. Teachers who were handling Edukasyon sa Pagpapakatao subjects, regardless of their major but are teaching EsP in the current school year were also selected as respondents. Furthermore, EsP major teachers who were not teaching EsP in the current school year were not part as respondents.

The study was conducted at the Schools Division of Marinduque headed by Schools Division Superintendent, Dr. Elsie T. Barrios. The Division is composed of six municipalities namely: Boac, Mogpog, Sta. Cruz, Buenavista, Gasan, and Torrijos, with nine (9) Educational District namely: Boac North and South District, Mogpog District, Sta. Cruz North, Sta. Cruz South, and Sta. Cruz East District, Buenavista District, Gasan District, and Torrijos District.

The data collections were conducted to the Junior High School EsP teachers in the Division of Marinduque during the school year 2021-2022. The data were collected using the adapted and modified survey questionnaire.

Conclusion

The study revealed that the use of teaching strategies in terms of teacher's preparation, classroom instruction, instructional materials and parental involvement were used every day or five times a week of the teacher respondents.

The study revealed that most of the respondents always encountered challenges in teaching *Edukasyon sa Pagpapakatao* in teacher's preparation, instructional materials, and parental involvement while, they sometimes encountered challenges in terms of classroom instructions. This implies that teachers are prepared, can handle their class well, and have sufficient teaching strategies. However, the result also showed that classroom instruction is the common problem the respondents usually meet.

Furthermore, the study revealed that most of the respondents always employed coping practices in terms of teacher's preparation, classroom instruction, and parental involvement, while often practice coping practices in terms of instructional materials.

There were no significant difference between the strategies used in teaching *Edukasyon sa Pagpapakatao* and the respondents' sex, civil status, highest educational attainment, years in teaching EsP, trainings and seminars in terms of scope, duration and participation. On the other hand, there was a significant difference between the strategies used in teaching *Edukasyon sa Pagpapakatao* and age of the teachers. This indicates that the age of the teacher has something to do with the strategies they use in teaching EsP.

Therefore, the null hypothesis is rejected in terms of the age variable, and the null hypothesis is accepted in terms of sex, civil status, educational attainment, and training attended.

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