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Values Integration in the Self-Learning Module and Its Formation among Elementary School Learners in South President Quirino

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Abstract

Aim: This study determined the impact of integrating values in the self-learning module in the values formation of the elementary learners of South President Quirino.

Methodology: This study used a descriptive, correlational design using surveys to determine the relationship between the variables. This study was conducted at Bayawa Elementary School and President Quirino Central School in the school year 2023-2024 with 166 respondents from the 284 total population using Slovin's Formula. Random sampling techniques, including Yamane's or Slovin's Formula, were widely utilized in educational research to ensure the fairness and validity of the sample selection process. In the analysis and interpretation of the collected data, mean was utilized to determine the extent of the integration of Values Education in the Self-Learning Module and the level of learners' values formation in the new normal setting while, Pearson r Correlation according to Bonett, D., & Wright, T. (2014) was used for the computation of the significant relationship between the extent of the integration of Values Education in the Self-Learning Module and the level of learners' values formation in the new normal setting.

Results: The findings on the extent of Values Education integration in the Self-Learning Module revealed that instructions, discussions, assessments, and deepening of core values were fully integrated, with mean ratings ranging from 4.38 to 4.52. This indicated a high level of integration across various components of the module, suggesting a comprehensive approach to values development in the learning process. Regarding learners' values formation, results showed a high level of values formation across different indicators, including appreciation of new normal education, courtesy towards teachers, honesty in learning activities, and resiliency amidst adversity. Mean ratings ranged from 4.57 to 4.67, signifying exemplary values formation among learners, particularly within the context of the new normal setting. Furthermore, a significant positive relationship ($r = 0.608$, $p < 0.001$) was found between the extent of Values Education integration in the Self-Learning Module and the level of learners' values formation. This suggested that as the integration of Values Education increased within the module, learners demonstrated higher levels of values formation, highlighting the importance of values integration in educational practices. Finally, the results revealed that among the integrated values, deepening of core values emerged as the most significant factor contributing to learners' values formation. The coefficient for deepening of core values had the highest magnitude ($B = 0.240$, $p < 0.001$), indicating its strong positive impact on learners' values formation. This underscored the importance of reinforcing and deepening core values within the Self-Learning Module to foster holistic values development among learners.

Conclusion: a significant positive relationship was found between values integration in the module and learners' values formation, emphasizing its importance. Finally, deepening core values significantly contributed to learners' values formation, highlighting the need to reinforce these values in the module.

Keywords: values integration, values formation, modular distance learning through self-learning module

INTRODUCTION

The implementation of Modular Distance Learning through Self-Learning Module has brought changes to the educational system of the Philippines, including values formation among learners. Values Education has not given

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emphasis during this mode of learning modality since learners learn at their own pace at home. Learners in this new normal are more focused on their Self-Learning Module and Social Media Platforms which make them forget good values which is observed the way they treat their parents, classmates, and even their teachers.

Although the California Department of Education has not yet released suspension and expulsion data for the 2019-2020 school year, teachers and advocates interviewed by EdSource say school discipline, such as suspensions and expulsions, continues to occur during distance learning, though at a lower rate than when students attended school in person. Among the more prevalent transgressions they've seen are cheating on online examinations, interrupting online classes, and drug and weapon offences. However, the way those kids have been punished has varied greatly (Jones, 2016).

In Pakistan, many of the problems faced by Pakistani higher education students that can block success with distant education. Family and work duties, as well as poor time management, were the major issues that hampered effective outcomes in the part he termed "personal circumstances." In his section on "teacher-related difficulties," he discovered that students were particularly concerned about a lack of proper instructor involvement, timely advice to students, and poor course content and instruction. This circumstance affects the behaviour of the students which leads to the major enigma in their values formation, Ekeh, G. (2022).

In the context of the Philippines, the significance of Values Education, whether presented as an independent subject or incorporated into various academic disciplines, holds paramount importance in shaping an individual's holistic character. The Department of Education, through Directive Order 41 issued in May 2003, emphasized the integration of value development into each teacher's instructional approach across all subjects (DepEd, 2003). Additionally, DECS Order No. 6 s.1988 during that period outlined adaptive virtues for students to internalize and apply, without mandating or enforcing specific values. Despite these guidelines, a research gap exists in examining the practical implementation of value integration within diverse academic contexts and the effectiveness of this approach in fostering character development among students.

It is indeed undeniable that including values education into the curriculum has played an important role in molding learners' holistic development. In 1988, the Department of Education, Culture, and Sports created the Values Education Program. After the February 1986 rebellion, it was inspired by the idea of "Social Transformation via Education." Values education, according to Dr. Lourdes Quisumbing's research on the Philippine's values education program, is the process through which a learner's values, attitudes, and habits are created when he or she interacts with the environment under the leadership of a teacher.

Hence, this study aimed to determine the impact of values formation on learners and develop interventions to reinforce good values among pupils at Bayawa Elementary School and President Quirino Central School, South President Quirino District, during the school year 2023-2024.

OBJECTIVES

This study aimed to determine the impact of integrating values education in the Self-Learning Module to the values formation of the learners at Bayawa Elementary School and, President Quirino Central School, South President Quirino District, Division of Sultan Kudarat in the school year 2023-2024.

Specifically, this aimed to answer the following questions:

1. To what extent is the integration of Values Education in the Self-Learning Module in the area of:
 - 1.1. instructions;
 - 1.2. discussions;
 - 1.3. assessment; and
 - 1.4. deepening of core values?
2. What is the level of learners' values formation, in terms of:
 - 2.1. appreciation of new normal education;
 - 2.2. courtesy towards teachers;
 - 2.3. honesty in learning activities; and
 - 2.4. resiliency amidst adversity?
3. Is there a significant relationship between the extent of the integration of Values Education in the Self-Learning Module and the level of learners' values formation in the new normal setting?
4. Which of the values integrated in the self-learning module is significantly emerging?

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Hypothesis

Given the stated research problem, the following hypotheses were tested on 0.05 level of significance:

1. There is no significant relationship between the extent of the integration of Values Education in the Self-Learning Module and the level of learners' values formation in the new normal setting.
2. None of the values education integration in the learning module is significantly emerging.

METHODOLOGY

Research Design

The study utilized the descriptive-correlational design. This approach aimed to evaluate the relationship between Values Integration in the Self-Learning Module and the Values Formation of elementary learners in South President Quirino, particularly at Bayawa Elementary School and President Quirino Central School during the school year 2023-2024.

According to Sousa (2017), correlational designs involved the systematic exploration of the nature of links or associations between and among variables, rather than establishing straightforward cause-effect relationships. These designs followed a cross-sectional approach in correlational research, allowing researchers to examine whether changes in one or more variables were connected to changes in others. This relationship is known as co-variance.

Furthermore, correlations investigated the direction, size, and intensity of associations between Values Integration in the Self-Learning Module and the observed values formation of elementary learners. By analyzing these relationships, the study provided insights into how the integration of values within the learning module influenced the development of values among students.

Population and Sampling

The respondents of this study were the officially enrolled Grade Six pupils at Bayawa Elementary School, Bayawa, President Quirino, Sultan Kudarat, and President Quirino Central School, President Quirino, Sultan Kudarat, during the school year 2023-2024. From a total population of 284 pupils, 166 were selected to participate in the study and underwent a survey questionnaire. According to Rea (2014), determining the grade level of respondents was a vital aspect of research design, particularly in educational contexts, as it enhanced the relevance, accuracy, and applicability of the findings.

Meanwhile, random sampling technique using Slovin's Formula to randomly select all Grade 6 pupils at Bayawa Elementary School, Bayawa, President Quirino, Sultan Kudarat, and President Quirino Central School, President Quirino, Sultan Kudarat, during the school year 2023-2024. Random sampling techniques, including Yamane's or Slovin's Formula, were widely utilized in educational research to ensure the fairness and validity of the sample selection process. This approach aligned with the principles of sound research methodology in educational settings (Ahmed & Ali, 2023).

Data Gathering Instrument

In this research, the instrument used for data collection was an adapted survey questionnaire, originally developed in the study of Cruz (2020). To determine the extent of the integration of Values Education in the Self-Learning Module, specifically in the areas of instructional discussions, assessment, and deepening of core values, an adapted survey questionnaire was utilized. Additionally, a five-point Likert Scale questionnaire, adapted from the study of Losaria (2019), was administered. The details of the questionnaire are presented below:

Table 1. Five-point Likert Scale level of agreement adapted from Losaria (2019)

Scale	Means of Range	Level of Agreement	Interpretation
5	4.20-5.00	Agree	Completely Integrated
4	3.40-4.19	Fairly Agree	Significantly Integrated
3	2.60-3.39	Neutral	Integrated
2	1.80-2.59	Fairly Disagree	Modestly Integrated



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1 1.00-1.79 Disagree Minimally Integrated

Furthermore, to determine the level of learners' values formation at Bayawa Elementary School and President Quirino Central School, President Quirino, Sultan Kudarat, the DepEd Classroom Assessment Tools, adapted from the study of Cruz (2020), were utilized.

Table 2. Five-point Likert Scale level of agreement adapted from Cruz (2020)

Scale	Means of Range	Level of Agreement	Interpretation
5	4.21-5.00	Agree	Exemplary Values Formation
4	3.41-4.20	Fairly Agree	Establish Values Formation
3	2.61-3.40	Neutral	Developing Values Formation
2	1.80-2.60	Fairly Disagree	Basic Values Formation
1	1.00-1.79	Disagree	Limited Values Formation

Data Gathering Procedure

Data collection is the systematic process of obtaining observations or measurements involving planning, methods and gathering, sorting, and processing data (Bhandari, 2021). Despite potential variations in methods and objectives, the general data collection process remained consistent in the study. In this study, the researcher followed the following phases of data gathering:

Preparatory Phase: A letter of request was sent to the Schools' Division Superintendent of Sultan Kudarat, the District Supervisor of South President Quirino, and the Principals of Bayawa Elementary School and President Quirino Central School, seeking permission to conduct the study.

Administration Phase: The researchers initiated the adaptation of the survey questionnaire, which was then distributed to the identified respondents, consisting of the learners and their class advisers.

Collection/Retrieval Phase: The completed survey questionnaires were collected, analyzed, and interpreted.

Statistical Treatment

The following statistical tools were employed to suffice the intent of this study:

In the analysis and interpretation of the collected data, Mean was utilized to determine the extent of the integration of Values Education in the Self-Learning Module and the level of learners' values formation in the new normal setting.

While, Pearson *r* Correlation according to Bonett, D., & Wright, T. (2014) was used for the computation of the significant relationship between the extent of the integration of Values Education in the Self-Learning Module and the level of learners' values formation in the new normal setting.

Adapted rating scales was also employed here to give interpretation to the responses of the selected respondents.

Ethical Considerations

The researchers ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study.

RESULTS and DISCUSSION

This section systematically presents, analyzes, and interprets the collected data. The results as summarized in tables, are critically examined to report the objectives of the study and provide meaningful insights into the research problem.



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Table 3 presents the summary on the Extent of the Integration of Values Education in the Self-Learning Module.

Table 3. Summary Results on the Extent of the Integration of Values Education in the Self-Learning Module

Indicators	M	SD	Interpretation
Deepening of Core Values	4.52	0.31	Completely Integrated
Assessment	4.44	0.34	Completely Integrated
Instructions	4.40	0.34	Completely Integrated
Discussions	4.38	0.39	Completely Integrated
Overall	4.43	0.24	Completely Integrated

The table presents a summary of the extent of the integration of Values Education in the Self-Learning Module, focusing on various indicators such as instructions, discussions, assessment, and deepening of core values. The mean scores for each indicator are consistently high, ranging from 4.38 to 4.52, with standard deviations indicating relatively low variability among responses. These high mean scores and low standard deviations suggest a strong consensus among respondents regarding the integration of Values Education in the Self-Learning Module.

The module effectively incorporates instructions, discussions, assessment methods, and deepening of core values, as indicated by the high mean scores. This suggests that the module provides clear instructions for pupils, encourages meaningful discussions, employs appropriate assessment strategies, and prioritizes the integration of core values throughout the learning process.

The high overall mean score of 4.43 further reinforces the notion that Values Education is completely integrated in the Self-Learning Module. This indicates that the module comprehensively addresses the objectives of Values Education, encompassing various aspects of instruction, discussion, assessment, and core values integration.

Overall, the results suggest that the Self-Learning Module successfully integrates Values Education into its design and implementation, ensuring that pupils are exposed to meaningful learning experiences that promote the development of ethical values, social responsibility, and moral character.

Santrock (2019) discussed the importance of clear instructions, meaningful discussions, and appropriate assessment methods in promoting effective learning experiences. The integration of these elements in educational modules contributes to pupils' engagement and understanding.

Hansen and Hicks (2018) emphasized the significance of integrating core values into the curriculum to foster moral character and social responsibility among pupils. They argue that a comprehensive approach to Values Education, encompassing instructions, discussions, assessment, and core values integration, is essential for promoting ethical development in learners.

Table 4 presents the summary on the Level of Learners' Values Formation

Table 4. Summary Results on the Level of Learners' Values Formation

Indicators	M	SD	Interpretation
Resiliency amidst Adversity	4.67	0.26	Exemplary Values Formation
Courtesy Towards Teachers	4.59	0.31	Exemplary Values

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Appreciation of New Normal Education			Formation
	4.57	0.30	Exemplary Values Formation
Honestly in Learning Activities			Exemplary Values Formation
	4.57	0.28	Exemplary Values Formation
Grand Mean	4.60	0.22	Exemplary Values Formation

The table presents the summary results on the level of learners' values formation, specifically focusing on resiliency amidst adversity, in the context of the new normal education environment. The indicators include appreciation of new normal education, courtesy towards teachers, honesty in learning activities, and resiliency amidst adversity, each measured on a scale. The mean scores for each indicator are all above 4.5, indicating an exemplary values formation of observance or adherence to these values among the learners.

Resiliency amidst adversity emerges as a particularly strong value among the learners, with a mean score of 4.67 and a standard deviation of 0.26. This indicates that learners demonstrate a high level of resilience in facing challenges and setbacks encountered in their educational journey. Resilience is a critical trait that enables individuals to adapt positively to adversity, bounce back from setbacks, and thrive in the face of challenges (Masten, 2014). Similarly, courtesy towards teachers, with a mean score of 4.59 and a standard deviation of 0.31, reflects the learners' respect and politeness in their interactions with teachers. This finding underscores the importance of fostering positive teacher-student relationships, which have been shown to contribute to students' academic success and overall well-being (Gorard et al., 2021).

Appreciation of the new normal education, with a mean score of 4.57 and a standard deviation of 0.30, suggests that learners highly value and acknowledge the changes and challenges brought about by the shift to a new mode of education. This finding aligns with previous research indicating that learners tend to adapt positively to changes in their educational environment, particularly when they perceive the changes as necessary for their growth and development (Smith & Smith, 2020).

Honesty in learning activities, indicated by a mean score of 4.57 and a standard deviation of 0.28, highlights the learners' commitment to integrity and ethical conduct in their academic pursuits. Honesty and academic integrity are fundamental values in education, essential for the development of responsible and ethical citizens (McCabe, 2016).

Table 5 presents the Correlational Analysis between the Extent of the Integration of Values Education in the Self-Learning Module and the Level of Learners' Values Formation in the New Normal Setting

Table 5. Correlational Analysis between the Extent of the Integration of Values Education in the Self-Learning Module and the Level of Learners' Values Formation in the New Normal Setting

Variables	r	p	Interpretation
Extent of the integration of Values Education in the Self-Learning Module and the level of learners' values formation in the new normal setting	.608	.000	Significant

*Significant

The table presents the relationship between the extent of integration of Values Education in the Self-Learning Module and the level of learners' values formation in the new normal setting. The correlation coefficient (r) of 0.608 with a p-value of .000 indicates a significant positive relationship between these variables.

This result suggests that the extent to which Values Education is integrated into the Self-Learning Module positively influences learners' values formation in the new normal setting. When Values Education is effectively integrated into the learning materials and activities provided to students, it contributes to the development and reinforcement of their ethical, moral, and social values. In the context of the new normal setting, where remote

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learning and independent study are prevalent, the integration of Values Education becomes even more crucial as it helps students navigate ethical dilemmas, make responsible decisions, and develop empathy and respect for others.

Supporting this interpretation, a study by Armas and Reyes (2020) found that incorporating Values Education into the curriculum positively impacted pupils' moral development and social behavior. Their research demonstrated that explicit teaching of values within educational settings significantly contributed to pupils' character formation and ethical decision-making skills. Similarly, the findings of Tan and Reyes (2019) emphasized the importance of Values Education in promoting positive attitudes, empathy, and respect among pupils, leading to improved social interactions and ethical conduct.

Table 6 presents the Significant Emerging Values Integrated in The Self-Learning Module

Table 6. The Significant Emerging Values Integrated in The Self-Learning Module

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.916	.260		7.376	.000
1 Instructions	.042	.049	.063	.844	.400
Discussions	.125	.041	.221	3.071	.003
Assessment	.196	.043	.298	4.537	.000
Deepening of core values	.240	.047	.329	5.087	.000

a. Dependent Variable: Level

The table presents the coefficients for the significant emerging values integrated into the self-learning module, as well as their standardized coefficients, t-values, and significance levels. Each coefficient represents the impact of a specific variable on the dependent variable, "Level." These results suggest that discussions, assessment activities, and the deepening of core values are significant factors contributing to the effectiveness of the self-learning module. However, the impact of instructions does not appear to be statistically significant.

One study by Smith et al. (2018) found that incorporating discussions into learning modules significantly improved student engagement and learning outcomes. This aligns with the findings in the present study, highlighting the importance of discussions in self-learning environments. Another study by Johnson and Smith (2021) demonstrated that regular assessment and feedback mechanisms within self-directed learning modules were crucial for promoting student motivation and achievement. This supports the significant impact of assessment activities observed in the current study.

Conclusions

Based on the findings of the study, the researcher concluded:

First, instructions, discussions, assessment, and deepening of core values were completely integrated, indicating comprehensive values integration in the module.

Second, learners exhibited high values formation in appreciation of new normal education, courtesy towards teachers, honesty, and resiliency.

Third, a significant positive relationship was found between values integration in the module and learners' values formation, emphasizing its importance.

Finally, deepening core values significantly contributed to learners' values formation, highlighting the need to reinforce these values in the module.

Recommendations

Based on the conclusions of the study, the researcher recommends the following:

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1. DepEd may ensure consistent support and monitoring of the integration of values education in all educational materials, including self-learning modules, to sustain the high level of values formation observed among learners.
2. Policy Makers may prioritize the honesty in learning activities within educational policies to strengthen learners' values formation. By prioritizing honesty in learning activities through well-defined and consistently enforced educational policies, institutions can cultivate a culture of integrity that supports students' values formation and prepares them to be ethical and responsible citizens. This approach is more than just preventing cheating; it's about actively shaping character and fostering a lifelong commitment to honesty.
3. Teachers may utilize innovative and engaging teaching strategies to further enhance learners' understanding and application of core values, particularly within the self-learning module context. This could involve incorporating, role-playing exercises, and reflective activities to encourage meaningful exploration and internalization of values among students.
4. Parents may collaborate closely with schools and educators to reinforce the values taught within the self-learning module at home. Parents play a critical role in modelling and reinforcing positive behaviours and attitudes, thus creating a supportive environment that complements values education initiatives in schools.
5. Future Researchers may conduct longitudinal studies to explore the long-term impact of values education integration on learners' character development and overall well-being. Additionally, they may investigate the effectiveness of different pedagogical approaches and instructional strategies in promoting values formation, considering diverse learner demographics and educational contexts.

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