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LET Reviewer

VALUES EDUCATION

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Foundation of Values Education

Philosophical and Ethical Foundation of Values Education

Values Education

Values Education

- It is a science whose essence is founded on reason, experience, reflection, intuition, meditation, imagination and speculations.
- It is the process by which values are formed in the learner under the guidance of the teacher and as he/she interacts with the environment.
- It is the study of development of essential values in the pupils and practices suggested for the promotion of the same.

Values –is anything that can be desired, and something chosen from alternative acted upon and enhances creative integration and development of human personality (Cecilio Duka).

Properties of Value

1. Value is *relative* - "good for what?" or "good for whom?"
2. Value is *subjective* - we define values differently, good for others but not for others
3. Value is *objective* – it is independent from human appreciation; has absolute character
4. Value is *bipolar* - good value has an exact opposite; good and bad
5. Value is *hierarchical* – a scaled gradation; ranked based on weight/ level of complexity

Classification of Values

- Intrinsic and Instrumental Values
 - *Instrumental values* are values considered as good because of their worth to us and to others.
 - *Intrinsic values* are values considered in themselves.
- Accidental and Natural Human Values
 - *Accidental values* are values which are subject to variability, temporality and impermanence.
 - *Natural values* are values that are permanent in human nature.
- Primary and Secondary Values
 - *Primary values* are values that are chosen, acted upon and are necessary for human development.
 - *Secondary values* are values that are obligatory in nature e.g. values in the family are necessary to the children.
- *Moral or Ethical Values* refers to those qualities of an act performed by man freely and knowingly.
- *Religious Values* are values that enable us to encounter God whom we believe to be the absolute good.
- *Cultural Values* are values which embraces poetry, painting, music, architecture, and literature.
- *Social Values* reflect how we relate to society e.g. justice, freedom, respect, community, and responsibility.

Max Scheler's Hierarchal Doctrine of Values

- *Sensory values* - values which would satisfy the individual's material/sensory desires (food, clothing, vices, etc.)
- *Vital values* - values which are important to human civilization (social relations and involvement)
- *Spiritual values* - justice, truth, peace, and freedom
- *Holy values* - the peak of human existence; the concept of being "holy"

Philosophy

Definitions of Philosophy

- It is the study of general and fundamental questions, such as those about existence, reason, knowledge, values, mind, and language (Wikipedia).
- It is a set of ideals, standards or beliefs used to describe behavior and thought.
- It is the study of the nature, causes, or principles of reality, knowledge, or values, based on logical reasoning.
- It is a science whose essence is founded on reason, experience, reflection, intuition, meditation, imagination, and speculation that leads to critical thinking which embraces questioning, analyzing, criticizing, synthesizing, evaluating, and judging a given phenomenon of reality (FDA Demetrio III).

Purpose of Philosophy

- Philosophy enables us to understand ourselves better.
- Philosophy helps us understand others, our fellowmen.
- Philosophy helps us understand other's way of thinking.
- Philosophy helps us understand the world and our place and our role in it.
- Philosophy helps us understand the significance, meaning, value and finality of human life.
- Philosophy helps us know and understand God in His nature, essence, activities, and attributes.

Philosophy of Man

- It is a course that deals with man that desires to know who and what man is.
- It is connected to metaphysics since it studies the being of action, with:
 - Sociology since it considers the social dimension of man
 - Psychology since it studies the nature of man as a being composed of body and soul endowed with reason
 - Theology since it seeks into the avenue of man's relatedness to God in the context of faith
 - Epistemology since it investigates the true notion of human nature specially man's intrinsic ability to know about truth
 - Theodicy since it provides an arena of questions about human nature and human conditions from the standpoint of the nature, essence, and activity of God.
- Philosophy of Man has two main problems namely:
 - The nature of man – What is man? Who is man?
 - Condition of human being – What is the state or condition of human being. Why does man exist? How does man exist?

Human Nature

- It refers to the fundamental dispositions and characteristics—including ways of thinking, feeling, and acting—that humans are said to have naturally.
- Human nature is characterized as universal and static.
- Three-fold level of Human Nature:
 - *Somatic level* – refers to the body, substance, constitution, or stuff of man and secondarily to bodily structure, color, etc. which are conditioned by culture and environment.
 - *Behavioral level* – refers to the mode of acting of every man. Man has a universal way of acting or conducting himself properly.
 - *Altitudinal level* – refers to the mental reaction of every man to a given stimulus or the position of every individual man concerning his opinion, feeling or mood.

Ethics and Moral Education

Ethics – is the art and science that deals with the morality of human acts.

- *Human Act* – actions done consciously and freely by the agent/or by man.
- *Act of Man* – actions beyond one's consciousness, and not dependent on the intellect and the will.

Types of Human Acts in Relation to Reason

- *Good (moral)* – in harmony with reason e.g. praying
- *Bad (immoral)* – in opposition to reason e.g. stealing
- *Indifferent (amoral)* – when it stands in no positive relation to reason e.g. eating

Modifiers of Human Acts

- *Ignorance* – is the absence of intellectual knowledge in man.
- *Concupiscence* – refers to the bodily appetites or tendencies like love, hatred, joy, grief, passion, daring, fear, and anger.
- *Fear* – is shrinking back of the mind from danger.
- *Violence* – is the external force applied by a free cause which impairs man's free will.
- *Habit* – is born of frequently repeated acts.

Norms of Human Act

- *Law* – St. Thomas Aquinas defined law as an ordinance of reason promulgated for the common good by the one who has charge of the society.
- *Conscience* – is the act by which we apply to our own conduct, our knowledge of good and evil, whether our judgment be correct or incorrect.

Morality

- **Morality** refers to the set of standards that enable people to live cooperatively in groups.
- Morals are what you believe to be right and wrong.

Four principles of Moral Discernment or Judgment

1. *Principle of Formal Cooperation* – it occurs when someone intentionally help another person carry out a sinful act.
2. *Principle of Material Cooperation* – it occurs when a person's action unintentionally helps another person do something wrong.
3. *Principle of Lesser Evil* – the principle that when faced with selecting from two immoral options, the one which less immoral should be chosen.
4. *Principle of Double Effect* – this principle aims to provide specific guidelines for determining when it is morally permissible to perform an action in pursuit of a good end in full knowledge that the action will also bring about bad results.

Types of Moral Attitude

- *Callous* – not feeling or showing concern about the problems and suffering of other people
- *Strict* – one who chooses the hardest way to do something
- *Pharisaical* – marked by insincere self-righteousness
- *Scrupulous* – extremely afraid of committing evil
- *Lax* – one which refuses to be bothered about the distinction of good and evil

Defective Norms of Morality

It is the term given to the different philosophical beliefs about morality which somehow do not conform to the universally accepted standards of human morality.

1. *Hedonism (Jeremy Bentham)* – is the belief that morality is determined by the acquisition of pleasure. What is pleasurable is moral and anything that brings pain is immoral.
2. *Utilitarianism (Herbert Spencer and Charles Sanders Perce)*– subscribes to the idea that an act is good if it brings good result or the achievement of one's goals, and it is bad if it fails to make man attain his goals.
3. *Moral Rationalism (Immanuel Kant)* – is the belief that human reason is the sole source of all moral laws.
4. *Moral Evolutionism (Friedrich Nietzsche)* – is the idea that morality is not absolute but keeps on changing until such time it reaches the perfect scale.
5. *Moral Positivism (Thomas Hobbes)*– advocates the state laws are the bases of all moral laws, ergo is good if it is accordance with laws of the state and anything opposes the state laws must be rejected.
6. *Moral Sensism* – is the belief that man is endowed with special moral senses that can distinguish good or evil. An action is moral if it is in harmony with this human sense and immoral if not in harmony with this sense.
7. *Communism (Sir Thomas More and Karl Marx)* – denies the existence of God and views religion as an opium. It does not recognize human freedom and immorality of man's soul. It treats man as just an economical animal.

Greatest Philosophers

A. Greek Philosophers

1. Socrates

- Socrates believed that if one knows what the good is, one will always do what is good.
- He equated knowledge with virtue, which ultimately leads to ethical conduct.

2. Plato

- He believed that we make moral progress through the faculty of reason.
- He believed that happiness was the goal of life, achieved by living virtuously.
- He believed that as bodies die, the soul is continually reborn (metempsychosis) in subsequent bodies. He said that soul has three parts: rational (reason), spirited (emotion), and appetitive (physical desires)

3. Aristotle

- He believed that the highest good and the end toward which all human activity is directed is happiness, which can be defined as continuous contemplation of eternal and universal truth.
- He opposed the dichotomy between human's body and soul.

B. Medieval Philosophers

1. St. Thomas Aquinas

- He stated that for an action to be moral, the kind it belongs to must not be bad, the circumstances must be appropriate, and the intention must be virtuous.
- He said that good is to be done and pursued and evil is to be avoided.

2. St. Augustine

- He argued that to become righteous, wise and holy in eternity like God, man must seek to grow in virtue, knowledge and love now by submitting his intellect and will, disordered by sin, to God's perfect Charity.
- He asserted that God is the creator who created the world out of nothing and out of love.
- He maintained that it is vital for humans to have free will, because they could not live well without it.

C. Modern Philosophers

1. Rene Descartes

- He is the Father of Rationalism.
- He argued the theory of innate knowledge and that all humans were born with knowledge through the higher power of God.
- He said reason is source of knowledge, not experience.
- He said that we discover basic truth by intuition.

2. Karl Marx

- He believed that religion, morality, social structures and other things are all rooted in economics.
- He described morality as a property of one's behavior conditioned by social and historical existence as those moral values that bring together (or force apart) living individuals.

3. *Thomas Hobbes*

- His main concern is the problem of social and political order: how human beings can live together in peace and avoid the danger and fear of civil conflict.
- He taught that man is free in that he has the liberty to "do if he will" and "to do what he wills" (as far as there are no external impediments concerning the action he intends), but he is not "free to will", or to "choose his will".

4. *Jean-Jacques Rousseau*

- He maintained that good laws make for good citizens.
- He believed that society and government created a social contract when their goals were freedom and the benefit of the public.

D. Existentialist Philosophers

1. *Jean-Paul Sartre*

- He believed in the essential freedom of individuals, and he also believed that as free beings, people are responsible for all elements of themselves, their consciousness, and their actions.
- He said, "existence precedes essence."

2. *Martin Heidegger*

- He believed that man is not a substance or a dipartite of body and soul but a process of existence.

3. *Soren Kierkegaard*

- He is the Father of Existentialism.
- He believed that everyone would die but also that everyone had an immortal self, or soul, that would go on forever.
- He asserted human can achieve a meaningful existence when human liberates himself from "crowd-existence."

4. *Victor Frankl*

- He introduced Logotherapy, a therapeutic approach that helps people find personal meaning in life.
- Three-fold manner in unravelling the meaning of one's existence:
 1. by doing a life project
 2. by experiencing value in the context of love
 3. by finding meaning in suffering

E. Eastern Perspective

1. *Confucianism*

- It teaches moral life through devotion to the family, loyalty to the elders, love of learning, brotherhood, civil service, and universal love and justice.
- It stresses the Five Cardinal Virtues, and these are: benevolence, righteousness, propriety, wisdom, and sincerity.
- It is the body of beliefs and practices that are based on the Chinese classics and are supported by the authority of Kung fu-tzu or Confucius.
- The teachings of Confucius are found in the Analects, a collection of discussions and sayings.

- Confucians ethical teaching include the following (The Five Virtues):
 - Jen – goodwill, empathy, generosity
 - Yi – rightness, duty as guardians of nature and humanity
 - Li – right conduct and propriety, demonstrating your inner attitude with your outward expressions
 - Chih – wisdom
 - Hsin – faithfulness and trustworthiness

2. *Buddhism*

- The basic teaching of Buddha which are core to Buddhism are: The Three Universal Truths
 1. Nothing is lost in the universe
 2. Everything changes
 3. The Law of Cause and Effect
- The Four Noble Truth
 - Dukkha – the noble truth of suffering.
 - Samudaya – the noble truth on the origin of suffering.
 - Nirodha – the noble truth on the cessation of desire.
 - Magga – the noble truth to the way of the cessation of desire.
- The Eightfold Path
 1. Right understanding
 2. Right thinking
 3. Right speech
 4. Right conduct or right action
 5. Right livelihood
 6. Right effort
 7. Right mindfulness
 8. Right concentration

3. *Taoism*

- The focus of Taoism is the individual in nature rather than the individual in society.
- Taoists stress the importance of harmonizing with nature by balancing yin and yang and developing chi through meditation and disengagement.

4. *Hinduism*

- It emphasizes a commitment to an ideal way of life characterized by honesty, courage, service, faith, self-control, purity, and non-violence which can be achieved through yoga.
- They believe in the Law of Karma – a process or series of birth and rebirth until one attains perfection and eventually reaches nirvana, which is the place of unending happiness and bliss.

Legal Bases of Values Education

Legal Bases and Content of Values Education

Philippine Constitution

- The Philippine Constitution of 1987 mandates in its preamble the building of “a just and humane society and establish a government that shall embody our ideals and aspirations, promote the common good, conserve and develop our patrimony, and secure to ourselves and our posterity the blessings of independence and democracy under the rule of law and a regime of truth, justice, freedom, love, equality, and peace.”
- The educational policy statement in Article XIV, Section 3 clearly mandates all educational institutions to “inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency.”

DECS Order No. 6, of 1988

Lourdes Quisumbing issued DECS Order No. 6, of 1988 to serve as a guideline for the implementation of values education programs in the three levels of education – elementary, secondary, and tertiary.

Goal of Values Education

The goal of the Values Education Program (VEP) is to provide and promote values education at all levels of the educational system for the development of the human person committed to the building of “a just and humane society” and an independent and democratic nation. This is to ensure that the core values of Maka-Diyos, Makatao, Makakalikasan, and Makabansa are instilled among the learners.

Objectives of the Program

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
- manifest in actual life an abiding faith in God as a reflection of his spiritual being.

Philosophy of Values Education Program

The Values of Education Program (VEP) is based on the philosophy of human person. It is grounded on a rational understanding of the Filipino in his historical and cultural context, which undergirds the Philippine Constitution of 1987.

Republic Act 11476 - GMRC and Values Education Act

RA 11476 is the law restoring GMRC and Values Education as core subjects in the K-12 curriculum in public and private schools and replacing the *Edukasyon sa Pagpapakatao* subject.

GMRC as a subject revolves around four major themes, namely, valuing self, valuing others, valuing one's country and valuing God for the effective and holistic development of the decision-making skills of the student.

Values education aims to develop a Filipino citizen who will strive for the foundation of a culture rich individual and for the development of a democratic nation and society.

- *Good Manners and Right Conduct (GMRC)* – refers to certain and particular universally accepted basic social values and etiquette and/or proper modes of behavior that convey respect to those whom one interacts with.
- *Values Education* – refers to
 - the process that provides young people internalization of values which aims at student's grasp of underlying principles, together with the ability to act on those principles, and the settled disposition to do so
 - different pedagogies, methods, and programs that teachers and/or educators use to create learning experiences for students when it comes to valuing process, values positions, and value judgment
 - learning about self and wisdom of life in a self-exploratory, systematic, and scientific way.
- *Human dignity* – refers to the unique and inherent value or worth of human persons. It is intrinsic, hence, innate, inviolable, inalienable, and universal.

Institutionalizing GMRC and Value Educations in the K-12 Basic Education Curriculum

- GMRC shall be taught from Grades 1 to 6 as a separate subject.
- Values Education shall be taught from Grades 7 to 10 as a separate subject.
- Values Education shall be integrated in the teaching of the subjects in Grade 11 and 12.

Moral Recovery Program (Executive Order No. 319)

The Moral Recovery Program (MRP) refers to the national campaign for moral renewal which includes the objectives, strategies and cumulative experiences generated in the course of implementing Presidential Proclamation No. 62 dated 30 September 1992.

Its vision is to help the Filipino nation to become God-centered, people-empowered, prosperous national community living in unity, justice, freedom, love and peace governed by a visionary government that is democratic, responsive and effective, graft-free, transparent and self-corrective with a community of civil and military servants who are professional, competent, disciplined and trustworthy. It is about time that our political and religious leaders work hand in hand to bring about moral order in Philippine society.

Psychological Theories of Values Development

Psychological Theories of Values Development

Sigmund Freud's Psychodynamic Theory

Psychoanalytic theory arises from the ideas that humans are often driven by unconscious motivations and that adult personality and relationships are often the result of childhood experiences.

In Freud's theory, the human mind is structured into two main parts:

- **Conscious mind** - includes all the things we are aware of or can easily bring into awareness.
- **Unconscious mind** - includes all of the things outside of our awareness—all of the wishes, desires, hopes, urges, and memories that lie outside of awareness yet continue to influence behavior.

His theory also divides human personality up into three major components:

- **Id (Unconscious)** - pleasure-oriented; driven by "pleasure principle"; insatiable instincts present from birth
- **Ego (Conscious)** - rational; driven by "reality principle"; balances conflicting demand of the id and superego.
- **Superego** - the last part of the personality to develop; it develops through socialization; concerned with morality, right and wrong

Erik Erickson's Theory of Psychosocial Development

Erikson emphasized that the environment played a major role in self-awareness, adjustment, human development, and identity. He maintained that personality develops in a predetermined order through eight stages of psychosocial development, from infancy to adulthood. During each stage, the person experiences a psychosocial crisis which could have a positive or negative outcome for personality development.

Age	Psychosocial Crisis	Important Events	Virtue Developed
Infancy (birth to 18 months)	Trust vs. Mistrust	Feeding	<i>Hope</i>
Early Childhood (2 to 3 years)	Autonomy vs. Shame and Doubt	Toilet Training	<i>Will</i>
Preschool (3 to 5 years)	Initiative vs. Guilt	Exploration	<i>Purpose</i>
School Age (6 to 11 years)	Industry vs. Inferiority	School	<i>Confidence</i>
Adolescence (12 to 18 years)	Identity vs. Role Confusion	Social Relationships	<i>Fidelity</i>
Young Adulthood (19 to 40 years)	Intimacy vs. Isolation	Relationships	<i>Love</i>
Middle Adulthood (40 to 65 years)	Generativity vs. Stagnation	Work and Parenthood	<i>Care</i>
Maturity (65 to death)	Ego Integrity vs. Despair	Reflection on Life	<i>Wisdom</i>

Alfred Adler's Individual Psychology

Adler believed that the main motivations for human behavior are not sexual or aggressive urges but striving for superiority.

Views of Adler's theory:

- Early interaction with family members, peers and adults help to determine the role of inferiority and superiority in life.
- All human behavior is goal orientated and motivated by striving for superiority. Individuals differ in their goals and how they try to achieve them.
- A natural and healthy reaction to inferiority is **compensation** - efforts to overcome real or imagined inferiority by developing one's own abilities.
- If a person is unable to compensate for normal feelings of inferiority, they develop an **inferiority complex**.

Behavioral Theories

Albert Bandura's Self-Efficacy Theory

Self-efficacy, as defined by Bandura, is people's beliefs in their capabilities to exercise control over their own functioning and over events that affect their lives. In other words, it is to how a person sees himself/herself. People's beliefs in their efficacy are developed by four main sources of influence

- *Performance* – doing things well
- *Vicarious learning* – learning from other's performance
- *Verbal persuasion* – being told that we are good at things
- *Emotional arousal* – feeling good and positive

High self-efficacy has been connected with several benefits to daily life, such as resilience to adversity and stress, healthy lifestyle habits, improved employees' performance, and educational achievement.

B.F. Skinner's Operant Conditioning

Operant conditioning, also known as *instrumental conditioning*, is a method of learning normally attributed to B.F. Skinner, where the consequences of a response determine the probability of it being repeated. Skinner posited that if a behavior is followed by reinforcement, that behavior is more likely to be repeated, but if it is followed by punishment, it is less likely to be repeated.

Walter Mischel's Social Learning Conceptualization of Personality

Mischel states that an individual's behavior is influenced by two things- the specific attributes of a given situation and the manner in which he/she perceives the situation. He emphasized we have individual difference, so our values and expectancies must be considered in predicting behaviors and personality.

Delay of gratification refers to the act of resisting an impulse to take an immediately available reward in the hope of obtaining a more-valued reward in the future. The ability to delay gratification is essential to *self-regulation*, or *self-control*.

Elliot Turiel's Social Domain Theory

The theory provides a model for how individuals identify, evaluate, and coordinate domains of social knowledge when judging socially relevant actions. Turiel had three domains of knowledge:

- **Moral** - principles of how individuals should treat one another
- **Societal** - regulations designed to promote the smooth functioning of social groups and institutions
- **Psychological** - an understanding of self, others, and beliefs about autonomy and individuality

Moral Development

Jean Piaget's Theory of Moral Development

Piaget conceptualizes moral development as a constructivist process, whereby the interplay of action and thought builds moral concepts. He was interested in three main aspects of children's understanding of moral issues. They were:

- Children's understanding of rules
- Children's understanding of moral responsibilities
- Children's understanding of justice

He suggested two main types of moral thinking:

1. **Heteronomous morality (moral realism)** – strict adherence to rules and duties
2. **Autonomous morality (moral relativism)** – ability to consider rules critically and collectively apply these rules based on a goal of mutual respect and cooperation

Kohlberg's Theory of Moral Development

The theory focuses on how children develop morality and moral reasoning. It proposes that there are three levels of moral development, with each level divides into two stages. Kohlberg suggested that people move through these stages in a fixed order, and that moral understanding is connected to cognitive development.

Level 1: Pre-conventional – “I will do what I am supposed to do in order to avoid punishment.”

- Stage 1: *Punishment and obedience orientation* – doing what is right because of fear of punishment.
- Stage 2: *Hedonistic orientation*: doing what is right for personal gain perhaps a reward.

Level 2: Conventional – “I will do what I am supposed to do as things work out better when everyone follows the rule.”

- Stage 3: *Interpersonal concordance orientation* – doing what is right according to the majority to be a good boy/good girl.
- Stage 4: *Law and order orientation* – doing what is right because it is your duty and helps society.

Level 3: Post-Conventional - "I will do (or won't do) what I am supposed to do because I think (or don't think) it is the right thing to do."

- Stage 5: *Social contract or legalistic orientation* – doing what is right even if it is against the law because the law is too restrictive.
- Stage 6: *Universal ethical principles orientation* - doing what is right because of our inner conscious which has absorbed the principles of justice and equality and sacredness of life.

Carol Gilligan's Theory of Moral Development

Carol Gilligan believed that Kohlberg's theory was inherently biased against women. She explained that there is a gender bias in Kohlberg's theory because males tend to focus on logic and rules, whereas women focus on caring for others and relationships. She proposed three stages of moral development that emphasize an ethics of care.

- **Level 1: Orientation to Individual Survival** (*pre-conventional*) – decisions center on the self and concerns are pragmatic.
- **Level 2: Goodness as Self Sacrifice** (*conventional*) – a sense of responsibility for others appears. Goodness is equated with self-sacrifice and concern for others.
- **Level 3: The Morality of Nonviolence** (*post-conventional*) – a moral equivalence is established between self and others. Hurting oneself and others is seen as immoral.

Humanistic Theories

Carl Rogers' Theory

Rogers maintained that we behave as we do because of the way we perceive our situation. He believed that humans have one basic motive, that is the tendency to self-actualize that is to fulfill one's potential and achieve the highest level of 'human-beingness' we can. He believed that every person could achieve their goal.

He identified five characteristics of the fully functioning person:

1. *Open to experience*: both positive and negative emotions accepted. Negative feelings are not denied but worked through (rather than resorting to ego defense mechanisms).
2. *Existential living*: in touch with different experiences as they occur in life, avoiding prejudging and preconceptions. Being able to live and fully appreciate the present, not always looking back to the past or forward to the future (i.e., living for the moment).
3. *Trust feelings*: feeling, instincts, and gut-reactions are paid attention to and trusted. People's own decisions are the right ones, and we should trust ourselves to make the right choices.
4. *Creativity*: creative thinking and risk-taking are features of a person's life. A person does not play safe all the time. This involves the ability to adjust and change and seek new experiences.
5. *Fulfilled life*: a person is happy and satisfied with life, and always looking for new challenges and experiences.

Abraham Maslow's Hierarchy of Needs

Maslow said that human beings strive for self-actualization once they have satisfied their more basic needs.

Some of such characteristics which distinguish self-actualized individuals. Self-actualized people:

1. Accept others' as well as their own flaws, often with humor and tolerance. Not only do they fully accept others, they are also true to themselves rather than pretending in order to impress others.
2. Tend to be independent and resourceful.
3. Can cultivate deep and loving relationships with others.
4. Have tendency to exude gratitude and maintain a deep appreciation even for the commonplace blessings in life.
5. Can often discern between the superficial and the real when judging situations.
6. Seldom depend upon their environment or culture to form their opinions.
7. Have tendency to view life as a mission which calls them to a purpose beyond themselves.

Personhood Development

Personhood Development

Personhood

Personhood

- It is the status of being a person.
- It is the sum total of the goals, values, rules you live by, your personality, character, knowledge, and your skills.

The Person

- It refers to the whole individual being that has the natural potential to know, love, desire, and relate to self and others in a reflective way.
- A person is a natural being and not a functional being. Natural in the sense that he has the functional ability to know and love in a Trans-sensible and immaterial way.
- Person is not an individual, with a developed capacity for reasoning, willing, desiring and relating to others but he/she is an individual with natural capacity for these activities and relationships.

Personhood Development

- It is the ongoing act of assessing your life goals and values and building your skills and qualities to reach your potential.

Knowing Oneself

Johari Window

The Johari window, named after the first names of *Joseph Luft* and *Harry Ingham*, is one of the useful models to help people better understand their relationship with themselves and others. The four panes of the Johari Window:

	Known to Self	Not Known to Self
Known to Others	OPEN	BLIND
Not Known to Others	HIDDEN	UNKNOWN

- **Open Self** – information about you that both you and others know.
- **Blind Self** – information about you that you don't know but others do know.
- **Hidden Self** – information about you that you know but others don't know.
- **Unknown Self** – information about you that neither you nor others know.

Dynamics of Intra and Interpersonal Relations

Interpersonal Relations

Intrapersonal relation refers to something involving relations between persons.

Nature of the Self

Self refers to cognitive representation of one's identity. It is the essence of a person: thoughts, feelings, actions, experiences, beliefs, values, principles, and relationships.

It is the being, which the source of person's consciousness. It is the agent responsible for an individual's thoughts and actions.

The "Self" includes a person's life purpose, meaning, and purpose.

The Self

- **Self-concept** – is an organized collection of beliefs about the self. These beliefs are also called "self-schemas" and include personality traits, abilities, physical features, values, goals, & social roles.
- **Self-esteem** – refers to a person's overall sense of his or her value or worth.
- **Self-knowledge** – refers to understanding and knowing oneself
- **Social Self** - refers to how we perceive ourselves in relation to others.

Kinds of Self

- **Ideal self** is the person that you would like to be
- **Real self** is the person you actually are

Characteristics of Self

1. The self is an entity, but a process.
2. The self is reflexive.
3. The self is comprised of attitude.
4. The self is the means whereby social control becomes self-control.

Theories on the Development of Self

A. Charles H. Cooley's The Looking-Glass Self

The concept of "looking glass self" to explain how we make perceptions of ourselves through the perceptions we think other people make of us. We imagine how people will perceive us and that makes us define ourselves and our identity which can be positive or negative.

Three Components of Looking-Glass Self

1. We imagine how we appear to those around us.
2. We imagine how others are judging us.
3. We develop a self-concept (we react accordingly).

B. Daryl Bem's Self-Perception Theory

This theory posits that people determine their attitudes and preferences by interpreting the meaning of their own behavior.

C. Social Comparison Theory

The theory states that people evaluate their abilities and attitudes in relation to those of others in a process that plays a significant role in self-image and subjective well-being.

Three Types of Social Comparison

1. *Upward social comparison* - comparing oneself with someone judged to be better than oneself e.g., by having more wealth or material goods, higher social standing, greater physical attractiveness
2. *Downward social comparison* - comparing oneself with someone judged to be not as good as oneself
3. *Lateral social comparison* - comparing oneself with another who is considered to be more or less equal.

D. Reflected Appraisal Theory

The idea that person bases a self-schema on reactions perceived from others during social interaction.

Principles of Intrapersonal Relations

- **Self-concept** – is how one perceives his/her behavior, abilities, and unique characteristics.
- **Self-awareness** - is the ability to focus on oneself and how his/her actions, thoughts, or emotions do or don't align with his/her internal standards.
- **Self-introspection** - is the examination of one's own conscious thoughts and feelings.
- **Self-acceptance** – is the act or state of understanding and recognizing one's own abilities and limitations.
- **Self-esteem** - is used to describe one's overall subjective sense of personal worth or value.

Intrapersonal Communications

It means communicating with oneself. It is also known as self-talk, inner dialogue, inner monologue, self-dialogue, inner speech, and self-verbalization.

- **Levels of Intrapersonal Communications**
 - *Internal Discourse* – involves thinking, concentration and analysis e.g. prayer, meditation, and contemplation
 - *Solo Vocal Communication* – includes speaking aloud to oneself.
 - *Solo written Communication* – deals with writing not intended for others e.g. diary, personal journal

- **Types of Intrapersonal Communications**
 - *Self-concept* - is the basis for intrapersonal communication because it determines how a person sees him/herself and is oriented toward others.
 - *Perception* - looks outward and it is so closely intertwined with self-concept that one feeds off the other, creating a harmonious understanding of both oneself and one's world.
 - *Expectation* - is future-oriented message dealing with long-term roles, sometimes called life scripts.

Interpersonal Relation

Interpersonal relation – refers to something occurring within the individual mind or self.

Theories of Interpersonal Relationships

- **Social Exchange Theory** - is based on the idea that people seek to maximize rewards and minimize costs in any given social relationship.
- **Uncertainty Reduction Theory** - says that people need to gain information about other people through communication to reduce their uncertainty.
- **Politeness Theory** - accounts for the redressing of the affronts to face posed by face-threatening acts to addressees.
 - *Positive politeness strategies* are intended to avoid giving offense by highlighting friendliness. These strategies include juxtaposing criticism with compliments, establishing common ground, and using jokes, nicknames, honorifics, tag questions, special discourse markers (please), and in-group jargon and slang.
 - *Negative politeness strategies* are intended to avoid giving offense by showing deference/respect. These strategies include questioning, hedging, and presenting disagreements as opinions.

Stages in Interpersonal Relationships

1. **Acquaintance** – it depends on previous relationship, physical proximity, first impression, etc.
2. **Build-up** - people begin to trust and care for each other.
3. **Continuation** – it follows a mutual commitment for a long duration.
4. **Deterioration** - not all relationship deteriorates. Some may deteriorate due to loss of trust or dissatisfaction.
5. **Termination** - this final stage leads to an end of the relationship either by death or by separation.

Types of Interpersonal Relationship

- **Friendship** - is an unconditional interpersonal relationship where individuals enter into by their own sweet will and choice.
- **Love** – is an interpersonal relationship characterized by passion, intimacy, trust and respect is called love.
- **Platonic Relationship** – is a relationship between two individuals without any feelings or sexual desire for each other is called a platonic relationship.

- **Family Relationship** – refers to individuals related by blood or marriage are said to form a family.
- **Professional Relationship** – refers individuals working together for the same organization are said to share a professional relationship.

Strategies in Improving Self-Disclosure Skill

Self-disclosure - involves sharing personal information such as your thoughts, dreams, fears, goals, preferences, and experiences can be consciously or unconsciously done.

- Trust
- Openness
- Respect
- Acceptance
- Sincerity

Psycho-spiritual Development

Psycho-spirituality

Psycho-spirituality is achieving full potential and integrating the whole person.

Psychospiritual growth may be defined as the structural development of psychological growth, together with or followed by the direction of spiritual growth.

Imminent Psycho-Spiritual Needs

- Need for sense of wholeness of life
- Need for sense of purpose in “being” especially when “doing” is more difficult
- Need to acknowledge positive and negative life and spiritual events
- Need to confront, accept, and plan

Three Aspects of Whole Person

1. Pre-personal or subconscious (body)

- It is our physical body.
- It includes our ability to survive and thrive in the material world.
- Developing the physical level of our being involves learning to take good care of our bodies and to enjoy them. It also means developing the skills to live comfortably and effectively in the world.

2. Personal, conscious or self-conscious (mind)

- It is our intellectual, our ability to think and reason.
- The mental level of our existence consists of our thoughts, attitudes, beliefs and values.

3. Transpersonal or superconscious (spiritual)

- It is our inner essence, our soul, the part of us that exists beyond time and space.
- It connects us with the universal source and the oneness of all life.

Spirituality versus Religion

Spirituality relates to the person's search for meaning and morally fulfilling relationships between oneself, other people, the encompassing universe, and the ground of existence, whether a person understands this in terms that are theistic, atheistic, non-theistic, or any combination of these.

Types of Spirituality

- *Mystical spirituality* is based around a desire to move beyond the material world, beyond the senses, ego and even beyond time.
- *Authoritarian spirituality* is a particularly strong form of spirituality based around a need for definition and rules.
- *Intellectual spirituality* focuses on building knowledge and understanding of spirituality through analyzing history and spiritual theories.
- *Service spirituality* is a common form of spirituality in many religious faiths.
- *Social spirituality* is often practiced by people who experience a spiritual feeling in the company of others

Religion involves the patterning of spiritual beliefs and practices into social institution and traditions maintained over time.

Religion in values educations:

- It helps students to make informed decisions about matters of personal faith and ethical behavior.
- It helps urges them to think, question, challenge, investigation, and reflect in their search for spiritual meaning.
- It creates homogeneous environment so as the learner may take up valuable lessons on ethics, behavior, adjustment, living together, sympathy and service.
- It explains its freedom, traditions, rituals, mythological stories, consequences and contribution to the modern order of society.
- It functions as true family, community and miniature of society.
- It develops the sense of responsible citizenship.
- It develops the values of co-operation, sincerity and commitment.
- It provides maximum freedom for their full growth with experiences and with facilitation of desired suggestion and permission.

Positive Psychology

What is Positive Psychology

Positive psychology is the scientific study of what makes life most worth living, focusing on both individual and societal well-being. It studies "positive subjective experience, positive individual traits, and positive institutions (Wikipedia). It aims to bring a person's attention, expectation, and memory away from the negative. It focuses on the positive in an attempt to achieve a balanced perspective.

Positive psychology focuses on the positive events and influences in life, including:

- Positive experiences (like happiness, joy, inspiration, and love)
- Positive states and traits (like gratitude, resilience, and compassion)
- Positive institutions (applying positive principles within entire organizations and institutions)

Levels of Positive Psychology

1. **Subjective level** - focuses primarily on the positive experiences associated with well-being, happiness, satisfaction, optimism, flow and contentment.
2. **Individual level** - focuses on the varied constitutions of a happy life as well as the qualities needed to be a "good" person.
3. **Group level** – focuses on social responsibility, tolerance, work ethic, altruism and a nurturing and caring attitude towards others.

Positive Psychology and the PERMA Model

The PERMA Model represents the five core elements of happiness and well-being. PERMA basically stands for **P**ositive Emotion, **E**ngagement, **R**elationships, **M**eaning, and **A**ccomplishments. It was introduced by *Martin Seligman*.

- **Positive emotion** - is about feeling good.
- **Engagement** - is about being fully engaged and immersed in the activities, duties, and tasks that fill our lives.
- **Relationship** - refers to the authenticity of relationships and the depths of interactions with friends, family, loved ones, and our wider social circle.
- **Meaning** - means building a sense of purpose and using that purpose to contribute to the community help us find meaning in life.
- **Accomplishments** - refers to how much we challenge ourselves in positive and progressive ways that enable us to further develop our strengths and skills, both practically and emotionally.

James Fowler's Theory of Faith Development

Faith Development Theory is an interdisciplinary approach to understanding the evolutionary process of the development of religious/spiritual values and behavior in the human life cycle.

Stages of Faith Development

Fowler outlines the six stages of development he believes a person goes through as they mature from infancy through adulthood.

Stage 0: Undifferentiated Faith

- "Pre-stage" refers to growth from infancy through two years old.
- The infant is developing basic trust with the people providing him care.
- Toddlers are learning the safety of their environment, ideally safe, secure and nurturing.

Stage 1: Intuitive Projective

- It focuses on children between the ages of two and six or seven.
- The child is egocentric, self-aware, and easily influenced by examples, moods, actions and stories.
- The child has difficulty understanding the difference between what is real and what is fantasy

Stage 2: Mythical literal

- It typically focuses on school-age children.
- The child begins to understand the difference between realities and make believe.
- During this stage, the child will have strong beliefs in fairness and justice.
- Often gives humanistic qualities to the idea of God and believes heaven and hell are actual places.

Stage 3: Synthetic Conventional

- It usually occurs during puberty.
- A person's experience of the world now extends beyond the family. Many areas demand attention: family, school, work, peers, street society, the media, and perhaps religion.
- This is a "conformist" stage. People are aware of their expectations and judgments but choose not to question them in order to stay connected to their peer group.

Stage 4: Individuative Reflective

- It typically occurs in people in their mid-twenties but may never occur for some adults.
- It is a stage of "demythologizing."
- The individual is no longer concerned with the judgments or opinions of their peers.
- The individual has an overwhelming sense of self-identity, critical reflection, and world views.
- Typically translates symbols into conceptual meanings.

Stage 5: Conjunctive

- It occurs before mid-life.
- This is experienced when the person realizes what was suppressed or unrecognized in stage four.
- The person moves away from the idea of either/or and can see both sides of an issue at the same time.
- The person realizes and understands the rational explanation behind symbols and traditions but re-engages with it anyway.

Stage 6: Universalizing

- "Subversive" meaning their views are very different from those typically found in society.
- Amongst all the negative and evil, visions are born of "what life is meant to be."

Management of Behavior Problems

Key Concepts

- **Behavior** – refers to any action or reaction toward internal and external stimulation.
- **Behavioral Management** – is a systematic and planned procedures and strategies aimed at teaching and encouraging individuals to display appropriate and adaptive behavior.
- **Behavior Modification** – is the alteration of behavioral patterns through the use of such learning techniques esp. for maladaptive behavior.
- **Maladaptive Behavior** – refers to any behavior that is detrimental to one's adjustment, well-being, or survival.

Four Goals of Students Misbehavior

Rudolf Dreikurs believed human misbehavior was the result of feeling a lack of belonging to one's social group. When this occurs, the student acts from one of four mistaken goals:

- **Attention** – a student who feels worthless may seek attention to feel good about themselves.
 - How to manage this behavior:
 - Ignore misbehavior when possible
 - Give attention for positive behavior when child is not making a bid for it
- **Power** – a student may be defiant and feels a sense of worth by controlling others (need to be the "boss" of a situation).
 - How to manage this behavior:
 - Withdraw from conflict
 - Help child see how to use power constructively by appealing for child's help and enlisting cooperation
- **Revenge** – a student often wants to hurt others as he/she has been hurt (get even).
 - How to manage this behavior:
 - Avoid feeling hurt
 - Avoid punishment and retaliation
 - Build trusting relationship, convince child that she or he is loved
- **Inadequacy (Avoidance)** -a student may want to be alone, may feel inadequate/inferior, or may avoid others.
 - How to manage this behavior:
 - Stop all criticism
 - Encourage any positive attempt, no matter how small; focus on assets
 - Don't be hooked into pity
 - Don't give up.

Specific Strategies and Techniques for Teachers in Managing Students Misbehavior

- **Direct rewards** – reinforcing adaptive behavior by immediately providing positive reinforcement or rewards to the students whenever an appropriate behavior is displayed, or a maladaptive behavior is avoided or controlled.
- **Daily report cards** – detailing the goals and the accomplishment of a students in a day to be accomplished or rated by the teacher and rewarded by parents at home.
- **Corrective feedback** – this should be given immediately after the misbehavior is observed. Feedback should be specific, precise, consistent, and must be given privately whenever possible.
- **Behavior contract** – encouraging the students to commit to the plan of reducing or eliminating an inappropriate behavior or engaging in more appropriate behavior through verbal or written agreement.
- **Token economies** – a student earns points for a positive behavior and loses points for inappropriate behaviors.

Transformative Education (Sources of Values and Factors in Values Education)

Family Life and Filipino Values System

Family Life

Family

- It is a group of people affiliated by consanguinity, affinity, and co-residence. It is the smallest social institution. One of the primary functions of the family is to produce and reproduce persons both biologically and socially (in cases of adoption).
 - *Conjugal family* - includes the husband, wife, and children who are not of age yet.
 - *Consanguinity family*- consists of a parent and his or her children, and other people.
 - *Matrilocal family* - consists of a mother and her children.

Filipino Family

- Family is considered to be the foundation of social life for most Filipinos. The typical Filipino family consists of a husband, wife and children, extending to include grandparents, aunts, uncles and cousins.
 - Father is the head of the family and the breadwinner. He makes major decision in consultation with his wife. He implements disciplinary measures to correct children misbehavior.
 - Mother is the treasure of the family and the home keeper. She is responsible in all housekeeping activities, taking care of the children, and budgeting the income of the family.
 - Children is expected to obey parental authority at all times. They help parents in their tasks as they grow up and are expected to treat everyone with respect.
- Blood kinship is very important in the Filipino family. Family alliance is extended by the compadre system.
- The Filipino family is said to be patriarchal in authority; however, studies by other sociologists reveal that the Filipino family is *egalitarian* which means relating to or believing in the principle that all people are equal and deserve equal rights and opportunities.
- Filipinos practice *endogamy*, the custom of marrying only within the limits of a local community, clan, or tribe.
- In marriage, monogamy is the norm. Although polygamy is allowed among the Muslims.

Article XV of the Philippine Constitution

- The State recognizes the Filipino family as the foundation of the nation. Accordingly, it shall strengthen its solidarity and actively promote its total development.
- The State shall defend:

- The right of spouses to find a family in accordance with their religious convictions and the demands of responsible parenthood
- The right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development
- The right of the family to a family living wage and income
- The right of families or family associations to participate in the planning and implementation of policies and programs that affect them.

Goals of the Family

- **Education and formation** – the family serves as the primary and natural school of life.
- **Procreation** – the family ensures the perpetuation and continuity of the society through procreation (reproduction).
- **Socialization** – the family is responsible for the education and socialization of children as well as instilling values of citizenship and belonging in the society.
- **Protection, affection and satisfaction of basic and psychological needs** – the family is there to protect its members, to love them, and to provide each individual with the necessary basic needs.

Responsible Parenthood and Family Planning

Republic Act No. 103541 also known as *Responsible Parenthood and Importance of Family Planning* defines the following terms:

- **Family planning** refers to a program which enables couples and individuals to decide freely and responsibly the number and spacing of their children and to have the information and means to do so, and to have access to a full range of safe, affordable, effective, non-abortifacient modern natural and artificial methods of planning pregnancy.
- **Modern methods of family planning** refer to safe, effective, non-abortifacient and legal methods, whether natural or artificial, that are registered with the FDA, to plan pregnancy.
- **Natural family planning** refers to a variety of methods used to plan or prevent pregnancy based on identifying the woman's fertile days.
- **Reproductive Health (RH)** refers to the state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and to its functions and processes. This implies that people are able to have a responsible, safe, consensual and satisfying sex life, that they have the capability to reproduce and the freedom to decide if, when, and how often to do so. This further implies that women and men attain equal relationships in matters related to sexual relations and reproduction.
- **Responsible parenthood** refers to the will and ability of a parent to respond to the needs and aspirations of the family and children. It is likewise a shared responsibility between parents to determine and achieve the desired number of children, spacing and timing of their children according to their own family life aspirations, taking into account psychological preparedness,

health status, sociocultural and economic concerns consistent with their religious convictions.

Challenges and Treat to Filipino Families

1. Disintegration of the family
 - Increase fragility of marriage
 - Juvenile delinquency - is the act of committing a crime at a very young age
 - Domestic violence – is the violent or aggressive behavior within the home e.g. rape, incest, spouse battering
2. Substance abuse
3. Parental absenteeism – increase in urban migration and overseas employment
4. Economic difficulties
5. Absence of family goals and deteriorating values
6. Rising incidence of early sexual involvement and teenage pregnancies
7. Strong negative influence of media on the family

Filipino Value System

The **Filipino value system** or *Filipino values* refers to the set of values that a majority of the Filipino have historically held important in their lives (Wikipedia).

Model of Filipino Values

F. Landa Jocano identified two models of the Filipino value system.

- **Exogenous model** or the *foreign model* - is described to be a "legal and formal" model. It was inherited by Filipinos from Western cultures, particularly from the Spaniards and the Americans.
- **Indigenous model** or the *traditional model* - is described as a "traditional and non-formal" model or guide but is deeply embedded in the subconscious of the Filipinos.

Core Values of Filipinos

1. **Faith and Religiosity** - is the strong conformance of their religious belief in action and in words. Spirituality is deeply ingrained in Filipinos.
2. **Family Orientation/Familism** – is willingness to make big sacrifices just to make sure that their loved ones will have a good life.
3. **Paggalang** – is a value of being respectful or courteous in actions and in words. Filipinos are accustomed to using the words "po," "opo," and "ho" when they are conversing with older people or with those who are in a high role or a prestigious member of society.
4. **Malasakit** – it means compassion, showing pity or concern for the sufferings of others.
5. **Nationalism and Patriotism** – is the love and affection for one's country.
6. **Resiliency** – is the ability to adapt well in the face of adversity. Filipino resilience is a result of necessity. They stop grieving, picking themselves up to restart a life they have lived many times over.

7. **Flexibility** – is the ability to ride on or adjust to the norms of other group just to attain smooth and harmonious relationship.
8. **Hard work and Industriousness** - Filipinos are very determined and persevering in accomplishing whatever they set their minds to.
9. **Kagandahang-Loob** - refers to being able to help other people in dire need due to a perception of being together as a part of one Filipino humanity.
10. **Hospitality** – refers to friendly and generous reception and entertainment of guests, visitors, or foreigners.

Accommodative Surface Values

1. **Hiya (Shame)** – means shyness or shame. Filipinos believe they must live up to the accepted standards of behavior and make it a point not to cause another person's embarrassment.
2. **Utang na Loob (Norm of Reciprocity)**– is a sense of obligation to return a favor owed to someone which may take place in undetermined time and in whatever way.
3. **Pakikipagkapwa/Pakikasama (Smooth Interpersonal Relationship)** – is the ability of a person to get along with others to maintain good and harmonious relationship.

Confrontative Surface Values

1. **Bahala Na (Fatalistic Passiveness)** - is the Filipino's sense of fatalism. Filipinos simply resign to the consequences of life's difficulties.
2. **Lakas ng Loob (Guts)** – this attitude is characterized by being courageous in the midst of problems and uncertainties.
3. **Pakikibaka**- it means concurrent clashes. It refers to the ability of the Filipino to undertake revolutions and uprisings against a common enemy.

Core Value or Kapwa Psychology

Kapwa, meaning 'togetherness', is the core construct of Filipino Psychology. Kapwa has two categories, *Ibang Tao* (other people) and *Hindi Ibang Tao* (not other people).

- A. *Ibang Tao* ("outsider"): There are five domains in this construct:
 - Pakikitungo: civility
 - Pakikisalamuha: act of mixing
 - Pakikilahok: act of joining
 - Pakikibagay: conformity
 - Pakikisama: being united with the group
- B. *Hindi Ibang Tao* ("one-of-us"): There are three domains in this construct:
 - Pakikipagpalagayang-loob: act of mutual trust
 - Pakikisangkot: act of joining others
 - Pakikipagkaisa: being one with others

Weaknesses of Filipino Values

1. **Colonial Mentality** - is the internalized attitude of ethnic or cultural inferiority felt by people as a result of colonization.
2. **Ningas Cogon** - is a lack of sustained perseverance. It also means a tendency of individuals to start a new task with much enthusiasm, only to stop working on it entirely soon after.
3. **Manana Habit**- is the Filipino habit of leaving for tomorrow what can be done today. It is called procrastination.
4. **Nepotism** – is the practice of favoritism based on kinship.
5. **Extreme Personalism** - refers to the extent to which one is able to relate personally to things and people determines the recognition of their existence and the value attached to them.
6. **Kanya-Kanya Syndrome** -is a selfish, self-serving attitude that generates a feeling of envy and competitiveness towards others, particularly one's peers who seem to have gained some status or prestige.
7. **Filipino Time** - refers to the Filipinos' own unique brand of time, which is known to be minutes or hours behind the scheduled time.
8. **Crab Mentality** – refers to Filipinos who always try to pull down other Filipinos who are succeeding in life and getting ahead of them.

Transformative Education

Transformative Education

Transformative education is defined as the process of encouraging students to change from being receptacles of knowledge to more meaningful learning through considering different viewpoints and questioning their own beliefs, values, and assumptions. It is called *transformative learning*.

The purpose of transformative education is to empower learners to see the social world differently and through an ethical lens, so that they will challenge and change the status quo as agents of change.

Jack Mezirow's Transformational Learning Theory

According to Mezirow, **transformative learning** is “an orientation which holds that the way learners interpret and reinterpret their sense experience is central to making meaning and hence learning.” In other words, it is the idea that learners, who are getting new information, are also evaluating their past ideas and understanding, and are shifting their very worldview as they obtain new information and through critical reflection.

He says that transformative learning has two basic focuses—instrumental learning and communicative learning. Instrumental learning focuses on task-oriented problem solving, and evaluation of cause-and-effect relationships. Communicative learning focuses on how people communicate their feelings, needs, and desires. Both of these elements are important in transformative learning—students need to be able to focus on different types of their understanding and view new perspectives that are both logical and emotional in order to challenge their previous understanding.

Ten Phase of Transformative Education

1. Disorienting dilemma
2. Self-examination
3. A critical assessment of assumptions
4. Recognition that others have shared similar transformation
5. Exploration of new roles or actions
6. Development of a plan for action
7. Acquisition of knowledge and skills for implementing the plan
8. Trying out the plan
9. Development of competence and self-confidence in new roles
10. Reintegration into life on the basis of new perspectives

James Prochaska and Carlos DiClemente's Stages of Change (Transtheoretical Model)

The **Transtheoretical Model** is a model of intentional change. It is a model that focuses on the decision making of the individual. It is aimed at understanding individuals' behavioral changes and describing how people move dynamically through five different stages of behavioral changes.

Stages of change

This construct refers to the temporal dimension of behavioral change. In the transtheoretical model, change is a "process involving progress through a series of stages."

1. *Precontemplation* ("not ready") – People are not intending to take action in the foreseeable future and can be unaware that their behavior is problematic.
2. *Contemplation* ("getting ready") – People are beginning to recognize that their behavior is problematic and start to look at the pros and cons of their continued actions.
3. *Preparation* ("ready") – People are intending to take action in the immediate future and may begin taking small steps toward behavior change.
4. *Action* – "People have made specific overt modifications in modifying their problem behavior or in acquiring new healthy behaviors.
5. *Maintenance* – People have been able to sustain action for at least six months and are working to prevent relapse.
6. *Termination* – Individuals have zero temptation, and they are sure they will not return to their old unhealthy habit as a way of coping.

Robert Boyd's Transformative Education

According to Boyd, a transformative education fosters the natural processes of individuation through imaginative engagement with these different dimensions of one's unconscious life. This engagement reflects an ongoing dialogue between ego consciousness and one's unconscious.

Three activities for transformative learning:

1. Listening
2. Recognizing the need to choose
3. Emotional crisis

James Bank's Multicultural Education

Multicultural Education

Multicultural education is an idea, an educational reform movement, and a process. It is field of study and an emerging discipline whose major aim is to create equal opportunities from diverse racial, ethnic, social class and cultural groups.

The primary goal of multicultural education is to transform the school so that male and female students, exceptional students, and students from diverse cultural social-class, racial, and ethnic groups experience an equal opportunity to learn.

Five Dimensions by James A. Bank

1. *Content Integration* - deals with the infusion of various cultures, ethnicities, and other identities to be represented in the curriculum.
2. *Knowledge construction process* - involves student in critiquing the social positioning of groups through the ways that knowledge is presented.
3. *Prejudice reduction* - describes an activities the teachers implement to assert positive images of ethnic groups and to improve intergroup relations.
4. *Equity Pedagogy* - means modifying teaching styles and approaches with facilitate the intent of facilitating academic achievement for all students.
5. *Empowering school cultures* - describes the examination of the school culture and organization by all members of school staff with the intent to restructure institutional practice to create access for all groups.

Inclusive Education

According to UNESCO, **inclusive education** is seen as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education.”

According to Department of Education (DepEd), inclusive education embraces the philosophy of accepting all children regardless of race, size, shape, color, ability or disability with support from school staff, students, parents and the community.

A comprehensive inclusive program for children with special needs has the following components (DO 72, s. 2009):

1. **Child Find.** This is locating where these children are through the family mapping survey, advocacy campaigns and networking with local health workers. These children shall be visited by Special Education (SPED) teachers and parents should be convinced to enroll their children in SPED Centers or schools nearest their home.
2. **Assessment.** This is the continuous process of identifying the strengths and weaknesses of the child through the use of formal and informal tools for proper program grade placement. Existing SPED Centers in the Division shall assist regular schools in the assessment process.
3. **Program Options.** Regular schools with or without trained SPED teachers shall be provided educational services to children with special needs. These schools shall access educational services from SPED Centers or SPED trained teachers. Three program options:

- a. The first option that shall be organized for these children is a self-contained class for children with similar disabilities which can be mono-grade or multi-grade handled by a trained SPED teacher.
 - b. The second option is inclusion or placement of the child with disabilities in general education or regular class where he/she learns with his/her peers under a regular teacher and/or SPED trained teacher who addresses the child's needs.
 - c. The third option is a resource room program where the child with disabilities shall be pulled out from the general education or regular class and shall report to a SPED teacher who provides small group/one-on-one instruction and/or appropriate interventions for these children.
4. **Curriculum Modifications.** This shall be implemented in the forms of adaptations and accommodations to foster optimum learning based on individual's needs and potentials. Modification in classroom instructions and activities is a process that involves new ways of thinking and developing teaching-learning practices. It also involves changes in any of the steps in the teaching-learning process. Curriculum modifications shall include service delivery options like cooperative or team teaching, consulting teacher program and others. The provision of support services from professionals and specialists, parents, volunteers, and peers or buddies to the children with special needs is an important feature in the inclusion program.
5. **Parental Involvement.** This plays a vital role in preparing the children in academic, moral and spiritual development. Parents shall involve themselves in observing children's performance, volunteering to work in the classroom as teacher aide and providing support to other parents.

Education for Human Rights and Responsible Citizenship

Human Rights and Human Rights Education

Human Rights

- **Human rights** are rights which are inherent to protect the dignity of a human being. They provide the values, principles and standard that are essential to safeguard our dignity and nature as human beings, hence the right to be human.
- These are rights that all people have by virtue of being human beings.
- They are defined as the supreme, inherent, and inalienable rights to life, to dignity, and to self-development.

Principles of Human Rights

Core Principles

- *Human dignity* - is the belief that all people hold a special value that's tied solely to their humanity.
- *Equality* - ensures that every person has an equal opportunity to make the most of their lives and talents.
- *Non-discrimination* - allows people an equal and fair chance to access opportunities available in a society regardless of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.
- *Universality* - means that people are all equally entitled to our human rights.
- *Interdependency* - means that one set of rights cannot be enjoyed fully without the other
- *Indivisibility* - means the human rights cannot be separated or divided.
- *Inalienability* - means that no one can take human rights away
- *Responsibilities* - means that human rights involve responsibility and duties towards other people and the community.

National Human Rights Institutions (NHRIs)'s Five Key Principles (PANEL)

- *Participation* - everyone is entitled to active participation in decision-making processes which affect the enjoyment of their rights.
- *Accountability* - duty-bearers are held accountable for failing to fulfil their obligations towards rights-holders. There should be effective remedies in place when human rights breaches occur.
- *Non-discrimination and equality* - all individuals are entitled to their rights without discrimination of any kind. All types of discrimination should be prohibited, prevented and eliminated.
- *Empowerment* - everyone is entitled to claim and exercise their rights. Individuals and communities need to understand their rights and participate in the development of policies which affect their lives.
- *Legality* - approaches should be in line with the legal rights set out in domestic and international laws.

Categories of Human Rights

1. **Civil** – the right to live freely and peacefully in the communities and country
2. **Political** – the right to vote, to freedom of speech and to obtain information
3. **Economic** – the right to participate in an economy that benefits all and to have decent means of livelihood
4. **Social** – the right to education, health care, food, clothing, shelter and social security
5. **Cultural** – the right to freedom of religion, to speak the language, and to participate the culture of one's choice

Rights of the Child (Presidential Decree No. 603 or the Child and Youth Welfare Code)

1. Every child has the right to be born well.
2. Every child has the right to a wholesome family life.
3. Every child has the right to be raised well and become contributing members of society.
4. Every child has the right to basic needs.
5. Every child has the right to access what they need to have a good life.
6. Every child has the right to education.
7. Every child has the right to play and enjoy their youth.
8. Every child has the right to be protected from danger.
9. Every child has the right to live in a productive environment.
10. Every child has the right to be cared for in the absence of their parent or guardian.
11. Every child has the right to good governance.
12. Every child has the right to freedom and peace.

United Nations Convention on the Rights of the Child

The UN Convention consists of 41 articles and they are grouped into:

- **Survival rights** - include the child's right to life and the needs that are most basic to existence, such as nutrition, shelter, an adequate living standard, and access to medical services.
- **Development rights** - include the right to education, play, leisure, cultural activities, access to information, and freedom of thought, conscience and religion.
- **Protection rights** - ensure children are safeguarded against all forms of abuse, neglect and exploitation, including special care for refugee children; safeguards for children in the criminal justice system; protection for children in employment; protection and rehabilitation for children who have suffered exploitation or abuse of any kind.
- **Participation rights** - encompass children's freedom to express opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully. As their capacities develop, children should have increasing opportunity to participate in the activities of society, in preparation for adulthood.

The UN Convention includes four articles that are given special emphasis. These are also known as general principles. These rights are the bedrock for securing the additional rights in the UN Convention.

- All the rights guaranteed by the UNCRC must be available to all children without discrimination of any kind (Article 2)
- The best interests of the child must be a primary consideration in all actions concerning children (Article 3)
- Every child has the right to life, survival and development (Article 6)
- The child's view must be considered and taken into account in all matters affecting him or her (Article 12)

Human Rights Education Models and Theories

- **Values and awareness** – focus on transmitting “basic knowledge of human rights issues and to foster its integration into public values” based on its philosophical-historical approach. This model is what people commonly think of when human rights are concerned with the target audience being the general public with topics including global human rights and more cultural-based matters.
- **Accountability** - is associated with the legal and political approach to human rights in which the learners which the model targets are already involved via professional roles. The model is incorporated by means of training and networking, covering topics such as court cases, codes of ethics, and how to deal with the media.
- **Transformational** - focuses on the psychological and sociological aspects of human rights. The topics towards which this model is effective are those including vulnerable populations and people with personal experiences effected by the topic, such as women and minorities. The model aims to empower the individual, such as those victims of abuse and trauma. The model is geared towards recognizing the abuse of human rights but is also committed to preventing these abuses.

Peace Education and Global Education

Peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviors to live in harmony with oneself, with others, and with the natural environment.

Aims of Peace Education

1. Develop universal values
2. Prepare to cope to uncertain situations
3. Develop personal autonomy and responsibility
4. Develop acceptance of diversity
5. Strengthen solidarity

Foundations of Gender Studies

Key Concepts

- **Gender studies** is an interdisciplinary academic field devoted to analyzing gender identity and gendered representation. It is dedicated to the study of feminine, masculine and LGBT identity.
- **Sex** refers to biological traits that society associates with being male or female.
- **Gender** refers socially constructed set of roles and responsibilities associated with being masculine and feminine which influence personal identities e.g. man, women, transgender, queer
- **Sexuality** refers to sexual attraction, practices and identity which may or may not align with sex and gender e.g. homosexual, heterosexual, bisexual
- **Gender Binary** refers to the idea that there are only two types of people – male bodied people who are masculine and female bodied people who are feminine.
- **Gender identity** is the personal sense of one's own gender.
- **Gender expression** is how a person publicly presents their gender.
- **Gender equality** – is the state or condition that affords women and men equal enjoyment of human rights, socially valued goods, opportunities and resources, allowing both sexes the same opportunities and potential to contribute to, and benefit from, all spheres of society (economic, political, social, and cultural).

Social Construction of Gender

The social construction of gender is a theory in feminism and sociology about the manifestation of cultural origins, mechanisms, and corollaries of gender perception and expression in the context of interpersonal and group social interaction (Wikipedia).

According to this theory:

- Social constructionism is the notion that people's understanding of reality is partially, if not entirely, socially situated.
- Gender is a social identity that needs to be contextualized.

- Gender roles are cultural and personal. They determine how males and females should think, speak, dress, and interact with the context of society.
- So-called “natural differences” have been used to justify unequal opportunity in education, employment, politics, and more.
- Our cultural suppositions are more rooted in our social constructions of what is natural than in biological limitations.

Information Technology and Human Development

Digital Citizenship and Ethics

Information Technology on Human Development

- Information Technology (IT) has the power to transform society. It has transformed the whole world into a global village with a global economy. In the information society, knowledge has become the most powerful profession. One who knows most becomes most powerful.
- IT can transform societies, economies, and cultures by opening them up to other ideas and other options, raising new expectations, and creating new ideas.

Digital Citizenship

Digital Citizenship refers to the ability to engage positively, critically and competently in the digital environment, drawing on the skills of effective communication and creation, to practice forms of social participation that are respectful of human rights and dignity through the responsible use of technology.

A Good digital citizens are:

- Use good judgment and show respect to themselves and others
- Stand up and so no to cyberbullying
- Respect copyright and intellectual property
- Carefully manage digital footprint
- Balance the time they spend online and using media
- Stay safe online
- Protect private information for themselves and others

Digital Footprint

A **digital footprint** is the record of all user's interactions online. There are two types of digital footprints:

- *Passive footprint* is made when information is collected from the user without the person knowing this is happening.
- *Active digital footprint* is where the user has deliberately shared information about themselves either by using social media sites or by using websites.

Digital Footprint Management

- Think before you post
- Keep things professional
- Look yourself up online
- Check your browser for cookies
- Use privacy settings
- Use strong passwords
- Keep all your software up to date
- Delete unused accounts
- Delete unflattering content

Digital Learning Resources

Digital Learning Resources (DLRs) refers to digital resources such as applications, software, programs, or websites that engage students in learning activities and support students' learning goals. Here are some tools that facilitate communication between teachers and students:

- **Edmodo** is an educational tool that connects teachers and students and is assimilated into a social network. Teachers can create online collaborative groups, administer and provide educational materials, measure student performance, and communicate with parents, among other functions.
- **Socrative** is a system that allows teachers to create exercises or educational games which students can solve using mobile devices, whether smartphones, laptops, or tablets.
- **Projeqt** is a tool that allows you to create multimedia presentations, with dynamic slides in which you can embed interactive maps, links, online quizzes, Twitter timelines, and videos, among other options.
- **Thinglink** allows educators to create interactive images with music, sounds, texts, and photographs.
- **TED-Ed** is an educational platform that allows creating educational lessons with the collaboration of teachers, students, animators—generally people who want to expand knowledge and good ideas.
- **cK-12** is a website that seeks to reduce the cost of academic books for the K12 market in the United States and the world.
- **ClassDojo** is a tool to improve student behavior: teachers provide their students with instant feedback so that good disposition in class is 'rewarded' with points and students have a more receptive attitude towards the learning process.
- **eduClipper** allows teachers and students to share and explore references and educational material.
- **Storybird** aims to promote writing and reading skills in students through storytelling.
- **Animoto** is a digital tool that allows you to create high-quality videos in a short time and from any mobile device, inspiring students and helping improve academic lessons.
- **Kahoot!** is an educational platform that is based on games and questions.
- **Teams** – is a digital hub that brings conversations, content, assignments, and apps together in one place, letting educators create vibrant learning environments.
- **Skype** – is a free web-based communication tool which allows people to video conference, make calls, and instant message.
- **Zoom** – is a cloud platform for video and audio conferencing, collaboration, chat and webinars.

Impact of Information Technology to Human Life

Using technology in classrooms has the potential to create increased student motivation, increased social interactions, positive outcomes, enhanced student learning, and enhanced student engagement. Examples of how IT is affecting human life:

- **Information overload** – refers to excess information that results in the loss of ability to make decision, process information expeditiously, and prioritize tasks effectively.
- **Multitasking** is when a person handles more than one task at the same. It can result in time wasted due to human context switching and becoming prone to errors due to insufficient attention.
- **Knowledge explosion** is the rapid increase in the amount of published information resulting to ever increasing struggle and desire to acquire and learn more information.
- **Technostress** is a modern disease of adaptation caused by the inability to cope with new technologies in a healthy manner.
- **24/7 Society** – is a society where everything and everyone is accessible all the time.

Moral Issues and Concerns in Contemporary Development

Basic Sources/ Basis of Morality

1. **Natural law** - says that human beings possess intrinsic values that govern their reasoning and behavior and maintains that these rules of right and wrong are inherent in people and are not created by society.
2. **Culture** - reflects the moral and ethical beliefs and standards that speak to how people should behave and interact with others.
3. **Law** is generally based on the moral principles of society and it regulates the conduct of the individual in society.
4. **Religion** - presents moral values as originating from the will of God.

Theories of Morality

- **Consequential Theory (Teleological)** - suggests an action is good or bad depending on its outcome.
 - *Egoism* - holds that the good is based on the pursuit of self-interest.
 - *Utilitarianism* - holds that the most ethical choice is the one that will produce the greatest good for the greatest number.
- **Nonconsequential Theory (Deontological)** - judges the rightness or wrongness of an action based on properties intrinsic to the action, not on its consequences.
 - *Act Nonconsequential* - claims that an act is morally right if and only if that act maximizes the good, that is, if and only if the total amount of good for all minus the total amount of bad for all is greater than this net amount for any incompatible act available to the agent on that occasion.
 - *Rule Nonconsequential* - suggests actions are good or bad according to a clear set of rules.

Ethical Absolutism and Ethical Relativism

- **Ethical Absolutism**
 - They claim that there are moral rules which hold for all persons in all situations, and which allow no exception.
 - They claim that there are eternal, universally applicable moral principles.
- **Ethical Relativism**
 - They claim that there is no objective moral standard of right and wrong, and that moral values are relative to person's cultural or individual background, or to a certain situation.
 - They claim that morality is context-dependent and subjective.

Free Will Versus Determinism

The free will vs determinism debate revolves around the extent to which our behavior is the result of forces over which we have no control or whether people are able to decide for themselves whether to act or behave in a certain way.

- **Determinism** - proposes that all behavior has a cause and is thus predictable.
- **Free will** is an illusion, and our behavior is governed by internal or external forces over which we have no control.

Types of Determinism

1. **Logical determinism** - reasons that a statement about a future event happening is either true or it is not. If the statement is true, logical certainty necessitates the event (Aristotle's Sea Battle).
2. **Theological determinism** - claims that God determines every event that occurs in the world.
3. **Psychological determinism** - maintains that there are certain psychological laws which we are beginning to discover, enabling us to predict, usually on the basis of his experiences in early infancy, how a man will respond to different situations throughout his later life.
4. **Physical determinism** - holds that all physical events occur as described by physical laws.

Fatalism, Hard Determinism and Soft Determinism

1. **Fatalism** is the attitude of mind which accepts whatever happens as having been bound or decreed to happen.
2. **Hard determinism** sees free will as an illusion and believes that every event, and action has a cause.
3. **Soft determinism** represents a middle ground, people do have a choice, but that choice is constrained by external or internal factors.

Basic Principles Towards the Formation of any Ethical System

1. **Value of Life Principle** - human beings should revere, nurture and protect life.
2. **Principle of Goodness or Rightness** - human beings should promote goodness over badness, they should cause no badness or harm, and they should act to prevent badness or harm.
3. **Principle of Justice or Fairness** - human beings should treat other human beings justly and fairly in distributing goodness and badness among them.
4. **Principle of Truth Telling or Honesty** - human beings should be honest with each other, thus promoting meaningful communication.
5. **Principle of Individual Freedom** - human beings, being individuals with individual differences, must have the freedom to choose their own ways and means of being moral within the framework of the first four general principles of ethical judgement.

Moral Issues and Concerns in Contemporary Living

A. Human Sexuality

1. Premarital Sex

- *Premarital sex* is voluntary sexual intercourse between unmarried persons.
- According to Catholics, it is immoral for two people to engage in premarital sex.
- According to Philippine Supreme Court, premarital sex is "immoral" and may even constitute "perhaps adultery or concubinage depending on circumstances.
- The bibles say "Flee from sexual immorality. Every other sin a person commits is outside the body, but the sexually immoral person sins against his own body." 1 Corinthians 6:18-20

2. Same Sex Marriage

- *Same sex marriage* is the marriage of two people of the same sex or gender, entered into in a civil or religious ceremony.
- The Family Code of the Philippines defines marriage as "a special contract of permanent union between a man and a woman". The Constitution of the Philippines does not prohibit same-sex marriage. Allowed for individuals but not allowed for same-sex couples.
- From a human rights perspective, broadening civil marriage to couples of the same sex demonstrates respect for the fundamental rights of equality and nondiscrimination.
- Catholic maintained that same-sex marriage is not only against divine law, but also against human and natural law. They said marriage as willed by God is between a man and a woman.

3. Sexual abuse

- *Sexual abuse* is abusive sexual behavior by one person upon another.
- Children and women are the common victims of sexual abuse.
- Sex abuse may lead to psychological and social problems which may cause long-term effect on the victims.

4. Marital Rape

- *Marital rape* is the act of sexual intercourse with one's spouse without the spouse's consent.
- Rape is an inherently violent crime that typically results in physical, social, emotional, and psychological harm.
- Republic Act No. 8353 eradicated the stereotype concept of rape in Article 335 of the RPC. The law reclassified rape as a crime against person and removed it from the ambit of crimes against chastity.
- Family Code obligates the spouses to love one another but this rule sanctions affection and sexual intimacy, as expressions of love, that are both spontaneous and mutual and not the kind which is unilaterally exacted by force or coercion.
- The Catholic Church condemns rape as "always an intrinsically evil act." Besides, the Pope does not argue that marital rape would be a violation of rights rather it is a

violation of love, which is the new personalist criterion shaping the Church's sexual and marital ethics

5. Pornography

- *Pornography* refers to material dealing with sex designed to arouse its readers or viewers.
- Catholic thinks the pornography is wrong and sinful because it is against the virtue of chastity, offend the dignity of the participants, and those who engage in pornography immerse themselves in the fantasy world, withdrawing from reality.
- Pornography teaches that women enjoy “forced” or perverse sexual activity, advocates prostitution, exhibitionism, and voyeurism as normal behavior. It regards women as sex objects to be used for one's self-gratification.
- It is said the regular use of pornography normalizes aggression of men toward women in sexual encounters and increase the tolerance for such aggression against women.
- Republic Act 9775 or the Anti-Child Pornography Act of 2009 provides protection for children against child pornography.

6. Prostitution

- *Prostitution* refers to the act of engaging in sexual activity for financial gain.
- It is said that prostitution may result to domestic violence, physical assault, and psychological sequelae.
- Prostitution is considered as a moral aberration.
- Catholic condemns prostitution as a societal vice.
- The Philippine law considers prostitution as illegal, and it is punishable by law.

B. Mass Media Ethics:

Media ethics addresses moral issues arising in relation with the acquisition, preparation, storage, presentation, dissemination, and reception of information through the means of mass media e.g. TV, social media platforms, internet, etc.

1. Technological Gap

2. Cyberbullying

- Cyberbullying cause debilitating fear, destruction of self-esteem, social isolation, poor academic performance
- Republic Act No. 10627 or the “Anti-Bullying Act of 2013” is a law which seeks to address hostile environment at school that disrupts the education process which, in turn, is not conducive to the total development of a child at school. This includes cyberbullying when committed online.

C. Respect for and Taking Human Life

1. Abortion

- The basic pro-life position holds that induced abortions are morally impermissible (morally wrong, morally prohibited).
- The Catholic Church states that abortion is always wrong because life begins at conception and is God given.
- The basic pro-choice position holds that induced abortions are morally permissible (morally allowable, not morally wrong).
- Abortion remains illegal in the Philippines under all circumstances and is highly stigmatized. While a liberal

interpretation of the law could exempt abortion provision from criminal liability when done to save the woman's life, there are no such explicit provisions.

2. Suicide

- Suicide violates our moral duty to honor the value of human life, regardless of the value anyone places upon that life.
- Utilitarian views hold that suicide would be morally forbidden if the suicide leads to greater suffering, such as the grieving of family and friends.
- Some philosophers believe that suicide is immoral because life should be valued, and suicide implies disobeying our duties to live life.
- Other philosophers believe that we have the right to make any decision concerning our bodies, especially if we want to stop suffering that may be caused by pain or terminal illness.

3. Euthanasia

- *Euthanasia* refers to the practice of ending the life of a patient to limit the patient's suffering.
- Advocates of euthanasia argue that people have a right to make their own decisions regarding death, and that euthanasia is intended to alleviate pain and suffering, hence being ascribed the term "mercy killing."
- Utilitarianism argues that the action of ending a patient's life would be permissible if, and only if, the positive outcomes of the situation outweigh the negative consequences.
- Catholic teaching condemns euthanasia as a "crime against life" and a "crime against God".

4. Extrajudicial killings

- Extrajudicial killings and forced disappearances in the Philippines are illegal executions – unlawful or felonious killings.
- Extrajudicial killing violates the right to life and right to be free from execution includes freedom from any arbitrary or extrajudicial deprivation of life.

5. Human Cloning

- Human cloning is morally wrong because it undermines the dignity of the human person. Instead of cooperating with God's will to procreate through the conjugal act of marriage, cloning involves the creation of human life according to scientists' will and predetermined specifications.
- All cloning was declared by the UN to be "incompatible with human dignity and protection of life."
- Human cloning can cause physical harm to embryo, psychological harms to the child, and degradation of the quality of life.

Work Ethics and Community Service: Commitment to Social Responsibility and Accountability

Career Development and Work Values

Career Development and Work Ethics

- **Career development** refers to a life-long process of managing learning, work, and transitions in order to move toward a personally determined and evolving preferred future.
- **Career practitioners** provide services that help people manage their careers, make occupational and study decisions, plan career transitions and find career information. They may be called career counsellors, guidance officers, career coaches, or placement coordinators.
- **Career education** is concerned with the development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings which will assist students to make informed decisions about their life, study and/or work options and enable effective participation in working life.
- **Career guidance** refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers.
- **Career counselling** consists of those activities performed or coordinated by individuals who have credentials to work with other individuals or group of individuals about occupations, life/career, career decision making, career planning, career pathing, or other career development related questions or conflicts (Isaacson & Brown, 2000)
- **Work ethic** is the attitude that a person has towards his or her work.

Theories of Career Development and Career Choice

Person-Environment Fit Theories

Frank Parsons' Trait and Factor Theory

Parsons developed the idea that an ideal career is based on matching personal traits like skills, values and personality, with job factors, such as pay and work environment. He stated that people perform best when they are in jobs best suited to their abilities.

The theory is based on the following premises:

1. Individuals are organized in terms of a unique pattern of capabilities and potentials (traits).
2. The traits are correlated with the requirements of different jobs.
3. Testing is the best means of predicting future job success.
4. Each individual attempts to identify their own traits in order to find a way of working and living which will enable them to use their capabilities effectively.

The three elements of career selection:

1. **Knowledge of self** - an accurate understanding of their individual traits (aptitudes, interests, personal abilities).
2. **Knowledge of work** - a knowledge of jobs and the labor market.

3. **True reasoning** - rational and objective judgement about the relationship between their individual traits, and the labor market.

Theory of Work Adjustment

The theory was developed by Lloyd Lofquist and Renee Dawis. It asserts:

- Work is conceptualized as an interaction between an individual and a work environment.
- The work environment requires that certain tasks be performed, and the individual brings skills to perform the tasks.
- In exchange, the individual requires compensation for work performance and certain preferred conditions, such as a safe and comfortable place to work.
- The environment and the individual must continue to meet each other's requirements for the interaction to be maintained. The degree to which the requirements of both are met may be called correspondence.
- Work adjustment is the process of achieving and maintaining correspondence. Work adjustment is indicated by the satisfaction of the individual with the work environment, and by the satisfaction of the work environment with the individual--by the individual's satisfactoriness.
- Satisfaction and satisfactoriness result in tenure, the principal indicator of work adjustment. Tenure can be predicted from the correspondence of an individual's work personality with the work environment.
- Work personalities and work environments can be described in terms of structure and style variables that are measured on the same dimensions.

Holland Theory of Vocational Types

The theory states that in choosing a career, people prefer jobs where they can be around others who are like them. They search for environments that will allow them to use their skills and abilities, and express their attitudes and values, while taking on enjoyable problems and roles. Behavior is determined by an interaction between personality and environment.

Six Personality Types (RIASEC)

1. **Realistic** - these are people who really love to work with their hands. They like to work with tools and equipment. They like to repair things. They like to make things. They have wonderful manual and mechanical skills. Traits: practical, physical, hands-on
2. **Investigate** - these people like to work with abstract ideas and concepts. They typically are good at math and science. They have good skills of observation. Trait: analytical, observant, inquisitive
3. **Artistic** - these are people who are imaginative, spontaneous. They have talent in one or more art forms. Typically, they like to entertain others, so they like to work with both ideas and people. Trait: creative, intuitive, imaginative
4. **Social** - these are people who like to facilitate the development of other people. They like to teach and to counsel. They like to help them in a variety of ways, which may include working in the health professions. They really like to work face-to-face with people. They have an extremely high value on helping other people. Trait: humanistic, idealistic, concerned for others

5. **Enterprising** – these people also love to work with people, but their motive is different from the social type. They like to sell, manage, and influence. Sometimes manipulate in order to administer a task and they have fairly high value on authority and power and perhaps on money as well. Traits: energetic, ambitious, self-confident
6. **Conventional** - these are people who really need to keep the world in order. They have high skills on orderliness and organization. They are wonderful at dealing with details. They like to work with dates, facts, and figures. Traits: efficient, careful, conforming, organized

Personality Development and Career Choice

Anne Roe's Personality Theory and Occupational Choice

The theory:

- Focuses on possible relationships between career development and personality.
- Views whole range of occupations in terms of their relationship to individual, differences in background, physical and psychological variable, and experiences.
- States that personality differences that exist among individuals in diverse occupations are partly the result of influences of child rearing practices.

Roe's theory suggests that there are eight occupational groups:

1. **Service** - these occupations are primarily concerned with serving and attending to the needs and welfare of other persons.
2. **Business Contact** - these occupations are primarily concerned with the face-to-face sale of commodities, investments, real estate and services.
3. **Organization** - these are the managerial and white-collar jobs in business, industry and government. The occupation is concerned primarily with the organization and efficient functioning of commercial enterprises and of government activities.
4. **Technology** - this group includes occupations concerned with the production, maintenance and transportation of commodities and utilities.
5. **Outdoor** - this group includes the occupations primarily concerned with the cultivation, preservation and gathering of crops, marine or inland water resources, mineral resources, forest products and other natural resources and with animal husbandry. Interpersonal relations are largely irrelevant.
6. **Science** - these are the occupations primarily concerned with scientific theory and its application under specified circumstances other than technology.
7. **General Culture** - these occupations are primarily concerned with the preservation and transmission of the general cultural heritage. Here interest

She also identified six levels of occupational skill:

1. high level professional and managerial
2. regular level professional and managerial
3. semi-professional and small business
4. skilled
5. semi skilled
6. unskilled

Modes of Child Rearing

Roe proposed that the manner in which parents interact with the child is one of the major influences on the motivational intensity of the child. Different parenting styles will produce distinctive behavior patterns in children.

- a. Emotional concentration on the child
- b. Avoidance of the child expressed either as emotional deprivation or neglect
- c. Acceptance of the child, either casually or lovingly

Developmental Theories

Eli Ginzberg's Theory of Career Development

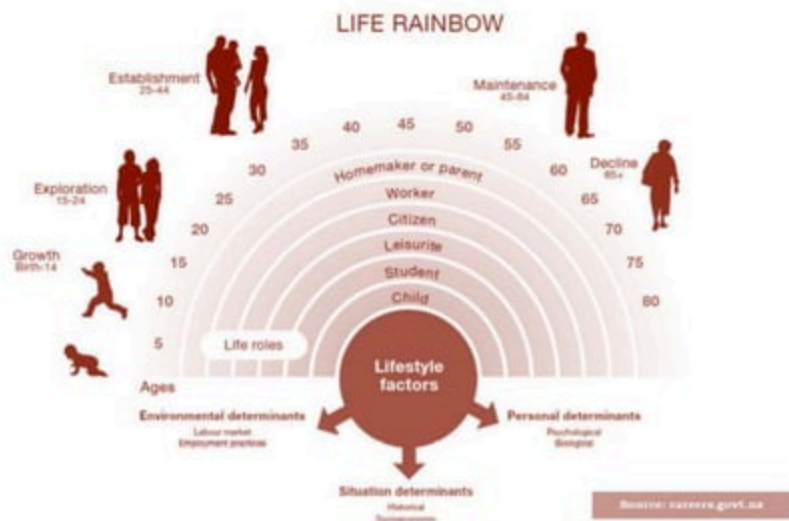
The theory states that a career is a long-term process that requires education, vision, values, goals, skills, and interests.

Ginzberg described the process of career development in choice as 3 stages:

- **Fantasy stage** (age 0 – 10) – children largely engage in play, simulating different jobs and careers. Ginsberg believed that children first engage in play (dressing up linked to jobs) to later on during the fantasy stage play out different actual jobs.
- **Tentative stage** (age 11 – 17) – older children and adolescents recognize more of the intricacies of the different job roles. This stage is divided up in four different periods:
 - the *interest stage* – children learn likes and dislikes.
 - the *capacity stage* – children learn how their capacities line up with the requirements of different jobs and careers.
 - the *values stage* – adolescents start to recognize how different jobs can fulfil their personal values.
 - the *transition stage* – adolescents start taking responsibility for their own actions. They become more independent and exercise more freedom of choice.
- **Realistic stage** (age 17 – early 20s) – the young person plans for and establishes alternative career paths or backups. Development of personal values and gradually focus on their ideal career choice or option.
 - *Exploration stage* – individual chooses their career path but remains open to other possibilities.
 - *Crystallization* – more focus on one particular career path; there is more commitment.
 - *Specification* – commitment to a specific area of their career choice.

Super's Developmental Self-Concept Theory

Donald Super's career model is based on the belief that self-concept changes over time and develops as a result of experience.



One of Donald Super's greatest contributions to career development has been his emphasis on the importance of the development of self-concept. According to Super, self-concept changes over time and develops as a result of experience. As such, career development is lifelong.

Super's five life and career development stages Super's five life and career development stages

Stage	Age	Characteristics
Stage 1: Growth Age	0-14	Development of self-concept, attitudes, needs and general world of work
Stage 2: Exploration Age	15-24	"Trying out" through classes, work experience, hobbies. Tentative choice and skill development
Stage 3: Establishment Age	25-44	Entry-level skill building and stabilization through work experience
Stage 4: Maintenance Stage	45-64	Continual adjustment process to improve position
Stage 5: Decline Stage	65+	Reduced output, prepare for retirement

Developmental tasks at the different stages

Super argues that occupational preferences and competencies, along with an individual's life situations all change with time and experience.

Super developed the concept of vocational maturity, which may or may not correspond to chronological age: people cycle through each of these stages when they go through career transitions.

Career Development Stage	In adolescence	In early adulthood	In middle adulthood	In late adulthood
Decline	Giving less time to hobbies	Reducing sports participation	Focusing on essentials	Reducing working hours
Maintenance	Verifying current occupational choice	Making occupational position secure	Holding one's own against competition	Keeping what one enjoys
Establishment	Getting started in a chosen field	Settling down in a suitable position	Developing new skills	Doing things one has wanted to do
Exploration	Learning more about opportunities	Finding desired opportunity	Identifying new tasks to work on	Finding a good retirement place
Growth	Developing a realistic self-concept	Learning to relate to others	Accepting one's own limitations	Developing and valuing nonoccupational roles

Linda Gottfredson's Theory of Circumscription and Compromise

The theory addresses how childhood influences career development and career choice. It also states that occupational spiration's reflect people's efforts to implement their self-concepts and satisfaction with career depends on how well that choice fits the self-concept.

Key ideas:

- *Self-concept* – refers to one's view of oneself, of who one is.
- *Social space* – refers to the range of alternatives in cognitive map of occupations that the person considers acceptable, although the person may much prefer some of these alternatives to others.
- *Circumscription* – is the process by which individual narrow their career choices based on their estimates of compatibility (sex, prestige, and field of work) and accessibility.
- *Compromise* – is the process by which individual begin to relinquish their most preferred alternatives for less compatible but more accessible ones.

Values Education Through Community Service

Community Service

- **Community service** is an unpaid activity that is performed by a person or group of people for the benefit and betterment of the public or its institutions.

Benefits of Community Service

1. Increase overall life satisfaction and helps students feel good about themselves
2. Provide students sense of purpose
3. Increase student's social awareness and responsibility
4. Enable students to acquire life skills and knowledge
5. Build social and relationship skills

Service Learning

- It is a teaching and learning strategy that enhances what is taught by in school by extending student learning beyond classroom and into the community and helps foster a sense of caring for other.
- It is also called community-based learning, a methodology of teaching and learning that provides context for building academic and work-readiness skills.
- It is a form of teaching that integrates academic instruction with meaning community service and critical reflective thinking to enrich the learning experiences and civic responsibility.

Types of Service Learning

- **Direct Service Learning** – provides assistance directly to members of the community e.g. tutoring, mentoring, providing dance lesson for younger students
- **Indirect Service Learning** – involves the behind-the-scenes approach to provide service e.g. school beautification, tree planting, clean-up drive
- **Advocacy Service Learning** – seeks to resolve an issue facing the community or to promote a cause or educate others about important issues e.g. voter registration, disaster preparedness
- **Research-Based Service Learning** – requires collecting, analyzing and presenting data

Six Stages of Service Learning (IPARDE)

- **Investigation** - use critical thinking to identify and analyze community needs and assets and student interests, skills and talents.
- **Preparation** - get ready to take action through service by gaining knowledge and skills aligned with academic objectives. Collaborate with community partners to create a service plan that addresses identified community needs.
- **Action** - engage in meaningful and creative service that enhances learning and provides guided practice in social responsibility

- **Reflection** - communicate feelings, experiences and learnings before, during and after the action phase
- **Demonstration** - showcase the service-learning experience, demonstrating insights and outcomes to the community
- **Evaluation** - assess student learning and the service-learning experience as a whole to identify successes and areas for improvement.

Educational Benefits of Service-Learning

- Positive, meaningful, and real to the participants
- Is cooperative rather than competitive experiences
- Engages in community-based work experience and problem-solving
- Promotes deeper learning because the results are immediate and uncontrived
- Supports social, emotional, and cognitive learning and development

Approaches and Methodologies

Facilitation: Theory and Practice

Facilitation Theory

Carl Rogers advocated the theory of facilitative learning. He maintained that human beings have a natural eagerness to learn. The basic principle of this theory is that learning will occur by the educator acting as a facilitator, that is by establishing an atmosphere in which learners feel comfortable to consider new ideas and are not threatened by external factors.

According to this theory, facilitative teachers are:

- less protective of their constructs and beliefs than other teachers.
- more able to listen to learners, especially to their feelings.
- inclined to pay as much attention to their relationship with learners as to the content of the course.
- apt to accept feedback, both positive and negative and to use it as constructive insight into themselves and their behavior.

Besides, learners:

- are encouraged to take responsibility for their own learning.
- provide much of the input for the learning which occurs through their insights and experiences.
- are encouraged to consider that the most valuable evaluation is self-evaluation and that learning needs to focus on factors that contribute to solving significant problems or achieving significant results.

Uses of Facilitation

Facilitation is a technique used by trainers to help learners acquire, retain, and apply knowledge and skills.

1. Group training
2. Group problem solving
3. Team unity
4. Collective decision making
5. Group processing

Beliefs of a Facilitator

1. People are intelligent, capable and want to do the right thing.
2. Everyone's opinion is of equal value, regardless of rank and position.
3. People are more committed to the ideas and plans that they have helped create.
4. Participants can and will act responsibly in assuming accountability for their decisions.
5. The process if well designed and honestly applied can be trusted to achieve results.

Facilitation and Values Education

The Roles of a VE teacher as a Facilitator

- Sets a conducive climate for learning
- Creates or provides structured learning activities
- Elicits meaningful experience from learners
- Shares personal experiences
- Models values for the learners

Facilitation Skills

Being proficient as a facilitator requires several skills:

- Stay neutral on content
- Listen actively
- Ask questions
- Paraphrase to clarify
- Synthesize
- Stay on track
- Give and receive feedback
- Test assumptions
- Collect ideas
- Summarize clearly

Best Facilitation Practices

1. Probe sensitivity into student's feeling
2. Create an open and trusting atmosphere
3. Make student the center of attention
4. Treat all students equal
5. Listen intently to understand totally what is being said
6. Work hard to stay neutral
7. Ensure that participants feel ownership for what has been achieved
8. End on a positive and optimistic note

Teaching Approaches and Strategies in Values Education

Values Clarifications Approach

- Values clarification has its origin in the humanistic and transpersonal psychology.
- Abraham Maslow is its major proponent. He believed that every human being is capable of attaining self-actualization through the valuing process.
- Self-actualization in an ongoing process of using one's innate capacities and potentials in full, creative and joyful ways
- Value clarification is method whereby a person can discover his or her own values by assessing, exploring and determining what those personal values are and how they affect personal decision making.

Purposes of Values Clarification

- Become aware of and identify their own values and those of others.
- Communicate openly and honestly about their values
- Use both rational thinking and emotional awareness to examine their personal feelings, values and behavior patterns.

The value clarification strategies commonly used in teaching are:

- Role playing
- Games and simulations
- Contrived or real value-laden situations
- Introspection or in-depth self-analysis exercise
- Sensitivity activities
- Small group discussion
- Values grid
- Ranking
- Group dynamics
- Case study
- Dyadic and triadic sharing
- Dialogue or clarifying response strategy

Valuing Process

Valuing process is an act of going through the seven subprocesses which are subsumed into three categories namely: choosing, prizing, and acting.

1. **Choosing** one's belief and behaviors
 - Choosing from alternatives
 - Choosing after consideration of consequences
 - Choosing freely
2. **Prizing** one's beliefs and behaviors
 - Prizing and cherishing
 - Publicly affirming when appropriate
8. **Acting** on one's belief
 - Acting
 - Acting with a pattern, consistency and repetition

Roles of Teacher in Valuing Process

1. Cognitive Structure

- Facilitates the learner's awareness of their cognitive basis for values education
- Examines and questions cognitive basis and corresponding choices
- Dialogues with the learners on certain value issues
- Expands the learners and the educator's way of looking at things in order to arrive at more informed choices

2. Affective Life

- Checks the affective dimension that may hinder or facilitate the living out of certain values

3. Behavioral Patterns

- Facilitates the learner's consideration of their behavior pattern
- Invites learners to also look into their behavior

Essential Elements of Valuing Process

1. Learner's own experiences
2. Understanding without judging
3. Pursues reflection
4. Develops thoughtful self-direction
5. Allows individual introspection
6. Assures the safety of openness
7. No correct, wrong or predetermined answers
8. Permissive

Moral Development Approach

Moral development refers to the process through which people develop proper attitudes and behaviors toward other people in society, based on social and cultural norms, rules, and laws – a progressive sense of what is right and wrong, proper and improper.

The purpose of moral development approach is to

- help students develop more complex moral reasoning patterns, and
- urge students to discuss the reasons for their value choices and positions.

Methods of Moral Development Approach

- Moral dilemma episodes with small-group discussion
- Relatively structured and argumentative

Values Inculcation Approach

The rationale of the values inculcation approach is to instill certain desirable values in students.

Uses of Values Inculcation

1. Increase a behavior
2. Teach a new behavior
3. Maintain a behavior
4. Reduce and eliminate undesirable behavior

Strategies for Values Inculcation

- Modelling (best method)
- Manipulating alternatives
- Games and simulations
- Mocking
- Role playing
- Nagging
- Storytelling
- Positive and negative reinforcement

Values Analysis

The group or individuals are encouraged to study social value problems. They are asked to clarify value questions and identify values in conflict. They are encouraged to determine the truth and evidence of purported facts, and arrive at value decision, applying analogous cases, inferring and testing value principles underlying the decision.

The purpose of values analysis is to help students use logical thinking and scientific investigation procedures in dealing with social issues, especially values education issues.

The role of a teacher is to develop the skills on gathering and organizing facts relevant to making value judgments, assess the truth through supporting evidences and then evaluate the consequences.

Specific Steps for Value Analysis

1. Identify and clarify the value question
2. Assemble purported facts
3. Assess the truth of purported facts
4. Clarify the relevance of facts
5. Arrive at a tentative value decision
6. Test the value principle

Teaching Methods Strategies for Value Analysis

- Individual and group studies of social problems
- Library and field research
- Case studies
- Testing principles
- Analyzing analogous cases
- Debate
- Rational discussion that demands reasons and evidence

Action Learning Approach

Action learning is a process for developing creative solutions in dealing with complex problems of individual or group of people.

This approach aims to provide students with opportunities and chances to discover and act on their values and to encourage students to view themselves as personal-social interactive beings, not fully autonomous, but members of a community or social system.

It has similar meaning with the quote - "What I hear, I forget. What I see, I remember. What I do, I understand." (Xunzi)

Strategies for Action Learning Approach

1. Evaluation of action
2. Reflection on the choices made
3. Introspection on the actions done
4. Listing pros and cons of actions done
5. Planning

Two (2) strategies unique to this approach:

- Skills practice in group organization
- Action projects or community outreach projects

Transpersonal Approach

Transpersonal approach aims to develop among students a higher level of consciousness and spiritual upliftment. It underscores the process of self-discovery and the significance of self-actualization to become a fully functioning person.

General Principles in Transpersonal Approach

1. Promoting intrinsic learning
2. Advocating learner autonomy
3. Learning should be a process of self-discovery
4. Promoting lifelong learning
5. Teachers acting as facilitators

The most commonly used strategies are:

- Rest and relaxation exercises
- Meditation and brief fantasizing imagination
- Creativity and mind games
- Self-awareness activities

PNU ACES Approach

The ACES Teaching Approach is based on the confluent theory of education. The theory provides for the flowing together and interaction of the effective and cognitive elements in individual and group learning. The theory also believes in the simultaneous development of cognitive and affective aspects of the learner that enhance the wholeness of his/her being.

Confluent refers to the process of holistic learning, involving body, mind, emotion, and spirit. In this process the students learn multi-dimensionally about themselves and others, at the same time they are learning the traditional subject matters.

Key Terms for this Approach

- **Cognitive** – activity of the mind towards knowing an object or its intellectual functioning in the full grasp of reality (thing, person, or circumstance)
- **Affective** – feeling or the emotion aspect of experience and learning
- **Affective development** – development of a sound value system of the student for him/her to have a fuller and viable way of life
- **Cognitive development** – developing the adequate construct system of the learner, providing him/her with an ability to understand events in different ways, to understand the events, know the why's and how's of the situation so that he/she would know what is proper for him/her or for others.

Teacher's Tasks in PNU ACE Approach

1. Processing of learning
2. Directing the focus of awareness
3. Providing cognitive inputs
4. Directing values to be learned
5. Planning with and monitoring action learning of the students

Basic Andragogical Learning Process

1. Climate setting
 - a. An environment of active people
 - b. A climate of mutual respect
 - c. A climate of acceptance
 - d. An atmosphere of trust
 - e. A climate of self-discovery
 - f. A climate of openness and authenticity
 - g. A non-threatening psychological climate
 - h. An emphasis on the uniquely personal nature of learning
 - i. An emphasis on cooperative evaluation and self-evaluation

2. Involving learners in mutual planning
3. Involving learners in diagnosing their own needs of learning
4. Involving learners in formulating their learning objectives
5. Involving learners in designing learning plans
6. Involving learners in carrying out their learning plans
7. Involving learners in evaluating their learning

Phases of PNU ACES Approach

- **Activity** (*Learning Trigger*) – structured learning experiences which facilitate both the cognitive and affective learnings
- **Analysis** (*Values Clarification*) – a more in-depth processing of insights and feelings of learners
- **Abstraction** (*Inculcation/ Directive*) – reinforcing the student's construct system through an abstraction or generalizations and inferences
- **Action** (*Practical Application*) – the transfer of students' affective and cognitive learnings into actual situations

Auxiliary Phases

- **Mood setting** – create a conducive psychological climate for learning and effective/affective way of building good rapport in a class.
- **Closing activity** – give added impact to the affective learning of the students and keep them in their high spirits for whatever commitment they may have at the end of the lesson

Values Integration in Subject Areas

Values Integration

Values integration means uniting or blending values concept through the teaching-learning activities in the different learning areas which are deemed important to create a total learning experience for the learners.

Values integration involves the development of the values system of the learners as part of the totality of their education. Integration depends on the nature of the discipline and its content.

The success of the integration of values in the different subject areas depends on teacher's creativity.

Types of Values Integration

1. Vertical Integration

- a. *Total vertical* – integrating values in all subjects in all levels
- b. *Partial vertical* – integrating values in some selected subjects in all levels

2. Horizontal Integration

- a. *Total horizontal* – integrating values in all subjects in a selected grade or level
- b. *Partial horizontal* – integrating values in some selected subjects in a selected grade or level

3. **Natural Integration** – using subject matter or activity undertaken

4. **Unnatural Integration** – adding an activity to the lesson plan

5. **Eclectic Integration** – using two or more schemes in integrating values

Research and Evaluation

Behavioral Statistics

Descriptive Statistics - is concerned with collecting, describing, and analyzing a set of data without drawing conclusions or inferences about a large group of data in terms of tables, graphs, or single number (example average score of the class in a particular test).

Inferential Statistics - is concerned with the analysis of a subset of data leading to prediction or inferences about the entire set of data or population.

Four Types of Measurement Scales

1. **Nominal scales** have no numerical value. They are sometimes called categorical scales or categorical data. Examples:
 - Gender (female vs. male)
 - Number of siblings (0 vs. 1 vs. 2 vs. 3, etc.)
 - Employment status (full-time vs. part-time vs. unemployed)
 - Educational attainment (elementary graduate vs. high school graduate vs. bachelor's degree holder vs. master's degree holder vs. doctorate degree holder)
 - Type of school (public vs. private)
2. **Internal scales** - distance between points is equal and do not have true zero point. Examples:
 - Trait anxiety (high anxious vs. low anxious)
 - IQ (high IQ vs. average IQ vs. low IQ)
 - Family income (above average vs. below average)
3. **Ordinal scales** - classify subjects but also rank them in terms of the degree to which they possess a characteristic of interest. In other words, ordinal scales put the subjects in order from highest to lowest, from most to least.
 - Income (1- low, 2- average, 3- high)
 - How do you feel today? (1- very unhappy, 2- unhappy, 3- OK, 4- happy, 5- very happy)
4. **Ratio scales** - represent the highest, most precise, level of measurement. Ratio scales have a meaningful, true zero-point, height, weight, time, distance, and speed are examples of ratio scales.
 - Weight
 - Height

Descriptive Statistics

Measures of Central Tendency - it is a single value that is used to identify the center of the data, it is taught as the typical value in a set of scores. It tends to lie within the center if it is arranged from lowest to highest or vice versa. There are three measures of central tendency commonly used: the mean, median and mode.

1. **Mean** - is the common measures of center and it also known as the arithmetic average.
2. **Median** - is a point that divides the scores in a distribution into two equal parts when the scores are arranged according to magnitude that is from lowest score to highest score or highest score to lowest score. If the number of scores is an odd number, the value of the median is the middle score. When the number of scores is even number, the median values is the average of the two middle scores.

3. **Mode** - refers to the score or scores that occurred most in the distribution. There are classifications of mode:
- Unimodal is a distribution that consists of only one mode.
 - Bimodal is a distribution of scores that consist of two modes.
 - Multimodal is a score distribution that consists of more than two modes.

Measures of Variability – it is a single value that is used to describe the spread out of the scores in distribution that is above or below the measures of central tendency. There are three commonly used measures variability, the range, quartile deviation and standard deviation

- Range** is the difference between highest and lowest score in the data set. Formula is: Range equals highest score minus lowest score ($R = HS - LS$)
- Quartile Deviation** is the half of the differences the third quartile (Q3) and the first quartile (Q1). It is based on the middle 50% of the range, instead the range of the entire set of distribution. In symbol, $QD = (Q3 - Q1) / 2$.
- Standard deviation** is the most important and useful measures of variation, it is the square root of the variance. It is an average of the degree to which each set of scores in the distribution deviates from the mean value. It is more stable measures of variation because it involves all the scores in a distribution rather than range and quartile deviation.
- Coefficient of variation** is a measure of relative variation expressed as percentage of the arithmetic mean. It is used to compare the variability of two or more sets of data even when the observations are expressed in different units of measurement.

Assumptions When Used	Measures of Central Tendency	Measures of Variability
<ul style="list-style-type: none"> When the frequency distribution is regular or symmetrical (normal) Usually used when data are numeric (interval or ratio) 	Mean	Standard Deviation
<ul style="list-style-type: none"> When the frequency distribution is irregular or skewed Usually used when data are ordinal 	Median	Quartile Deviation
<ul style="list-style-type: none"> When the distribution of scores is normal and quick answer is needed Usually used when data are nominal 	Mode	Range

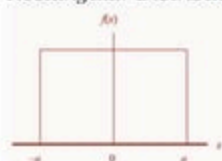
Shapes, Distributions and Dispersion of Data

1. Symmetrically Shaped Test Score Distributions

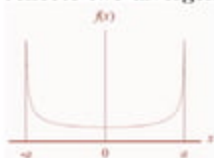
- a. **Normal Distribution or Bell-Shaped Curve** - the mean, median, and mode are the same.



- b. **Rectangular Distribution** – a distribution that has constant probability.



- c. *U-Shaped Curve* – indicates a large number of scores occur at the low and high ends, but none or few occur in the middle of this distribution. It reflects two divergent groups within a class.



2. Skewed Distributions of Test Scores

- a. *Positively Skewed Distribution* - the mean and median are greater than the mode.

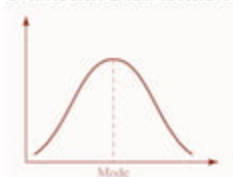


- b. *Negatively Skewed Distribution* - the mean and median are less than the mode.

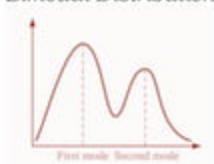


3. Unimodal, Bimodal, and Multimodal Distributions of Test Scores

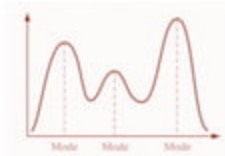
- *Unimodal Distribution* – one most common mode



- *Bimodal Distribution* – two most common modes



- *Multimodal Distribution* – more than two most common modes



Research in Values Education

Nature of Research

Research is a systematic and organized method to finding answers to questions.

Characteristics of Research

- *Empirical* – research is based on direct experience or observation by the researcher.
- *Logical* – research is based on valid procedures and principles.
- *Cyclical* – research starts with a problem and ends with a problem.
- *Analytical* – research utilizes proven analytical procedures in gathering data, whether historical, descriptive, experimental, and case study.
- *Critical* – research exhibits careful and precise judgment.
- *Methodological* – research is conducted in a methodical manner without bias using methods and procedures.
- *Replicability* – research design and procedures are repeated to enable researcher to arrive at valid and conclusive results.

Ethics in Research

Research ethics are the moral principles that govern how researchers should carry out their work.

- **Copyright Law** - grants to the copyright holder exclusive control over the distribution and reproduction of that material. It attempts to balance the intellectual property interest of authors and publishers with society's need for the free exchange of ideas.
- **Plagiarism Law** - Plagiarism is the act of taking a person's original work and presenting it as if it was one's own. Supreme Court has described plagiarism as the "deliberate and knowing presentation of another person's original ideas or creative expressions as one's own."
- **Intellectual Property Code** - protects and secures the exclusive rights of scientists, inventors, artists and other gifted citizens to their intellectual property and creations.

Avoiding Plagiarism

- Keep track of the sources you consult in your research.
- Paraphrase or quote from your sources (and add your own ideas).
- Credit the original author in an in-text citation and reference list.

Research Approaches Designs

1. Qualitative Research Designs

- a. *Phenomenology* - examines human experiences through the descriptions provided by the people involved. These experiences are called lived experiences.
- b. *Grounded* - studies in which data are collected and analyzed and then a theory is developed that is grounded in the data.

- c. *Ethnography* - involves the collection and analysis of data about cultural groups.
 - d. *Case Study* - are in-depth examinations of people or groups of people.
 - e. *Historical study* - concerns the identification, location, evaluation, and synthesis of data from the past.
 - f. *Action research* - seeks action to improve practice
 - g. and study the effects of the action that was taken
- 2. Quantitative Research Designs**
- a. *Descriptive* - is used to understand a phenomenon, a situation, or a population.
 - b. *Correlational* - attempts to determine the extent of a relationship between two or more variables using statistical data.
 - c. *Quasi-experimental/ Causal Comparative* - attempts to establish cause-effect relationships among the variables.
 - d. *Experimental* - attempts to measure the effect of one or more independent variables on one or more dependent variables with the use of the scientific method.
- 3. Mixed**
- a. *Action Research* - encompasses research methods used to evaluate, investigate and analyze weaknesses within academia
 - b. *Mixed Method Research* - combines qualitative and quantitative methods into a single study.

Experimental Research Design

- 1. Pre-experimental Designs**
- a. *One-Shot Case Study* - involves one group which exposed to a treatment and then posttested.
 - b. *One-Group Pretest - Posttest* - involves one group which is pretested, exposed to a treatment, and then posttested.
 - c. *Static-Group Comparison* - involves at least two groups, one group receives a new or unusual treatment, and both groups are posttested.
- 2. Quasi - Experimental Designs**
- a. *Time-Series Experiment* - involves a series of periodic measurements is taken from one group of test units, followed by a treatment, then another series of measurements.
 - b. *Counterbalanced Design* - allows the subject to try out all the experimental treatments but in a difference sequence.
 - c. *Non-Equivalent Control Group Design* - consists of two groups, both pretested and posttested but only one is given treatment.
- 3. True Experimental Designs**
- a. *Pretest-Posttest Control Group* - is where participants get randomly assigned to either receive an intervention (the treatment group) or not (the control group).
 - b. *Solomon Four-Group Design* - attempts to take into account the influence of pretesting on subsequent posttest results.
 - c. *The Posttest-Only Control Group Design* - is where participants get randomly assigned to either receive an intervention or not, and then the outcome of interest is measured only once after the intervention takes place in order to determine its effect.

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