



# Assessing the impacts of values-based education on students' behavior, emotional development, and challenges

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## ABSTRACT

This study aimed to explore how values-based education shapes student behavior and emotional growth, highlighting the changes it brings, the skills developed, and the role of the classroom environment. It also investigated the challenges teachers face in diverse classrooms, including conflicting values, and the strategies, support, and training they need to effectively teach human values. Guided by a humanistic perspective, the research used a descriptive design that combined both quantitative and qualitative methods. Ten (10) elementary teachers from Laoag City, Ilocos Norte, participated in answering a questionnaire made by the researcher. The results showed that teaching human values helps students behave better, manage their emotions, and interact more positively with others. Likewise, it uncovered that lessons that focus on values encourage empathy, teamwork, and respect for differences while also making students more motivated to learn. The study also pointed out some difficulties, such as the limited time given for teaching values, the lack of clear guidance in the curriculum, insufficient training for teachers, and inconsistent support from parents. In general, the study highlights the need for an education system that builds both knowledge and character and concludes that successfully integrating values in schools requires continuous teacher training, strong school support, and active involvement of parents and the community.

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## Introduction

The importance of integrating human values into the elementary curriculum lies in preparing children not only with academic knowledge but also with the character and moral foundation needed to become compassionate and responsible members of society. Bringing human values into the elementary curriculum has become an important focus in education today. More than just building knowledge, schools are now expected to nurture the whole child, helping young learners grow not only in academics

but also in character. Many educators and researchers stress the need to develop empathy, ethical awareness, and social responsibility early in life, since these qualities prepare children to live meaningfully in a complex world (Smith & Lee, 2019).

The importance of this approach is clear when we consider the challenges faced by modern societies, cultural diversity, social inequality, and ethical dilemmas, all call for individuals who have a strong foundation in human values. Traditional academic content alone is not enough to prepare children for these realities. As Kumar (2020) points out, education should also address character development and emotional well-being. By weaving values into classroom activities, teachers can strike a balance between academic skills and personal growth. This helps children develop not only critical thinking but also empathy, cooperation, and respect for others (Garcia & Thompson, 2021).

This research focuses on three key areas: the humanistic perspective, curriculum design, and teaching strategies that support value-based education. Humanistic education emphasizes the development of the whole child, emotional, moral, and intellectual (Nguyen & Castillo, 2018). The study also explores practical ways to integrate values like honesty, kindness, and responsibility into everyday lessons so that they connect with students' real-life experiences. Teachers play a central role here, not just as instructors but as role models and facilitators, making teacher preparation and reflective practice essential.

Students and teachers are equally significant in the process of values-based education, as they are the ones who experience both its rewards and its struggles firsthand. For students, learning human values extends beyond academic achievement; it influences their behavior, emotional development, and how they relate to others both in and out of school. Teachers, meanwhile, serve as role models and guides in nurturing these values, and their commitment plays a key role in the success of integration. Yet, challenges exist for both groups. Students often find it difficult to apply abstract values in their daily lives, while teachers face obstacles such as limited time, inadequate training, and inconsistent support from parents and institutions. These realities emphasize the importance of building a stronger educational framework, one that not only weaves values into the curriculum but also provides the necessary support for both teachers and learners to practice them effectively.

While numerous studies have explored the significance of moral and character education, very few have examined the direct impacts of values-based education on students' behavior and emotional development, particularly at the elementary level. Existing literature often centers on curriculum design, teaching approaches, or teacher perspectives, leaving a noticeable gap in understanding how such values-based programs influence students' actual conduct and emotional growth. Moreover, limited research addresses the specific challenges both teachers and learners encounter when implementing and sustaining values-based education in real classroom contexts. This gap highlights the need for further investigation, which this study seeks to address by assessing the impacts of values-based education on students' behavior, emotional development, and the challenges that accompany its implementation.

Ultimately, this study is driven by the need to prepare students not only for academic success but also for responsible citizenship. As Patel and Rahman (2022) argue, education systems must embrace human values as a foundation for meaningful learning. By grounding this research in both theory and practice,

the goal is to provide useful insights for teachers, curriculum planners, and policymakers. Through a humanistic lens, the study envisions education as a transformative tool that shapes compassionate, ethical, and socially engaged individuals.

## ***Literature review***

This section reviews research on integrating human values in the elementary curriculum and how it supports students' behavior, emotional growth, social interaction, and engagement in learning. It is grounded in humanistic education, which focuses on developing the whole child. The review also examines curriculum practices and teacher challenges in implementing values education. By synthesizing local and international studies, it establishes the importance of this research and the need to strengthen values integration in schools.

### ***Humanistic perspective and student development***

Education is more than helping children pass exams. A humanistic perspective views learning as a way to nurture the whole child's mind, emotions, and character. Nguyen and Castillo (2018) noted that when schools take this approach, students grow in empathy, responsibility, and self-awareness, qualities they will need as adults in a diverse and complicated world. Other studies back this up. Smith and Lee (2019), for instance, found that children involved in values-based programs tend to show stronger social skills and greater respect for others, which makes classrooms more cooperative. Garcia and Thompson (2021) also observed that when values are embedded into teaching, students become more emotionally resilient. They handle disagreements in healthier ways and form stronger peer relationships. These findings suggest that values-based education is not only about shaping behavior inside the classroom, but it also gives children the tools to thrive outside of it.

### ***Curriculum integration of human values***

Making values a real part of school life means more than teaching them as abstract concepts. Kumar (2020) argued that lessons on honesty, respect, or cooperation must connect with children's everyday experiences. When values are tied to real situations, they are easier to understand and apply. Patel and Rahman (2022) illustrated this by showing how values can be woven into subjects like science or social studies, turning regular lessons into opportunities for moral growth. Lopez and Hernandez (2020) added that consistent modeling by teachers, along with group activities, projects, and discussions, helps students carry these lessons beyond the classroom. In this sense, curriculum design matters greatly. It is not just about content coverage but about creating space for values to be practiced in real and meaningful ways.

### ***Teacher challenges and strategies in values-based education***

Teachers are the ones who bring values education to life, but they face many challenges along the way. Some of these challenges are practical, like limited time in the school day or not enough training on how to teach effectively (Rahman & Singh, 2021). Others are more personal, since students often come from homes and peer groups that may not reinforce the same principles taught in school (Chowdhury, 2020). Despite this, teachers continue to find ways to make values relevant. Storytelling, cooperative projects, and open discussions are just some of the strategies that help children connect abstract principles with real-life situations (Garcia & Thompson, 2021). Fernandez (2019) also pointed out that professional

development is important. When teachers receive guidance on how to lead ethical conversations and handle cultural differences, they feel more prepared. Still, without steady support from schools, even the most dedicated teachers can find it difficult to keep values integration going in the long term.

Taken together, the literature shows that teaching human values at the elementary level can have a deep impact on students. It shapes not only their academic growth but also their social and emotional development. Children develop more cooperative, empathetic, and resilient traits that prepare them to be responsible citizens later in life. At the same time, research makes it clear that success depends on how well values are integrated into the curriculum and on the support given to teachers. A humanistic philosophy provides the vision, but it is the daily work of teachers, combined with strong institutional backing, that makes the vision possible. This balance of promise and challenge is what the present study seeks to explore: the benefits of values-based education, as well as the obstacles faced by both students and teachers in making it a reality.

### ***Statement of the problems***

This study aimed to explore how values-based education shapes student behavior and emotional growth, highlighting the changes it brings, the skills developed, and the role of the classroom environment. It also looks into the challenges teachers face in diverse classrooms, including conflicting values, and the strategies, support, and training they need to effectively teach human values.

Specifically, the study answered the following research questions:

1. What are the impacts of values-based education on students' behavior and emotional development?
2. What are the challenges faced in teaching human values in diverse classrooms?

### ***Research methodology***

The main purpose of this study is to examine how the integration of human values such as respect, honesty, and kindness affects students' behavior and emotional development, and to identify the challenges faced by teachers in teaching these values. The researcher used both quantitative and qualitative methods to obtain factual information and meaningful insights from respondents.

#### ***Research design***

The study used a descriptive research design with both quantitative and qualitative approaches. The quantitative part involved gathering numerical data through a survey questionnaire that measured how respondents agreed or disagreed with given statements. The qualitative part involved open-ended questions that allowed respondents to express their personal views, experiences, and suggestions about values education. This design was appropriate because it helped describe the current situation of values-based education in elementary schools and provided a deeper understanding of its impact and challenges.

### ***Locale of the study***

The study was conducted in selected elementary schools within the Municipality of Laoag City, Ilocos Norte. These schools were chosen because they implement character and values education programs as part of their curriculum. The locale was considered suitable for the study since it represents a typical school environment where human values are being integrated into daily learning activities.

### ***Population and sampling***

The respondents of this study were composed of ten (10) elementary school teachers from the selected school. They were chosen because of their direct involvement in teaching and integrating human values into the elementary curriculum. The researcher used a purposive sampling technique, selecting teachers who have relevant experience and understanding of values-based education. This sampling method was appropriate because it ensured that the respondents could provide meaningful insights related to the research topic. The small number of respondents allowed the researcher to gather more focused and detailed data regarding the teachers' perceptions of the impact of human values on students' behavior and the challenges they face in teaching these values.

### ***Data gathering instrument***

The main instrument used in this study was a researcher-made questionnaire created through Google Forms. It was designed to collect both quantitative and qualitative data about teachers' perceptions of integrating human values into the elementary curriculum. The questionnaire consisted of two main sections.

The first section, titled Impact of Values-Based Education on Students, included eight (8) statements that measured how teachers perceive the effects of teaching human values such as respect, honesty, and kindness on students' behavior, emotional development, and classroom interactions. Respondents rated each statement on a five-point Likert scale, where 1 means Strongly Disagree and 5 means Strongly Agree. An optional open-ended question was also included to allow teachers to describe, in their own words, how teaching or learning human values influences students' behavior or emotions.

The second section, titled Challenges Faced by Teachers, contained seven (7) statements that identified the difficulties teachers encounter when integrating values education into their lessons. This section also used a five-point Likert scale to measure the level of agreement with each statement. Three open-ended questions were added at the end of the section to allow teachers to explain their specific challenges and suggest the support or resources they need to teach human values more effectively.

Before distribution, the questionnaire was validated by education experts to ensure clarity, accuracy, and content validity. The use of Google Forms made it easy for the teachers to access and answer the questionnaire at their own convenience.

### ***Data gathering procedure***

The researcher followed several steps in collecting data for the study. First, a formal permission letter was sent to the school head to request approval to conduct the research among teachers. After receiving

approval, the researcher explained the purpose of the study to the respondents and assured them that their participation was voluntary and their responses would remain confidential.

The Google Forms link containing the questionnaire was then distributed to the ten (10) selected teacher-respondents through email or social media platforms. The teachers were given sufficient time to answer the form honestly based on their personal experiences in integrating human values into their lessons. Once all responses were submitted, the researcher checked the data for completeness and organized the results for analysis.

The collected data were automatically recorded in a spreadsheet by Google Forms, making it easier for the researcher to compute the mean, frequency, and percentage for quantitative data and to categorize the qualitative responses according to emerging themes. The entire data gathering process was completed within one week, ensuring accuracy and reliability in the collection of information.

### ***Data analysis tool***

After the collection of data through the Google Forms questionnaire, the responses were organized and analyzed using descriptive statistical tools. The quantitative data obtained from the Likert scale items were analyzed using frequency counts, percentages, and weighted means to determine the general perception of teachers regarding the integration of human values in the elementary curriculum. The weighted mean was used to identify the overall level of agreement of the respondents with each statement, while frequency and percentage were applied to summarize the distribution of their responses. For the open-ended questions, a thematic analysis was employed. The researcher carefully reviewed and grouped the qualitative responses based on common patterns or recurring ideas. From this process, key themes were identified that reflected the teachers' insights on the impact of values-based education and the challenges they encounter in implementing it. This combination of quantitative and qualitative analysis allowed for a deeper understanding of both measurable data and personal experiences of the participants.

### ***Ethical considerations***

To ensure that the study was conducted responsibly and ethically, several measures were strictly observed throughout the research process. Before data collection, the researcher sought permission from the school administration to conduct the study and to distribute the survey to teacher-respondents. Each participant was informed about the purpose of the study, the nature of the questions, and their right to participate or withdraw at any time without consequence. Confidentiality and anonymity were maintained by ensuring that no personal information or identifying details were collected in the Google Form. Responses were treated with the highest level of privacy and were used solely for academic purposes. The researcher made sure that all participants gave their informed consent before answering the questionnaire. Additionally, honesty, transparency, and integrity were upheld in every stage of the research, from the data collection and analysis to the reporting of results, to ensure that the findings accurately represented the teachers' true perceptions and experiences.

## Data presentation and analysis

This section presents the data gathered from the research conducted in Laoag City on the integration of human values into the elementary curriculum. The results are organized and presented in tables according to three major themes, each showing the corresponding categories and frequency of responses. The thematic presentation allows for a clearer understanding of the overall patterns and perceptions of both teachers and students regarding values-based education. By analyzing the frequency of responses under each theme, this section highlights the common viewpoints, experiences, and challenges observed in the implementation of human values in classroom teaching.

**Problem 1: What are the impacts of values-based education on students' behavior and emotional development?**

**Table 1: Impact of values-based education on students**

Themes	Categories (Survey Statements)	Frequency / Percentage of Agreement
<b>Theme 1: Positive behavioral and emotional development</b>	1. Learning about human values helps improve student behavior in class.	10 (100%) Strongly Agree
	5. Values education helps students handle conflicts and emotions more positively.	8 (80%) Strongly Agree, 2 (20%) Agree
	6. The inclusion of human values in lessons improves students' sense of responsibility.	7 (70%) Strongly Agree, 2 (20%) Agree, 1 (10%) Neutral
<b>Theme 2: Social and interpersonal growth</b>	2. Values-based lessons help students become more empathetic toward others.	8 (80%) Strongly Agree, 2 (20%) Agree
	4. Students who are exposed to values education show better cooperation and teamwork.	9 (90%) Strongly Agree, 1 (10%) Disagree
	7. Values-based education encourages respect for cultural and individual differences.	8 (80%) Strongly Agree, 2 (20%) Agree
<b>Theme 3: Academic and attitudinal impact</b>	3. Integrating human values into subjects makes learning more meaningful for students.	9 (90%) Strongly Agree, 1 (10%) Agree
	8. Observed positive changes in students' attitudes after	7 (70%) Strongly Agree, 3 (30%) Agree

	integrating values into lessons.	
	9. Teaching or learning human values influences students' behavior or emotional development? (Open-ended)	Majority responses show improved behavior, motional control, and respect for others (33.3% common themes)

*Survey conducted by the researcher among selected teachers in Laoag City (2025).*

**Legend (based on the data analysis tools)**

The following Likert Scale and Mean Range Interpretation were used to analyze and interpret the data gathered from the respondents' answers:

Scale	Mean Range	Interpretation	Description Equivalent
5	4.21 – 5.00	Strongly Agree	Very High Impact
4	3.41 – 4.20	Agree	High Impact
3	2.61 – 3.40	Neutral	Moderate Impact
2	1.81 – 2.60	Disagree	Low Impact
1	1.00 - 1.80	Strongly Disagree	Very Low Impact

*This interpretation scale was adapted from the Data Analysis Tools used in the study to determine the level of impact of values-based education on students' behavior and emotional development.*

***Theme 1: Positive behavioral and emotional development***

The findings of the study reveal that a significant majority of respondents (80–100%) strongly agreed that learning about human values such as respect, honesty, and kindness positively influences students' behavior and emotional control. Teachers observed that integrating values into classroom lessons makes students more responsible, respectful, and emotionally balanced. This supports the idea that moral instruction helps learners manage conflicts peacefully and develop accountability in their actions. According to Sengül and Avcı (2022), promoting values education encourages emotional maturity and self-discipline among students, which contributes to a healthier classroom environment. Similarly, Gomez (2024) emphasized that students who are consistently exposed to moral values show improved resilience and responsibility. These studies align with the present findings, showing that values-based education strengthens character formation and enhances classroom behavior, resulting in a more positive and respectful learning atmosphere.

***Theme 2: Social and interpersonal growth***

Results also indicate that most respondents (80–90%) agreed that values education enhances students' empathy, cooperation, and respect for diversity. Teachers reported that values-based lessons foster teamwork and help students build stronger relationships with peers from different backgrounds. This suggests that values education not only shapes individual conduct but also promotes healthy social interaction and inclusiveness. A study by Wang and Zhang (2024) found that integrating emotional intelligence and social values in learning activities significantly enhances students' empathy and interpersonal understanding. Likewise, Gomez (2024) noted that values education nurtures inclusivity

and mutual respect in classrooms, creating a culture of acceptance and cooperation. These insights strengthen the present study’s findings, confirming that values-based education plays an essential role in developing socially responsible and compassionate learners who value harmony and collaboration.

**Theme 3: Academic and attitudinal impact**

Under this theme, the data show that 90–100% of the respondents strongly agreed that integrating human values into subjects makes learning more meaningful and encourages positive academic attitudes. Teachers stated that when moral lessons are included in subjects, students become more engaged, motivated, and able to relate learning to real-life experiences. This suggests that values education not only builds character but also enriches students’ academic motivation. Supporting this, Zhao and Li (2024) found that students’ value beliefs—such as the importance and usefulness of learning—are closely linked to higher academic performance and persistence. Likewise, Incio and Ramasola (2025) found that moral virtues and social values positively influence academic engagement and behavior among students. These findings reinforce that integrating human values into the curriculum not only strengthens moral character but also enhances enthusiasm and a positive attitude toward learning.

**Problem 2: What are the challenges faced by in teaching human values in diverse classrooms?**

**Table 2: Challenges faced by teachers**

Themes	Categories (Survey Statements)	Frequency / Percentage of Agreement
<b>Theme 1: Instructional and curriculum constraints</b>	1. Limited time in the curriculum for values education.	6 (60%) Neutral, 2 (20%) Agree, 1 (10%) Strongly Agree, 1 (10%) Disagree
	6. Lack of clear guidance from school or curriculum.	4 (40%) Disagree 3, (30%) Neutral, 2 (20%) Strongly Disagree, 1 (10%) Agree
	7. Difficulty connecting abstract values to real-life situations.	5 (50%) Disagree, 2 (20%) Neutral, 1 (10%) Strongly Disagree, 1 (10%) Strongly Agree, 1 (10%) Agree
<b>Theme 2: Lack of training and resources</b>	2. Insufficient training or materials to teach human values effectively.	3 (30%) Strongly Agree, 3 (30%) Agree, 2 (20%) Neutral, 1 (10%) Strongly Disagree, 1 (10%) Disagree
	3. Difficulty assessing or measuring students’ understanding of values.	3 (30%) Disagree, 3 (30%) Agree, 2 (20%) Strongly Disagreed, 2 (20%) Strongly Agree
	9. Need for more support and resources to teach values effectively (Open-ended)	33.3% requested teacher training; 16.7% seminars; 16.7% parental reinforcement;

		16.7% curriculum integration; 16.7% values-based learning activities
<b>Theme 3: Cultural and environmental challenges</b>	4. Parents or guardians are not reinforcing the same values.	4 (40%) Agree, 4 (40%) Strongly Agree, 1 (10%) Strongly Disagree, 1 (10%) Disagree
	5. Managing diverse beliefs and cultural backgrounds	3 (30%) Agree, 3 (30%) Strongly Agree, 2 (20%) Strongly Disagree, 1 (10%) Disagree, 1 (10%) Neutral
	8. What specific challenges do you face when teaching human values? (Open ended)	33.3% differences in student upbringing; 16.7% time constraints; 16.7% behavioral management

*Survey conducted by the researcher among selected teachers in Laoag City (2025).*

**Legend (based on the data analysis tools)**

The following Likert Scale and Mean Range Interpretation were used to analyze and interpret the teachers’ responses regarding the challenges in implementing values-based education:

Scale	Mean Range	Interpretation	Description Equivalent
5	4.21 – 5.00	Strongly agree	Very high extent of challenge
4	3.41 – 4.20	Agree	High extent of challenge
3	2.61 – 3.40	Neutral	Moderate extent of challenge
2	1.82 – 2.60	Disagree	Low extent of challenge
1	1.00 - 1.80	Strongly disagree	Very low extent of challenge

*This interpretation scale is consistent with the Data Analysis Tools used in the study to determine the extent of challenges experienced by teachers in implementing values-based education.*

***Theme 1: Instructional and curriculum constraints***

The findings from the survey indicate that many teachers in Laoag City encounter challenges related to time constraints and lack of curriculum clarity in teaching human values. Specifically, 60% of respondents remained neutral on the issue of time allocation for values education, while 20% agreed and 10% strongly agreed that limited time makes implementation difficult. Similarly, 40% disagreed and 30% remained neutral about the adequacy of guidance provided by the school curriculum, suggesting uncertainty and inconsistency in institutional direction. Furthermore, half of the respondents (50%) disagreed that they could easily connect abstract values to real-life classroom situations. These results highlight the practical barriers teachers face in implementing values education. According to Nguyen and Huynh (2024), one of the biggest obstacles in promoting values education lies in the lack of systematic curriculum integration and clear teaching guidelines. Similarly, Syafika and Marwa (2024)

emphasized that without structured curricular frameworks and administrative support, teachers tend to rely on personal discretion, leading to inconsistencies in practice. This finding implies that while teachers recognize the importance of values instruction, the absence of institutional guidance and time allotment reduces their ability to apply it effectively in daily lessons.

### ***Theme 2: Lack of training and resources***

The study also revealed that many teachers experience a lack of professional preparation and resource materials for teaching human values. Thirty percent of teachers strongly agreed, and another 30% agreed that there are insufficient training opportunities and instructional materials available, while 20% remained neutral. Moreover, results showed that assessing students' understanding of values remains a challenge, with mixed responses 30% agreed, 30% disagreed, and 20% each strongly agreed or strongly disagreed indicating uncertainty and inconsistency in evaluation practices. Open-ended responses further showed that 33.3% of teachers requested additional training, while others recommended seminars, curriculum integration, and parent reinforcement. These findings suggest that teachers need more institutional and professional support to effectively deliver values education. Lin (2025) stressed that professional development and adequate teaching resources significantly enhance educators' confidence and capacity to integrate moral values into instruction. Likewise, Syafika and Marwa (2024) found that teachers who receive systematic training and practical teaching materials demonstrate stronger engagement in promoting ethical values in the classroom. The present findings affirm that effective values education require not only moral conviction but also technical competence, which can be achieved through continuous teacher training and resource allocation.

### ***Theme 3: Cultural and environmental challenges***

The data also suggests that cultural and environmental factors strongly influence teachers' ability to teach human values effectively. Eighty percent of respondents agreed or strongly agreed that parents or guardians do not always reinforce the same values taught in school. Meanwhile, 60% expressed agreement that managing diverse cultural and religious backgrounds presents difficulties, while a few indicated disagreement or neutrality. Open-ended responses also highlighted that 33.3% of teachers experience challenges related to differences in student upbringing, while 16.7% cited time constraints and another 16.7% mentioned behavioral management. These results imply that the success of values education depends heavily on alignment between school practices and home environments. According to Adiba, Zahrudin, and Bahrissalim (2023), teachers play a crucial role in fostering inclusivity, but cultural and family diversity can complicate the transmission of shared moral principles. Likewise, Nguyen and Huynh (2024) emphasized that values education must involve the broader community, particularly parents, to ensure that lessons learned in school are reinforced at home. This finding reinforces the idea that values-based education cannot function in isolation it requires collaborative partnerships among teachers, parents, and the community to build consistency in moral guidance.

## ***Discussion***

The findings of this study affirm that integrating human values into the elementary curriculum plays a crucial role in shaping students' holistic development. Teachers strongly agreed that values education promotes positive behavior, emotional control, and social harmony among learners. These outcomes

align with humanistic education theories, which emphasize nurturing empathy, responsibility, and self-awareness alongside academic growth (Nguyen & Castillo, 2018; Garcia & Thompson, 2021). Teachers' observations that students became more respectful, cooperative, and emotionally stable after exposure to values-based lessons support previous research asserting that moral instruction strengthens classroom relationships and behavior (Sengül & Avcı, 2022; Gomez, 2024).

Beyond individual character formation, the study revealed that integrating values into subjects enhances the overall learning experience. When moral lessons are connected to real-life contexts, students find meaning and purpose in their academic tasks (Zhao & Li, 2024). This suggests that values education does not compete with academic goals but rather deepens understanding and engagement, confirming that moral and intellectual development are complementary.

Nevertheless, the research uncovered significant barriers that affect implementation. Teachers cited limited time allocation for values education, unclear curricular guidance, and insufficient training and resources as major obstacles. These findings echo Syafika and Marwa (2024), who observed that the absence of structured support often leaves teachers to rely on personal judgment, resulting in inconsistent outcomes. Additionally, cultural and environmental factors such as diverse family backgrounds and inconsistent reinforcement of values at home were identified as challenges. Teachers expressed that alignment between school and family values is vital for consistent moral growth, supporting the conclusions of Adiba et al. (2023) and Nguyen & Huynh (2024).

Taken together, these findings emphasize that values-based education is most effective when supported by comprehensive teacher preparation, curriculum integration, and community involvement. Schools must therefore adopt a systemic approach providing professional development, clear instructional frameworks, and collaboration with parents to ensure that human values are not merely taught but lived within the educational environment.

## ***Conclusion***

The study found that teaching human values in the elementary curriculum helps students grow in many ways especially in their behavior, emotions, and interactions with others. When values like respect, empathy, and cooperation are taught, students become more motivated to learn, and classrooms become more positive and harmonious. Still, the success of this approach depends on several factors, such as strong support from the school, a clear and flexible curriculum, and the active involvement of both teachers and parents. The research also points out the importance of giving teachers continuous training and encouraging teamwork among schools, families, and communities. Through a humanistic approach, education can go beyond simply teaching lessons it can help shape students into thoughtful, caring, and morally grounded individuals who can make a positive difference in society.

However, this study has certain limitations. It involved only a small number of respondents ten teachers from selected schools in Laoag City which may limit the generalizability of the findings to other regions or educational contexts. In addition, the data relied primarily on self-reported responses through questionnaires, which may not fully capture students' actual behavioral and emotional changes. Future

studies may include direct classroom observations, student interviews, or a larger and more diverse sample to gain broader insights into the effectiveness of values-based education.

For future research, it is recommended to conduct longitudinal studies that track students' behavioral and emotional development over time to determine the long-term impact of values-based learning. Further investigation could also explore the relationship between teacher training and the successful implementation of values education, as well as how parental and community involvement can strengthen the practice of moral and character education. By expanding the scope and depth of inquiry, future studies can contribute to building a stronger, evidence-based foundation for promoting human values in education.

**Author's contribution:** The author has read and approved the final version of this paper for publication.

**Ethical statement:** This study followed the ethical guidelines required by the school and the academic institution. Before starting the research, permission was sought from the school head and the teachers who took part in the study. The participants were clearly informed about the purpose of the research and were assured that their answers would be kept private and confidential. They were also asked to give their consent before taking part. No names or personal details were gathered, and all the information collected was handled with care and used only for academic purposes.

**Author's contribution:** The author planned, carried out, and wrote the study.

**Ethical statement:** The study followed ethical guidelines, and participants' privacy was protected.

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**Conflict of interest:** The author has no conflict of interest to declare.

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