

Shaping Student's Values: The Influence of Implementing Value-Based Education on Emotional Intelligence

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Abstract - The main goal of this study was to explore the influence of implementing value-based education (VBE) on the emotional intelligence of high school students in Public School in Bulacan in the Division of Bulacan. The study emphasized the importance of holistic development in education, focusing on the integration of core values such as Maka-Diyos (to God), Maka-Tao (to People), Maka-Kalikasan (to Nature), and Maka-Bansa (to Country) within the curriculum. Through a quantitative research method, the study employed a survey questionnaire to assess students' reflections on their values before and after the implementation of the VBE lesson plans. The findings revealed a significant positive impact of VBE on students' EI, highlighting improvements in their understanding and application of core values. The results showed that the students exhibited enhanced emotional awareness, emotional management, social-emotional awareness, and relationship management skills. The study concluded that value-based education plays a crucial role in shaping students' values, fostering their emotional intelligence, and preparing them to become responsible and compassionate citizens. Recommendations for further research and the integration of VBE into educational practices are also discussed.

Keywords: *Value-based education (VBE), emotional intelligence, high school students, core values, educational practices.*

INTRODUCTION

In today's dynamic educational environment, the emphasis has increasingly shifted beyond academic performance to fostering holistic student development. Value-Based Education (VBE) has gained significant attention for promoting not only intellectual growth but also moral and emotional maturity among learners (Papadopoulos et al., 2016). By nurturing empathy, compassion, and ethical decision-making, VBE supports the formation of socially responsible individuals who can contribute positively to their communities (Stock, 2024).

In the Philippine context, the Department of Education (DepEd) advocates for the integration of core ethical values *Maka-Diyos* (God-centeredness), *Maka-Tao* (Humanity), *Maka-Kalikasan* (Environmental Stewardship), and *Maka-Bansa* (Patriotism) throughout the national curriculum (Minahan, 2009; DepEd Order No. 8, s. 2013). These values were intended to guide student behavior and decision-making, fostering a sense of civic and moral responsibility. However, the successful contextualization and implementation of these principles in actual classroom settings are still an ongoing challenge for educators (Mista et al., 2024).

Teachers play a pivotal role in shaping students' values through their instructional strategies, behavior, and ethical tone in their classrooms. The integration of values into daily lesson content and activities is essential for developing students' emotional and social awareness (Frey et al., 2019). When VBE is effectively implemented, it can influence not only students' moral compass but also their emotional intelligence (EI) and, the ability to perceive, manage, and understand emotions in oneself and others (Koç et al., 2024). Emotional intelligence is linked to improved student well-being, resilience, academic performance, and the ability to form healthy interpersonal relationships (López-Zafra et al., 2022).

Recent studies highlight the reciprocal relationship between value education and emotional intelligence (EI). For example, Musa (2024) emphasized that promoting understanding, empathy, and respect through VBE can foster a more compassionate and tolerant society. Additionally, incorporating values into educational activities provides students with real-life opportunities to reflect on their beliefs, make ethical choices, and build stronger emotion regulation skills (Shobana & Kanakarathinam, 2017; Gomez, 2024).

Given these insights, this study aimed to determine how the implementation of value-based education influences the emotional intelligence of junior high school students. Specifically, it investigated students' reflections on their core values (*to God, to people, to nature, and country*) before and after the application of VBE lesson plans, and whether these

reflections correlate significantly with improvements in emotional intelligence. By exploring this intersection, this study contributes to the ongoing discourse on integrating values and emotional learning in the Philippine educational system to cultivate holistic and ethically grounded learners.

METHODOLOGY

This study used a quantitative research method. It attempts to quantify data and extrapolate findings from a sample to a broader population, which is the goal of quantitative research. Statistical analysis was used to understand the results and depended on organized data collection techniques. For ease of comparison and generalization, the results of this type of objective research are usually provided in a numerical form (Hassan, 2024). A descriptive technique was used to show the influence of implementing value-based education on learners' EI. According to Stanger and Walinga (2014), descriptive research aims to provide a snapshot of existing conditions.

This study used a survey questionnaire to determine the influence of value-based education implementation on students' emotional intelligence, the changes that could be brought about by students' values (to God, people, nature, and country), and how they reacted in different contexts. A descriptive study was conducted to determine whether there was a relationship between the lack of implementation of value-based education in the classroom and how a value-based education lesson plan could foster and influence the development of a students' emotional intelligence.

Research Design

This study employed a quantitative descriptive research design to determine the influence of value-based education (VBE) on emotional intelligence of junior high school students. This design was chosen to gather measurable data on students' reflections and emotional intelligence before and after the implementation of the VBE lesson plans. A pretest-posttest approach was used to assess changes in students' values and emotional intelligence.

Participants

The study population consisted of 141 junior high school students from grades 7 to 9, selected through simple random sampling from public schools in Bulakan. The total population was 222 students, and the sample size was calculated using the Raosoft sample size calculator with a 95% confidence level and 5% margin of error.

Instrument

Two primary instruments were used in this study. The survey questionnaire to measure students' reflections on the core values (*Maka-Diyos, Maka-Tao, Maka-Kalikasan, and Maka-Bansa*) was, administered both before and after the intervention, and a standardized emotional intelligence questionnaire based on NEOTEC (2025), which assesses four domains: emotional awareness, emotional management, social-emotional awareness, and relationship management. All responses were rated on a 4-point Likert scale. The highest rating on the scale, "Very True of Me" (3.6 to 4.00), indicated that the statement was strongly aligned with the respondent's thoughts, feelings, or actions. A rating of "True of Me" (2.6 to 3.5) suggested that the statement generally applied to the respondent, though not in all situations. The third level, "Somewhat Untrue of Me" (1.6 to 2.5), reflected a moderate or inconsistent agreement with the statement, implying that the described behavior or belief was applied only occasionally. Finally, "Not at All True of Me" (1.0 to 1.5) indicated a strong disagreement, meaning that the statement did not accurately reflect the respondent's perspective or actions.

Procedure

The researcher first obtained approval from the research advisor and the school principal. Consent forms were distributed to the parents, and only students with signed consent forms participated. Participants were randomly selected using several wheels. A pre-test was administered to assess the students' initial values. The researcher then developed a lesson plan, which was validated by the Values Education teachers. After the intervention, a post-test and an emotional intelligence questionnaire were administered given. The entire data-gathering process took two and a half weeks.

Result

This chapter presents the findings and analysis of the study on how implementing value-based education affects students' emotional intelligence. The study evaluated the effect of the intervention on a selected number of grades 7 to 9 pupils using a quantitative research methodology, more precisely, a one-group pre-test and post-test technique. A standardized emotional intelligence test was conducted before and after the implementation of the value-based education lesson plan.

To ascertain whether there was a statistically significant difference in emotional intelligence ratings before and after the intervention, the data were examined using descriptive (mean and standard deviation) and inferential statistics, specifically the paired sample t-test.

II. Reflection on their values before and after the implementation

Table 1.

Students reflect on their values in terms of Maka-Diyos (to God)

Indicators	Prefest Ave Rating	SD	Descriptive Interpretation	Post-test Ave Rating	SD	Descriptive Interpretation
Maka-Diyos (to God)						
1.I respect my friend's religion and value their faith.	3.65	0.62	Very true of me	3.82	0.42	Very true of me
2. I respect sacred places by being quiet and careful when I'm there	3.32	0.79	True of me	3.44	0.71	True of me
3. I always tell the truth, even when it's hard.	2.74	0.83	True of me	3.04	0.80	True of me
4.I return the things I borrowed in the same condition I received them.	3.16	0.81	True of me	3.33	0.70	True of me
5.I try to always treat everyone fairly and with kindness.	3.17	0.81	True of me	3.35	0.70	True of me
OVERALL	3.21	0.33	True of me	3.40	0.44	True of me

Table 1 presents the pretest and post-test students' responses. This allowed the researcher to gain insight into how students reflect on their values in terms of Maka-Diyos (to God) to know if the values have evolved after the implementation of the intervention.

Before the implementation of the value-based education lesson plan, students' reflections on their values showed that they were already inclined to follow certain principles such as respect, truth-telling, responsibility, and kindness. However, the pretest ratings revealed a mixture of commitment and room for growth in some areas. For instance, students expressed a strong respect for others' religions, with an average rating of 3.65 (SD = 0.62), indicating that they considered it "very true of me." However, when it came to always telling the truth, the rating was lower at 2.74 (SD = 0.83), which indicated that while students understood the importance of honesty, there might have been challenges in consistently applying this value to difficult situations.

Similarly, students showed an understanding of treating others with fairness and kindness, with an average rating of 3.17 (SD = 0.81), which was interpreted as "true of me." However, there is still potential for students to become more conscious and active in embodying these values. Overall, before the intervention, values were present, but the extent to which they were consistently practiced in everyday situations varied, suggesting an opportunity for further reinforcement.

Following the implementation, the post-test ratings revealed significant growth and development in the students' reflections on their values. Across all indicators, there was an observable increase in the ratings, signaling that the

intervention had a positive impact on students' awareness and application of values associated with Maka-Diyos (to God). For example, students showed an even stronger commitment to respecting other religions, with the average rating rising to 3.82 (SD = 0.42), reinforcing that the intervention helped to deepen their respect for diverse faiths.

The post-test also demonstrated notable growth in areas, such as honesty. While the pretest rating for telling the truth was 2.74 (SD = 0.83), the post-test rating increased to 3.04 (SD = 0.80), suggesting that students were able to internalize the value of truthfulness more deeply. This shift could reflect growing recognition of the importance of integrity and a stronger resolution to practice it, even when it is difficult.

Furthermore, the values of responsibility and kindness showed incremental improvement. For instance, the average rating for returning borrowed items in the same condition increased from 3.16 (SD = 0.81) in the pretest to 3.33 (SD = 0.70) in the post-test, showing that students became more diligent in upholding this sense of responsibility. Similarly, the post-test rating for treating others fairly and with kindness increased to 3.35 (SD = 0.70), further indicating that students had become more deliberate in their interactions with others and more committed to fairness.

According to a recent study by Garcia and Bual (2022) in the Asian Journal of Education and Social Studies, core values serve as a crucial foundation for fostering positive relationships between students and teachers. They also believed that it plays a key role in guiding the conduct of school activities, ensuring that they are aligned with the educational goals of the institution. Establishing these values in the school environment not only cultivates students' moral character but also contributes to the achievement of the institution's educational objectives, promoting a culture of respect, responsibility, and civic-mindedness among the learners.

Another study by Nadda (2017) suggested that school subjects should go beyond focusing solely on academic content. This study emphasizes that through value-based education, discussions on ethical and moral values must also be integrated to provide awareness. This approach not only enriches students' academic learning but also plays a vital role in shaping their character and moral development.

In conclusion, through the implementation, students showed significant growth in their reflections on Maka-Diyos values after the intervention. While they had already understood these values, the post-test results revealed improved commitment and consistency in their application. The increase in ratings highlighted the positive impact of the intervention

on enhancing students' ethical awareness and fostering their moral development.

Table 2.

Students reflect on their values in terms of Maka-tao (to people)

Indicators	Pretest Ave Rating	SD	Descriptive Interpretation	Post-test Ave Rating	SD	Descriptive Interpretation
Maka-Tao (to People)						
1.I view mistakes as an opportunity to learn and improve	2.98	0.92	True of me	3.35	0.76	True of me
2. I maintain a positive attitude even when facing defeat	2.80	0.93	True of me	3.12	0.82	True of me
3. I stand up for classmates who are being bullied.	2.69	0.99	True of me	3.00	0.84	True of me
4.I am patient and understanding when working with classmates with special needs.	2.99	0.88	True of me	3.22	0.74	True of me
5. I look for opportunities to help my classmates to catch up on missed work	2.81	0.97	True of me	3.26	0.71	True of me
OVERALL	2.85	0.55	True of me	3.19	0.54	True of me

Table 2 indicates the students' answers about "Maka-Tao". This emphasizes their attitudes and actions toward other people. Before the intervention, students exhibited an understanding of Maka-Tao values, but their reflections showed room for improvement in applying these values consistently. The pretest ratings revealed that students viewed their ability to learn from mistakes, maintain a positive attitude toward adversity, and assist others as important values. The average rating for viewing mistakes as opportunities for improvement was 2.98 ($D=0.92$), which indicated that students somewhat agreed with this value, but were not fully committed to seeing mistakes as learning opportunities. Similarly, the average rating for maintaining a positive attitude despite defeat was 2.80 ($SD=0.93$), suggesting that, while students recognized the importance of resilience, they may not have consistently practiced it.

The ratings for standing up for classmates being bullied were also relatively low at 2.69 ($SD=0.99$), indicating that students were not yet fully confident in advocating for their peers in difficult situations. The pretest average ratings for being a classmate with special needs (2.99 = SD 0.88) and helping classmates catch up on missed work (2.81 SD 0.97) further indicated that while students understood the importance of these values, their practice in these areas was still developing. Overall, the pretest results reflected a foundational awareness

of Maka-Tao values, with students recognizing their importance but not consistently applying them in real-life situations

However, the post-test results, demonstrated a significant improvement in students' commitment to Maka-Tao values, showcasing the effectiveness of the intervention. Across all indicators, students showed increased ratings, reflecting a deeper understanding and a more consistent application of these values. For instance, the rating for viewing mistakes as opportunities to learn and improve increased to 3.35 ($SD=0.76$), suggesting that students had become more open to viewing failures as valuable learning experiences. Similarly, the average rating for maintaining a positive attitude despite defeat rose to 3.12 ($SD=0.82$), indicating a stronger commitment to resilience and a more positive outlook when faced with challenges.

The post-test results also showed a marked improvement in students' willingness to stand up for their classmates being bullied, with the rating increasing to 3.00 ($D=0.84$). This shift demonstrates that students developed a greater sense of empathy and courage to advocate for their peers in difficult situations. In addition, the rating for being patient and understanding when working with classmates with special needs increased to 3.22 ($D=0.74$), reflecting an enhanced level of patience and empathy toward those with different needs. Furthermore, the rating for looking for opportunities to help classmates catch up on missed work rose to 3.26 ($SD=0.71$), highlighting an increased willingness to support peers academically.

According to a study by S. Shobana and R. Kanakarathinam (2017), ethical students' major benefits include heightened commitment, a strong sense of responsibility, respect for others, tolerance, non-discrimination, compassion, improved understanding, and the development of good citizenship. This study stresses that a student's character and behavior are significantly shaped by religious and moral instruction. They highlighted the importance of incorporating moral and ethical values into the curriculum and fostering both formal and informal discussions in daily routines. These discussions should cover all aspects of life, from personal development to career growth, and teacher-student relationships. By doing so, students can be encouraged to transform their attitudes, reflect on their lifestyle and behavior, and understand what is right. This enables them to make informed decisions, thereby contributing to the creation of a society that aligns with their values and aspirations. To nurture their moral compass, empathy, and civic responsibility toward other people, there is a need to integrate value-based education in school

institutions and let them use it through the community (Parmar and Jha 2024).

In conclusion, students' reflections on their values in terms of Maka-Tao (to people) demonstrated significant growth following the intervention. The increase in ratings from pretest to post-test reflected a deeper commitment to the values of empathy, resilience, patience, and responsibility. The intervention effectively enhanced the students' ability to reflect on these values and apply them more consistently in their interactions with peers. This growth not only highlighted the positive impact of the intervention, but also emphasized the importance of fostering values that contribute to the community, as it cultivates well-rounded individuals who are not only academically proficient but also socially and emotionally intelligent, ready to contribute to the greater good.

Table 3.

Students reflect on their values in terms of Maka-kalikasan (to Nature)

Indicators	Ave Rating	SD	Descriptive Interpretation	Ave Rating	SD	Descriptive Interpretation
Maka-Kalikasan (to Nature)						
1.I regularly join clean and green programs in our community or school. .	2.67	1.03	True of me	3.02	0.90	True of me
2. I feel responsible for picking up any waste I see.	2.67	0.94	True of me	3.12	0.82	True of me
3. I always practice separating biodegradable waste from non-biodegradable waste.	2.57	0.98	Somewhat true of me	3.12	0.79	True of me
4. I turn off the lights and equipment when I'm not using them to save energy.	3.28	0.89	True of me	3.48	0.70	True of me
5. I tend to recycle waste instead of throwing it away after use.	2.74	0.95	True of me	3.16	0.79	True of me
OVERALL	2.78	0.63	True of me	3.18	0.52	True of me

Table 3 presents the responses of learners about "Maka-Kalikasan" values shown in the table, which evaluates their environmental practices and awareness. Before the intervention, students showed a moderate level of commitment to environmental values. For example, their involvement in clean and green programs was rated at 2.67 (SD = 1.03), indicating that their participation, was not consistent. Similarly, students felt responsible for picking up waste they encountered, with a rating of 2.67 (SD = 0.94), which was also somewhat indicative of their sense of responsibility, although not always actively applied.

Regarding waste management, the practice of separating biodegradable from non-biodegradable waste had a slightly lower rating of 2.57 (SD = 0.98), suggesting that this was only "somewhat true" for them, with the potential for further growth. Students were more consistent in turning off lights and equipment when not in use, receiving a higher rating of 3.28 (SD = 0.89), indicating a more developed environmental habit in energy conservation. Recycling waste is another area that needs improvement.

Following the implementation, the results revealed a significant improvement in students' Maka-Kalikasan values. The average ratings across all indicators increased, signaling that students were not only more engaged in environmentally responsible behaviors but were also applying them more consistently. For instance, after the intervention, the students' involvement in clean and green programs increased to an average rating of 3.02 (SD = 0.90). This improvement suggests that the intervention helped normalize participation in environmental activities, making it a more common practice among students.

The most notable change occurred in students' sense of responsibility for picking up waste, which increased to 3.12 (SD = 0.82). This indicates that the intervention helped strengthen students' environmental responsibility, encouraging them to take more consistent action when it came to waste management. Furthermore, the practice of waste segregation saw an even more significant improvement, with the average rating rising to 3.12 (SD = 0.79). The reduction in variability suggests that waste segregation became a more uniformly practiced behavior across the student group, highlighting the success of the intervention in promoting this important environmental habit.

Energy conservation also showed further improvement after the intervention, with the rating increasing to 3.48 (SD = 0.70). This indicates that energy-saving practices, such as turning off lights and equipment, became even more ingrained in the students' daily routines. The reduction in the standard deviation suggests that these practices were universally adopted, making energy conservation a habit practiced consistently by nearly all students.

Recycling, an area that requires further attention, also improved after the intervention. The average rating rose to 3.16 (SD = 0.79), reflecting a more consistent application of recycling behaviors. The reduction in standard deviation indicates that more students are now regularly recycling, contributing to a more environmentally conscious student body overall.

The findings showed that students usually believe they must protect the environment, as evidenced by their involvement in waste management, energy saving, and clean and green initiatives. These results are consistent with previous research that highlighted how values education shapes students' environmental responsibility and awareness.

According to Gomez (2024), value-based education fosters responsibility for the environment and impacts students' social, intellectual, and personal growth. Likewise, according to Parmar and Jha (2024), value education fosters community engagement and moral responsibility, which extends to environmental care. According to Suprpto et al. (2024), moral growth must be ingrained from a young age to produce emotionally knowledgeable and socially conscious people two qualities that are crucial for environmental stewardship.

Environmental care is a natural extension of ethical ideals such as duty and respect for others, as highlighted by Shobana and Kanakarathinam (2017). DepEd Order No. 8, s., supports this. 2013 emphasizes how moral and ethical growth, including environmental awareness and action, is fostered via value education.

Additionally, while acknowledging the difficulties of putting value education into reality, Crisanto Daing and Elionor Sinocruz (2020) underlined the importance of value education in fostering responsible conduct, including sustainable environmental practices. According to McLeod (2024), constructivist learning involves experiences rather than passive teaching to help pupils embrace environmental responsibility. According to Koç et al. (2024), including pupils in social activities such as recycling and clean-up campaigns strengthens their emotional intelligence and morals.

In conclusion, the intervention led to a significant growth in students' values related to Maka-Tao (to people). The increase in ratings from pretest to post-test reflects a stronger commitment. The intervention enhanced the students' ability to apply these values consistently, fostering a more compassionate and responsible community.

Table 4.

Students reflect on their values in terms of Maka-Bansa (to Country)

Indicators	Ave Rating	SD	Descriptive Interpretation	Ave Rating	SD	Descriptive Interpretation
Maka-Bansa (to Country)						
1. I am proud to my Filipino heritage and the Filipino Language	3.68	0.69	Very true of me	3.70	0.61	Very true of me
2. I respect elders using po and opo because it's an important to me as a Filipino	3.55	0.78	True of me	3.70	0.59	Very true of me
3. As a student, I make sure to wear the correct uniform, follow the rules at school, and obey the laws in our community and country	3.50	0.75	True of me	3.65	0.62	Very true of me
4. I always stand still and remain silent when the flag is raised, and the national anthem is played to show respect.	3.45	0.89	True of me	3.59	0.67	True of me
5. I participate in activities that promote the appreciation and use of Filipino languages at school.	3.16	0.92	True of me	3.43	0.74	True of me
OVERALL	3.47	0.53	True of me	3.61	0.42	Very true of me

Table 4 presents the students' responses regarding "Maka-Bansa" values, which assess their patriotism, respect for national traditions, and adherence to societal rules. Before implementation, students demonstrated a strong connection to their Filipino heritage and respect for national symbols. For example, their pride in Filipino heritage and the Filipino language was rated 3.68 (SD=0.69), indicating a deep connection with their roots. Similarly, their respect for elders, using polite terms like po and opo, was rated 3.55 (SD=0.78), reflecting a strong cultural value, though not always at the highest possible level of consistency.

Students also demonstrated an understanding of their responsibilities as citizens. The rating for the following rules, wearing the correct uniform, and obeying the law was 3.50 (SD=0.75), suggesting a good sense of duty and responsibility. Additionally, students indicated a moderate commitment to standing still and remaining silent when the flag was raised, with a rating of 3.45 (SD=0.89), which shows respect for national symbols. Lastly, participation in activities promoting appreciation of the Filipino language was rated 3.16 (SD=0.92), indicating that students were somewhat involved, but there was potential for more active engagement.

The post-test results revealed significant improvement in students' commitment to Maka-Bansa values. Their pride in Filipino heritage and language increased to 3.70 (SD=0.61), reflecting a deeper appreciation and stronger connection to their cultural identity. The rating for respecting elders using po and opo also rose to 3.70 (SD=0.59), suggesting that

students became more consistent in practicing this cultural norm.

The post-test rating for following school and national rules increased to 3.65 (SD=0.62), showing a greater sense of responsibility in adhering to the values of discipline and lawfulness. The rating for standing still and remaining silent during the flag-raising ceremony and national anthem improved slightly to 3.59 (SD=0.67), indicating a stronger commitment to showing respect for the country. Lastly, participation in activities that promote the use of the Filipino language increased to 3.43 (SD=0.74), reflecting more active involvement in preserving and appreciating Filipino.

As evidenced by their high ratings for honoring seniors, abiding by the law, and appreciating the Filipino language, the results showed that pupils had a strong sense of patriotism and cultural appreciation. This supports the findings of López-Zafra et al. (2022), who connected social responsibility, which includes respect for customs and culture, with emotional intelligence. Similarly, Neuro Launch (2024) highlighted that students' understanding of their cultural identity is improved by self-awareness, which is a crucial aspect of emotional intelligence.

Apart from that, Everyday Speech (2024) emphasizes how social-emotional learning (SEL) aids students in comprehending and putting into practice customs that represent their sense of national identity. In support of this, Parmar and Jha (2024) pointed out that teaching moral principles encourages pride in one's country, respect for culture, and active citizenship, all of which are demonstrated by student compliance with regulations and participation in activities that promote Filipino heritage.

Furthermore, value education reinforces students' patriotic perspective by strengthening their understanding of their heritage and cultural duties, according to Crisanto Daing and Elionor Sinocruz (2020). These results show how emotional intelligence and values education contribute to national consciousness and reinforce the literature, especially DepEd's emphasis on Maka-Bansa as a core value.

In conclusion, the intervention significantly improved students' country related' values. The increase in ratings from pretest to post-test reflects a stronger commitment to national pride, respect for cultural practices, and civic responsibility. Students showed greater consistency in applying values such as respect for elders, following rules, and engaging in activities promoting Filipino language and culture.

III. Significant difference between the reflection on the values of the student before and after the implementation of value-based education

Table 5.

Paired t-test between Pretest and Posttest of both groups

Variables	t	Sig-value	Decision	Interpretation
Experimental Group	4.08		Reject Ho	There is a significant difference between the reflection on the values of the student before and after the implementation of value-based education

Table 5 presents the paired t-test results that show a significant difference in students' reflections on values before and after implementing Value-Based Education (VBE). The t-value is 4.08 and the sig/p-value is 0.00007, which is well below the standard significance level of 0.05. Therefore, the decision for the null hypothesis (Ho) is rejected. These results indicate that the implementation of VBE had a meaningful impact on students' reflections, suggesting the lesson plans effectively encouraged deeper engagement with core values.

The findings of the study resonate with the claims of Mandela (2023) that value-based education helps students make correct decisions during adversities with the help of certain values that a person reflects. Value-based education, can serve as a solution to moral value problems in society. Similarly, Mondal (2017) and Kumar (2017), stated that value-based education, if implemented successfully, will lead students to have satisfying, happy, and fulfilling lives with values that can enable them to contribute effectively to society. In addition, the study of Gomez's (2024) study complements the findings of this study, wherein she asserts that value-based education plays a vital role in the holistic development of students because value-based education positively influences students' academic performance, emotional health, life skills, and social responsibility.

IV. The emotional intelligence of the students can be described in terms of:

Table 6.

The Emotional intelligence of the students can be described in terms of Emotional Awareness

Indicators	Ave Rating	SD	Descriptive Interpretation
Emotional Awareness			
1. My feelings are clear to me at any given moment	3.06	0.97	True of me
2. Emotions play an important part in my life	3.18	0.83	True of me
3. My moods impact the people around me	3.02	0.99	True of me
4. I find it easy to put words to my feelings	2.92	0.90	True of me
5. My mood is easily affected by external events	2.96	1.00	True of me
6. I can easily sense when I'm going to be angry	3.03	1.06	True of me
7. I readily tell others my true feelings	2.67	1.23	True of me
8. I find it easy to describe my feelings	2.83	1.10	True of me
9. Even when I'm upset, I'm aware of what's happening to me	3.08	0.97	True of me
10. I am able to stand apart from my thoughts and feelings and examine them	2.97	0.85	True of me
OVERALL	2.97	0.58	True of me

Table 6 shows that the students' emotional awareness was generally high, with an overall average rating of 2.97 (SD = 0.58), interpreted as "True of me." They recognized the importance of emotions (3.18) and were aware of their feelings, even when upset (3.08). However, they struggled with expressing emotions, as seen in "I readily tell others my true feelings" (2.67) and "I find it easy to describe my feelings" (2.83). The variability in responses suggests differences in emotional openness. While students understand their emotions, improving emotional expression and regulation skills can enhance their emotional intelligence.

In the study by Hussain (2020), the emotional awareness domain is the most crucial and regarded as the cornerstone for the growth of emotional intelligence. Emotional awareness is often compared to the skill of map reading in emotional intelligence because it serves as a guide for effectively navigating emotions. Through emotional awareness, students can recognize, sense, and interpret the emotions of their classmates. Another study by Daulay (2022) showed that higher levels of emotional intelligence can enhance students' academic performance by increasing their learning motivation and allowing them to control their emotions.

Hong (2024) stated that when students possess stronger emotional empathy, they have a higher chance of having better emotional expression. The combination of these two factors leads to better peer relationships. Therefore, it is

important to encourage students to develop emotional empathy and emotional expressions. Besides the students, the school and family have a vital part in guiding them toward development. Successfully doing so, can help students enhance their relationships with others and mental well-being.

Table 7.

The emotional intelligence of the students be described in terms of Emotional Management

Indicators	Ave Rating	SD	Descriptive Interpretation
Emotional Management			
1. I accept responsibility for my reactions	3.27	0.84	True of me
2. I find it easy to make goals and stick with them	3.04	0.90	True of me
3. I am an emotionally balanced person	3.03	0.95	True of me
4. I am a very patient person	2.72	1.17	True of me
5. I can accept critical comments from others without becoming angry	2.87	0.99	True of me
6. I maintain my composure, even during stressful times	3.01	0.93	True of me
7. If an issue does not affect me directly, I don't let it bother me	3.12	0.98	True of me
8. I can restrain myself when I feel anger towards someone	3.00	0.84	True of me
9. I control my urge to overindulge in things that could damage my well being	3.05	0.89	True of me
10. I direct my energy into creative work or hobbies	3.24	0.87	True of me
OVERALL	3.04	0.59	True of me

Table 7 presents the emotional management skills of the students ranked at the average level according to their mean score of 3.04 (SD = 0.59). Students accept responsibility for their reactions and invest their energy into fulfilling activities (3.24 and 3.27, respectively). Two challenging aspects for students emerged based on their ratings: patience (2.72) and accepting criticism without anger (2.87). Extensive management of their emotions exists among students however, better patience with feedback, along with better receptiveness, would help develop their emotional intelligence even further.

Based on a recent study by (B & Kumar 2023), Emotional Intelligence is not fixed and can improve over time because it is an important skill that grows through experiences. It is defined as the capacity to regulate emotions efficiently, impact others positively, and skillfully handle social interactions.

Another study by Wang and Nordin (2024) showed that engaging in social practice activities helps students develop a stronger sense of social responsibility. This means that they take accountability for their actions and put effort into meaningful activities, which strengthens their commitment and involvement in social settings.

Table 8.

The emotional intelligence of the students be described in terms of Social-Emotional Awareness

Indicators	Ave Rating	SD	Descriptive Interpretation
Social-Emotional Awareness			
1. I consider the impact of my decisions on other people	3.20	0.91	True of me
2. I can tell easily if the people around me are becoming annoyed	3.16	1.00	True of me
3. I sense it when a person's mood changes	3.13	0.99	True of me
4. I am able to be supportive when giving bad news to others	2.75	1.23	True of me
5. I am generally able to understand the way other people feel	3.16	0.89	True of me
6. My friends can tell me intimate things about themselves	3.09	0.98	True of me
7. It genuinely bothers me to see other people suffer	3.11	0.98	True of me
8. I usually know when to speak and when to be silent	3.23	0.89	True of me
9. I care what happens to other people	3.27	0.78	True of me
10. I understand when people's plans change	3.28	0.82	True of me
OVERALL	3.14	0.59	True of me

Table 8 shows strong social-emotional awareness because their average score reaches 3.14 (SD = 0.59) on the scale. The students showed excellent social sensitivity in the way they understood emotions (3.16), as well as their ability to measure their speech (3.23) and genuine care for others (3.27). Participants demonstrated lower performance in delivering supportive messages after delivering bad news (2.75), indicating a need for development in the practice of bad news communication. Healthy interpersonal relationships depend on their capacity to show empathy, and social sensitivity, which they demonstrate effectively.

Al Khairi et al. (2024) suggested that emotional independence is shaped by multiple factors such as parenting styles, environmental surroundings, and the nature of students' social interactions. This highlights the complexity of emotional development, emphasizing that empathy is just one aspect of a

larger process. It also advocates a more supportive learning environment in universities to improve students' social-emotional competence. This could be achieved through programs or workshops aimed at enhancing self-management skills and other areas in which students demonstrated lower proficiency. Moreover, fostering emotional competence can provide lasting benefits for students. By equipping students with these skills, institutions can help them build a strong foundation for future success, both professional and personal.

Overall, it is not just about making students better communicators or more empathetic. It is about preparing them to manage their emotions, handle resilience challenges, and build meaningful connections that will serve them throughout their lives.

Table 9.

The emotional intelligence of the students be described in terms of Relationship Management

Indicators	Ave Rating	SD	Descriptive Interpretation
Relationship Management			
1. I can show affection	2.97	1.09	True of me
2. My relationships are safe places for me	3.16	0.97	True of me
3. I find it easy to share my deep feelings with others	2.77	1.24	True of me
4. I am good at motivating others	2.92	1.06	True of me
5. I am a fairly cheerful person	3.18	0.86	True of me
6. It is easy for me to make friends	2.94	1.07	True of me
7. People tell me I am sociable and fun	3.06	1.02	True of me
8. I like helping people	3.23	0.94	True of me
9. Others can depend on me	2.90	1.17	True of me
10. I am able to talk someone down if they are very upset	3.11	1.00	True of me
OVERALL	3.03	0.66	True of me

Table 9 shows that the students exhibited strong relationship management skills based on a 3.03 (SD = 0.66) average rating which they viewed as corresponding to themselves. Students displayed their best abilities when helping others (3.23) maintaining safe relationships (3.16), and displaying cheerfulness (3.18). According to these results. Students demonstrated an average capacity to share deep feelings (2.77) and dependability (2.90). These students show excellent relationship management skills because they effectively take part in various relationships.

According to the results, students' relationship management skills range from moderate to strong, especially when it comes to expressing emotion, forming friendships, lending a hand to others, and sustaining social contact. This supports the findings of López-Zafra et al. (2022), who highlighted the important role that emotional intelligence plays in interpersonal interactions by empowering people to successfully communicate their feelings, uphold friendships, and settle disputes. Similarly, Everyday Speech (2024) emphasized the importance of Social-Emotional Learning (SEL) in fostering positive social interactions, effective communication, and emotional control, all of which are critical for relationship management.

Furthermore, according to Neuro Launch (2024), emotional intelligence is a "hidden ability" that helps adolescents navigate, especially when it comes to managing social situations, building lasting connections, and providing emotional support to peers. Bandura's Social Cognitive Theory (1992), which contends that people pick up social behaviors through contact with their surroundings and observation, also helps explain these findings. Hodges (2017) supported this claim, stating that students develop their relationship management abilities by witnessing positive actions from classmates, teachers, and family members. This is consistent with the students' self-perceptions of assisting others, forming friendships, and inspiring their peers.

In addition, McLeod (2024) highlighted the value of group activities, cooperative projects, and peer interactions in promoting social awareness and interpersonal effectiveness, emphasizing that emotional intelligence and relationship management develop through experience rather than direct instruction. Koç et al. (2024) stated that students who participate in group learning and social activities grow in their capacity for empathy, leadership, and interpersonal skills.

According to the overall assessment (3.03, SD = 0.66), students believed they could manage relationships well in general, while some areas, such as being trustworthy and conveying strong emotions, might use some work. These findings are consistent with other research highlighting how social learning, emotional intelligence, and values education influence students' capacity to form and maintain connections.

Part V. Significant influence on the reflection of the students of their values to their emotional intelligence

Table 10.

Regression Analysis

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig-value	Decision	Interpretation
	B	Std. Error	Beta				
Reflection of Emotional Intelligence	0.30	0.0710548	0.30	4.158527	0.0000561847	Reject Ho	There is a significant influence on the recent reflection of the students of their values to their emotional intelligence.

Shengyao et al. (2024): This study provides direct evidence for the relationship between emotional intelligence and psychological health as well as academic success. The chart indicates that emotional intelligence is significantly influenced by reflection, indicating that reflection is a crucial component of emotional intelligence.

According to Zhoc et al. (2018), self-directed learning and emotional intelligence are linked, and have an impact on GPA. This suggests that emotionally savvy students are more capable of managing their education, which improves their academic performance.

In conclusion, the references offer proof that students' academic success and psychological health are significantly influenced by emotional intelligence. This is corroborated by the regression analysis in your table, which demonstrates a strong correlation between students' values and their reflections of emotional intelligence.

CONCLUSIONS AND RECOMMENDATIONS

This study showed that the integration of value-based education, with the core values of God, People, Nature, and Country, helps in the development of students' academic and character development. Through strategies such as storytelling, discussion, role-playing, community engagement, real-world examples, and practical activities, the students were allowed to internalize and reflect on their values, which led to increased awareness, patriotism, and emotional growth. The results also revealed that value reflection has a positive relationship with emotional intelligence, confirming that as students reflect and internalize, their emotional intelligence increases. This highlights the importance of reflective practices in fostering emotional and social competencies.

The study concluded that value-based education plays a crucial role in enhancing students' emotional intelligence by fostering emotional awareness, social-emotional awareness, and relationship management skills. While there are still areas that require improvement, such as emotional expression and

resilience, the results imply that the regular incorporation of values into teaching supports students' holistic development. Therefore, value-based education is vital in preparing students to emerge as compassionate, ethical, proactive citizens and individuals possessing emotional intelligence.

School institutions should integrate the core values of God, people, nature, and country in various educational subjects aside from values education itself. By aligning these core values in lessons, teachers can help students to have a better understanding and application of these values in various aspects of their lives. School institutions should also aim to foster a more holistic and value-oriented approach to education and identify what may arise in contextualizing each subject to effectively reflect these core values.

Future researchers should conduct further in-depth studies to understand the long-term impact of integrating regular value-based activities, because reflective practices evidently have a positive impact on students' self-awareness and emotional development. Future researchers should explore the connection between reflective practices, self-awareness, and the emotional development of students.

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