

IMPLEMENTATION OF THE VALUES EDUCATION PROGRAM: STAKEHOLDERS' PERCEPTION IN PUBLIC SECONDARY SCHOOLS

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ABSTRACT

This study evaluated the implementation of the Values Education Program in selected public secondary schools in Pangasinan, based on stakeholders' perceptions. This descriptive survey study assessed the perceptions of school heads and teachers (SH&Ts) and learners regarding VEP implementation and the seriousness of the problems encountered during implementation. It included 85 SH&Ts and 373 Grade 12 learners, selected from six mega-public secondary schools in Pangasinan. Findings showed that most SH&Ts are young to mid-adults, married, and Roman Catholics. They generally hold graduate degrees and occupy advanced professional roles, though only a few specialize in Values Education. While most have attended subject-related training, a substantial number have not received any Values Education-specific training. On the contrary, the majority of learners are adolescent females, Roman Catholics, from medium- to large-sized families, and have household incomes at or below the poverty threshold. Most fathers are employed, while most mothers are stay-at-home. There is a perceptual gap between learners and SH&Ts regarding VEP implementation and the severity of problems encountered, indicating a possible disconnect between the intention of VEP and learners' actual experience. The researcher recommends revisiting the VEP policies, including the Implementing Rules and Regulations of the RA Act No. 11476 or the Good Manners and Right Conduct and Values Education Act of 2020, the DepEd MATATAG Curriculum and Strengthened Senior High School Program, and make amendments based on the current needs of the learners and SH&Ts.

Keywords: Values Education Program, implementation, lived experiences, stakeholders, school

INTRODUCTION

Values education is increasingly recognized as a vital component of comprehensive educational systems. As Lickona (1991, cited in Padayachie, 2026) notes, values education involves the deliberate teaching of moral values such as respect, responsibility, and integrity, which are foundational for both personal and social development. The focus of education is increasingly shifting from mere academic achievement to fostering character development and critical thinking skills. This approach highlights the transformative potential of values education in nurturing morally upright and accountable individuals capable of navigating contemporary challenges. In the rapidly evolving technological landscape and shifting global contexts, value education is essential for shaping future leaders.

In the Philippines, Republic Act 11476, or the GMRC and Values Education Act of 2020, was enacted to support the development and reinforcement of values, especially among youth. The law defines values education as 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.” It also refers to different pedagogies,

methods, or programs that teachers and/or educators use to create learning experiences for students, including valuing processes, value positions, and value judgments, and learning about self and the wisdom of life in a self-exploratory, systematic, and scientific way. Further, the Department of Education (DepEd) launched the New MATATAG Curriculum to enhance the quality and relevance of education and to emphasize the holistic development of students through intensified values education (DepEd, 2023). Within the MATATAG Curriculum, values education is systematically integrated across all learning areas, ensuring that students receive a balanced education that promotes both competence and character development (DepEd, 2023).

Despite the efforts, teachers and school leaders still encounter significant obstacles that hinder the achievement of the VEP goals, particularly in fostering morally upright and socially responsible citizens. Addressing these challenges is essential for the success of values education in schools. Thus, in this sense, the researcher wanted to examine the implementation of the Values Education Program in Pangasinan with the goal of identifying the gaps and concerns of the school heads, teachers, and learners. Results may serve as a basis for formulating strategies to enhance the curriculum and address the program's challenges.

Statement of the Problem

This study examined the level of implementation of Values Education Program (VEP) in Pangasinan as perceived by the stakeholders, including school heads and teachers, and learners. Specifically, it answered the following sub-problems:

1. What is the profile of the respondents?
2. What is the level of implementation of VEP as perceived by the school heads and teachers, and learners?
3. What is the level of seriousness of the problems encountered in the implementation of VEP?
4. Is there a significant relationship between the respondents' perceived level of VEP implementation and their profile variables?
5. Is there a significant difference in the perceived level of VEP implementations between the SH&Ts and learners?

Scope and Delimitation

The study examined the implementation of the Values Education Program in Pangasinan, based on stakeholders' perceptions in the school year 2025-2026. It mainly focused on assessing the perceptions of the SH&Ts and learners regarding VEP implementation across the dimensions of objectives and principles, pedagogy, and learning environment, and on the seriousness of the problems encountered during implementation, particularly in relation to learners' values, classroom management, and leadership and management. There are two groups in this study: 85 SH&Ts and 373 Grade 12 learners. These groups were selected because the researcher aims to assess the VEP holistically through the eyes of these significant people in the school community. Grade 12 learners are selected to represent the learners' group because they are the product of the VEP that schools have been implementing since kindergarten. Nevertheless, a limitation of this study is the non-inclusion of the parents/guardians.

Research design is a descriptive survey. While most previous studies on Values Education are purely qualitative, the researcher aims to assess respondents' responses quantitatively to increase the sample size, thereby improving the generalizability of the results. While it is noteworthy to include all secondary schools, the researcher limited the research locale to six mega-schools that represent each school division in Pangasinan due to resource limitations.

Review of Related Literatures

Values are “internalized cognitive structures that guide choices by evoking a sense of basic principles of right and wrong, a sense of priorities, and a willingness to make meaning and see patterns” (Oyserman, 2015). The DECS (1988) affirmed that values are the basis for judging which attitudes and behaviors are desirable and which are not.

Values education within the school curriculum is a vital process through which learners develop their values, attitudes, and habits by interacting with their environment under teacher guidance. This process encompasses several key aspects: relevance to personal life, holistic approach, and role of identification. On relevance to personal life. The subject matter of Values Education is directly tied to the learners' personal experiences, making it immediately relevant and impactful. For Values Education as a holistic approach, educators must connect with students on a deeper level, and teaching the subject must engage the learner's emotional and social faculties, in addition to targeting cognitive learning. On role identification, learners identify with their teachers; thus, teaching Values Education underscores the alignment of the teacher's personal values in the learning process. To address the need for values education in the Philippines, the Values Education Program (VEP) was developed in 1988 by the Department of Education, Culture and Sports (now the Department of Education). This program made values education a primary thrust in the educational system and became an integral part of the curriculum. According to DECS Order No. 6, s. In 1988, the primary goal of VEP in the school system was the development of a person committed to “building a free, democratic, peaceful and progressive nation.” VEP hopes to develop Filipinos who possess five main values and traits, such as self-actualization and a sense of human dignity; a sense of responsibility for community and environment, self-discipline, productivity, contributing to the economic security and development of the family and nation; a deep sense of nationalism with commitment to the progress of the nation and to global solidarity, and faith in God and spirituality.

The general guideline of VEP includes directing the entire program and activities towards the learner, recognizing the role of the family in personal development, and emphasizing the need for teachers to possess a proper sense of values and respect for the person of the student. Per RA 11476, VEP shall be taught from Grades 7 to 10 as a separate subject with the same time allotment as the other core subjects. The subject shall also be delivered using clear, distinct, specific, and concrete character-building activities. In Senior High School, VEP shall be integrated in the teaching of the subject in Grades 11 and 12 under the K to 12 Basic Education Curriculum.

Previous studies have demonstrated the positive effects of VEP on learners (Maguate, 2024; Alberto et al., 2024). The institutionalization of VEP with high levels of integration across the educational environment results in improved academic performance (Alberto et al., 2024) and social relationships (Çalışkan *et al.*, 2021). Values education helps students develop better personal, behavioral, and attitudinal qualities (Nalundasan, 2025; Belarmino et al., 2024). It helps awaken environmental consciousness and responsibility (Çalışkan et al., 2021) and reduces bullying incidents (Gümrükçüoğlu, 2025). Notably, it promotes digital ethics, especially in the modern age, when social media use is rampant among youth (Ridlo & Abdullah, 2026). Aside from its positive impact on learners, VEP also positively affects teachers (Erdogan *et al.*, 2018). Values education teachers describe their teaching experience as fulfilling, rewarding, and inspiring (Buensuceso & Bayocboc, 2023), and that they implement positive discipline among the learners (Caluza et al., 2023). Mulang and Putra (2023) affirmed that the success of VEP is highly influenced by strong school leadership commitment and adequate facilities and infrastructure.

Despite the idealism and aspirational goals surrounding the values education, program implementation has consistently faced significant challenges. The lack of pedagogical topic

understanding by the teachers is the major impediment to VEP success, followed by time and curriculum content (Lungu et al., 2025; Francis, 2024). Teachers may be overwhelmed by the deeper significance of the values they aim to teach, which can lead them to either abandon the effort or address them only superficially, rather than fostering the profound understanding that drives meaningful change in both students and themselves. This supports earlier literature by Halstead and Taylor (1996), which explained that instilling values in schools is challenging because teachers are not well-prepared for reflection on values and, in decision-making, they commonly rely on their own moral instincts. Some values are hidden in the curriculum, which further implies that there is no concrete discussion of the values and values issues in the classroom. With this, students tend to develop values that are either half-baked values or different from those the school intends. Past research has affirmed that teachers' low pedagogical understanding of values stems from a lack of formal education in values (Nguyen & Van Huynh, 2024; Mohamad *et al.*, 2019). Some impediments include lack of parental and school administrator support (Lungu et al., 2025), time constraints (Mara, 2025; Nalundasan, 2025; Mohamad *et al.*, 2019), insufficient resources (Mara, 2025), resistance to change and lack of institutional support (Maguate, 2024; Mulang & Putra, 2023; Caluza et al., 2023).

Continued professional development among teachers has been emphasized as a crucial factor in strengthening VEP implementation (Ridlo & Abdullah, 2026; Mara, 2025; Maguate, 2024; Alberto et al., 2024), alongside curriculum enhancement and the promotion of values-based extracurricular activities (Alberto et al., 2024; Mara, 2025). There is also a need to conduct more lecture series in values education and to encourage greater student participation in religious activities (Ridlo & Abdullah, 2026; Bajet, 2017). Furthermore, VEPs required sustained collaboration among all stakeholders to be effective (Gümrükçüoğlu, 2025; Nalundasan, 2025; Mohamad et al., 2019). Key strategies such as the celebration of values (Fidan, 2017), the habituation of role modeling (Hidayati et al., 2020), and the use of cooperative learning with consistent integration of values in instruction (Saldivar & Armodia, 2025; Jiménez-Parra et al., 2022; Duritan, 2025) further support the values development and reinforcement of learners.

Theoretical Framework

This study is anchored on the following theories: Dynamics of the Human Person by the DECS (1988), Theory of Behaviorism (Skinner, 1974), Social Learning Theory (Bandura, 1977), Theory of Cognitivism (Piaget, 1936) and Theory of Constructivist Learning (Narayan et al., 2013) to analyze the perception of the stakeholders in the implementation of VEP.

Conceptual Framework

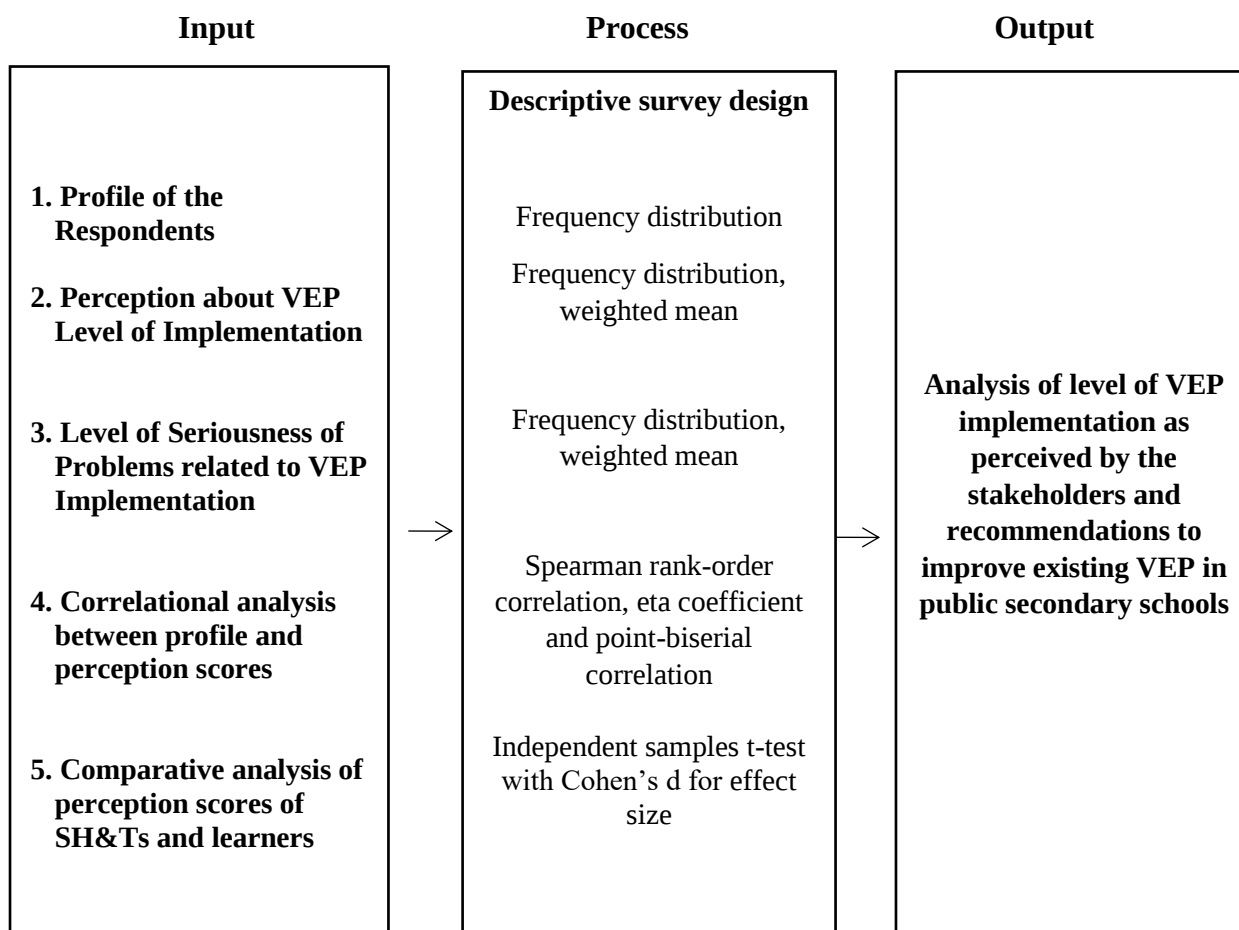


Figure 1. Paradigm of the Study

METHODOLOGY

This descriptive study examined the perception of the SH&Ts and the learners in the implementation of VEP in selected public secondary schools in Pangasinan.

Research Design

This study utilized a descriptive survey design. The rationale for using this approach is to examine the perceived implementation of the VEP in its quantifiable form and the level of seriousness of VEP-related problems through the lens of the SH&Ts and learners.

Research Steps

After careful review of literature and studies related to Values Education, the researcher developed three sets of research instruments: (1) Questionnaire for School Heads and Teachers, and (2) Questionnaire for Learners. The validity of the two questionnaires was assessed by five experts in education and research using Pangasinan State University's Content Validity Questionnaire.

Upon the approval of the Oral Examination Committee of Pangasinan State University Open University System, the researcher coordinated with the Department of Education, Regional Office 1, and with the Office of the School Superintendent of each school division in Pangasinan to request permission to conduct the study. Afterward, the researcher proceeded to six selected

schools to coordinate the data collection. He arranged with the school head and the Values Education coordinator about the schedule of the on-site survey.

Data Collection and Sample Selection

During the survey, the researcher explained the purpose and procedures of the study, as well as the respondents' rights and responsibilities. The questionnaires were personally retrieved by the researcher and his assistants. Only fully completed questionnaires were included in the analysis of results. On sample selection, there are two groups in this study: 85 SH&Ts and 373 learners. Purposive sampling was performed among the respondents using the following criteria: For SH&Ts, an individual who is a licensed professional teacher officially appointed or assigned as a school head, or who is teaching the Values Education subject in the selected schools during the conduct of the study, with a sound mind during the conduct of the study, and willing to participate was included. Anyone who expressed deliberate refusal to participate or withdrew participation from the study was excluded. On the other hand, the learner group comprises individuals who are official Grade 12 students at the selected schools, have sound mind and judgment during the conduct of the study, and have consented to participate. Any participant who expressed a refusal to participate or withdrew was excluded.

Data Analysis Methods

Frequency distribution and weighted mean were used to summarize the respondents' profile and their perception scores at the implementation level and the seriousness of problems. Spearman's rank-order correlation, eta (η), and point-biserial correlation were used for correlational analyses, and an independent-samples t-test with Cohen's d for the comparative analyses. All statistical analyses were calculated using Microsoft Excel and Statistical Package for the Social Sciences version 19 (SPSS). The decision to reject or accept the null hypothesis was determined by comparing the level of significance ($\alpha=0.05$) with the p-value, with rejection implied when $p \leq \alpha$.

Research Hypotheses and Validation

The null hypotheses, "There is no significant relationship between the respondents' perceived level of VEP implementation and their profile variables," and "There is no significant difference in the perceived level of VEP implementations between the SH&Ts and learners," were tested using the abovementioned statistical tools at a 0.05 level of significance.

They were validated through examination of the SH&Ts' profiles and the SH&Ts' and learners' perception scores on the implementation level and the seriousness level of the problems encountered in the VEP implementation. The survey found that the average family's monthly income shows a significant but weak positive correlation with learners' perceptions, while religion and parental occupation exert minimal to small effects on learners' perceptions. Likewise, among the SH&Ts, position and educational attainment are positively related to the perception of VEP implementation. Marital status exerts a small effect on perceptions, while religion demonstrates minimal effects.

Study Limitations and Ethical Considerations

The study adhered to the ethical protocols by ensuring autonomy, anonymity, and confidentiality of respondents' data. Informed consent was secured to elicit voluntary participation after a thorough explanation of the study's purposes and procedures. Right to refuse or withdraw from participation was also emphasized. To maintain respondent anonymity, all

questionnaires were coded, and no personal data that could serve as identifiers was disclosed. Likewise, completed questionnaires were stored and managed in accordance with the institutional data privacy and confidentiality protocols.

RESULTS AND DISCUSSION

SOP 1. What is the profile of the respondents?

Of 85 SH&Ts, the majority are aged 30-39 years (28.2%), and the fewest are over 60 years old (10.6%). The group is dominated by teachers, comprising 87.1%, and school heads comprise 12.9%. Among the teachers, most of them hold the rank of Teacher III (36.5%), while school heads are mostly principals (7.1%), head teachers (5.9%), and master teachers (4.7%). There are more females (57.6%) than males (42.4%). A large proportion of the group is married (61.2%) and single (36.5%). Roman Catholic is the most common religion among this group (61.2%). In terms of academic qualifications, more than half (52.9%) hold a master's degree, and 4.7% hold a doctorate; however, 24.7% are not enrolled in any graduate programs. More than 28% reported not having attended any Values Education-related training, although 34.1% have attended more than 5 training sessions. Only 17.6% specialize in Values Education, while the majority are into social sciences and humanities (28.2%) and languages and communication (27.1%).

Likewise, out of 373 Grade 12 learners, 82.6% are 17 years old, and 1.3% are over 19 years old. Most of them have three to four siblings (37.5%), while some have more than 7 (5.6%). There are more females (57.6%) than males (42.4%). Roman Catholic is also the most common religion (73.4%). Likewise, most learners have an average family income of less than Php9,100 per month (36.2%), indicating a poor financial situation. In terms of parental employment, the majority of the fathers are in the workforce (70.5%), particularly in service and sales (17.7%), craft and trade (8.6%), and agriculture, forestry, and fishery (8.6%). On the other hand, more than half of mothers (50.7%) are unemployed, while 18.2% are in elementary occupations.

SOP 2. What is the level of implementation of VEP as perceived by the school heads and teachers, and learners?

Table 1 presents a summary of learners' and SH&Ts' perceptions of the level of VEP implementation. Findings show that learners consistently have lower perception scores than the SH&Ts across the subscales of Objectives and Principles (WM=4.29 vs 4.86), Pedagogy (WM=4.06 vs 4.71), and Learning Environment (WM=3.90 vs 4.32). Overall, the learners rated the level of implementation as "Highly Implemented," while the SH&Ts rated it as "Very Highly Implemented."

Table 1.
Summary of School Heads, Teachers and Learner's Perceived Level of Implementation of VEP

Dimension	Learners (n=373)		School Heads and Teachers (n=85)	
	Weighted Mean	Descriptive Rating	Weighted Mean	Descriptive Rating
Objectives and Principles	4.29	Highly Implemented	4.86	Very Highly Implemented

Pedagogy	4.06	Highly Implemented	4.71	Very Highly Implemented
Learning Environment	3.90	Highly Implemented	4.32	Highly Implemented
Grand Mean	4.09	Highly Implemented	4.63	Very Highly Implemented

The perceptions of the SH&Ts in this study are similar to those of Erdogan et al. (2018), who found that teachers believed the objectives of Values Education are clear and aligned with the aims of other course curricula; however, school heads should take measures to ensure effective VEP implementation. On the contrary, Ferreira & Schulze (2014) concluded that educational initiatives have had little impact on the implementation of Values Education in their selected schools due to a significant gap between policymakers' intentions and actual experience.

Objectives and Principles

A prominent gap emerges between the two groups: learners rated items in general as "Highly Implemented" (WM = 4.29), whereas SH&Ts rated them as "Very Highly Implemented" (WM = 4.86). This disparity is further reflected in the proportion of respondents selecting "Very Highly Implemented" across several core objectives of VEP. Substantial differences appear in items related to the objectives of VEP, with the learners' group consistently reporting lower agreement than the SH&Ts. These include items that deal in developing self-actualized and integrally formed individuals (68.1% vs. 83.5%), fostering responsibility toward community and environment (59.8% vs. 88.2%), promoting productivity (46.9% vs. 84.7%), instilling nationalism and commitment to national progress (45% vs. 85.9%), and nurturing abiding faith in God (54.4% vs. 88.2%). Similar patterns are observed in items concerning VEP principles, including its person-centered orientation (47.5% vs. 82.4%), recognition of the family's role in development (45.6% vs. 89.4%), teachers' possession of proper values and respect for others (49.1% vs. 83.5%), and the non-prescriptive nature of Values Education (46.6% vs. 83.5%). Alarming, the majority of SH&T (89.4%) agreed that Values Education is only a subject and an additional burden to school assignments, in contrast to 51.2% among learners.

Overall, the consistent gap suggests a possible disconnect between implementers' perceptions of program effectiveness and learners' actual experiences, raising concerns about the depth and authenticity of VEP implementation. As in Nguyen and Van Huynh (2024), while Values education is considered an everyday practice embedded in the stream of social interactions, there was a lack of professional knowledge regarding appropriate approaches. Teachers in their sample did not receive formal values education courses or sufficient school support; thus, they tended to integrate values education into subjects haphazardly and subjectively, without employing innovative strategies.

Pedagogy

On pedagogy, the two groups have differing perceptions of the level of implementation, with learners' WM rating of 4.06 indicating "Highly Implemented" and SH&Ts' WM rating of 4.71 suggesting "Very Highly Implemented." Accounting for the proportions of responses under "Very Highly Implemented," there is a notable gap between the perception of the learners and SH&Ts with the learners consistently giving lower agreement than the SH&Ts on items that deal

with values inculcation (39.7% vs 65.9%), values clarification (44.5% vs 70.6%), moral development (40.8% vs 67.1%), value analysis (39.4% vs 71.8%), values modification (37% vs 65.9%), action learning (43.4% vs 76.5%), social emotional learning (41.8% vs 78.8%), relationship development (41.6% vs 82.4%) and opportunities to act on values (34.3% vs 74.1%).

This consistent disparity suggests a perceptual disconnect between implementers and learners regarding the depth and effectiveness of pedagogical practices. While teachers perceive that transformative and experiential strategies are being fully applied, learners appear to experience these approaches less intensively. The gap may indicate that values-oriented strategies are present at the instructional level but may not be internalized or experienced meaningfully by students. The present findings are corroborated by the study by Nguyen & Van Huynh (2024), which revealed that most teachers in their sample lacked conceptual understanding and knowledge of Values Education and ended up integrating the subject into other subjects at random, without employing advanced strategies.

Learning Environment

The learners' and SH&Ts' responses under this subscale fall under the "Highly Implemented" with WMs of 3.9 and 4.32, respectively. Despite the similar response category, it is observed that learners have lower agreement than the SH&Ts across all indicators, including teachers' internalization of values and inner worth (37.5% vs 76.5%), adequacy of learning resources (29.2% vs 49.4%), classroom ventilation (32.7% vs 34.1%), mechanism for mental wellness (35.1% vs 37.6%), adequacy of class size (26.5% vs 35.3%), parental involvement (29.8% vs 38.8%), effective school leadership (37% vs 58.8%), management of concerns (34% vs 61.2%), appropriateness of activities (32.2% vs 62.4%) and school safety (24.7% vs 51.8%).

The variation of responses suggests a perceptual gap between implementers and recipients of the program. While school personnel may believe that systems, resources, and mechanisms are fully operational, learners appear to experience them at a slightly lower intensity. The disparity may reflect differences in perspective, awareness of institutional efforts, or the actual lived experiences of learners within the school environment. On the other hand, the study by Lovat and Dally (2018) found that both students and teachers agreed that school climate had improved owing to changes in social dynamics resulting from the VEP. Improved relationships among students also contributed to a more cooperative and productive learning environment.

SOP 3. What is the level of seriousness of the problems encountered in the implementation of VEP?

Table 2 summarizes the perceived seriousness of problems encountered during VEP implementation by learners and SH&Ts. Findings revealed a wide gap in the two groups' general responses, with the learners expressing greater concern for issues than the SH&Ts (WM=3.69 vs WM=3.23). The learners, in general, rated issues related to learners' values (WM=3.74), classroom management (WM=3.60), and L&M (WM=3.73) "Very Serious." On the other hand, SH&Ts had varied perceptions across the three areas, with issues concerning learners' values (WM=3.68) deemed "Very Serious," while classroom management (WM=3.13) and L&M (WM=2.89) were "Moderately Serious."

Clearly, there was a perceptual gap between the SH&Ts and the learners. The same pattern was observed in a previous study, in which teachers reported improvements in students' behavior after a VEP-related intervention; however, students reported the opposite (Terrence & Kerry, 2018). While it might be viewed as contradictory, Lovat and Dally (2018) affirmed that the teaching approach, which included self-reflective practices, had led students to become more self-critical and realistic about their self-judgment.

Table 2
Summary of Level of Seriousness of Problems Encountered in the Implementation of VEP

Dimensions	Learners (n=373)		School Heads and Teachers (n=85)	
	Weighted Mean	Description	Weighted Mean	Description
Learner's Values	3.74	Very Serious	3.68	Very Serious
Classroom Management	3.60	Very Serious	3.13	Moderately Serious
Leadership & Management	3.73	Very Serious	2.89	Moderately Serious
Grand Mean	3.69	Very Serious	3.23	Moderately Serious

Learners' Values

The perceived seriousness of the problem of dealing with learners' values, with both groups having comparable ratings (learners WM=3.74; SH&T WM=3.68) for the description "Very Serious." Accounting for the number of responses to the specific indicators, the majority of learners rated the following indicators as "extremely serious": social media exposure (34.9%), family conflicts (32.7%), negative peer influence (32.7%), and psycho-emotional issues (45.3%). Learners' values confusion, different values at home, cultural and religious background, and parental aggression toward school disciplinary measures were rated as "moderately serious" with proportions of 31.4%, 38.9%, 31.4% and 32.2%, respectively.

On the other hand, most SH&Ts found "extreme seriousness" in the learners' different values at home (29.4%), too much exposure to undesirable content in social media (56.5%), presence of conflict within family (34.1%), negative peer influence (35.3%), and emotional and mental health issues (37.6%). Moreover, 32.9% of SH&Ts found learners' confusion about values "very serious," while cultural and religious background and parents' aggression towards school's disciplinary measures were described as "moderately serious," with proportions of 35.3% and 28.2%, respectively. While there are some differences in the perceptions of learners and SH&Ts, the findings generally indicate substantial agreement between SH&Ts and learners on the seriousness of problems related to value formation, particularly in areas involving social media exposure, peer influence, family dynamics, and emotional well-being.

Classroom Management

Results revealed that the learners and the SH&Ts have differing perspectives, with the learners rating the items more seriously, using the description "Very Serious" (WM=3.60),

whereas the SH&Ts rated them “Moderately Serious” (WM=3.13). Among the learners, the diversity of their backgrounds and personalities was perceived as a concern at a moderate-to-extreme level of seriousness (29.5% of respondents). Likewise, the highest proportions of responses under “Very Serious” are documented in the misalignment of activities to learners’ capabilities (32.2%), the mode of learning (face-to-face vs. virtual; 29.2%), and the integration of Values Education with other subjects (33.5%). Other items frequently tagged as “Moderately Serious” included teachers’ personal interpretations of concepts (32.7%), non-specialist teachers (36.2%), inadequate learning materials (31.9%), and a lack of parental involvement (30.3%).

From SH&T’s perspective, perception scores vary across the items. There is a polarized response to the integration of Values Education into the curricula of other subjects, with 23.5% perceiving it as “extremely serious” and the other 23.5% considering it “not at all serious.” Personal interpretation of concepts (31.8%) and lack of parental involvement (28.2%) are rated as “Very Serious.” Non-specialization of Values Education (27.1%), inadequate learning materials (30.6%), diverse learners’ personalities and backgrounds (34.1%), and misalignment of activities with learners’ capabilities (27.1%) are commonly perceived as “moderately serious.” The mode of learning received a rating distributed between “moderate” and “very serious” (both at 20%).

Leadership and Management

Consistent with other findings, the learners take the L&M issues more seriously with WM=3.73, describing them as “Very Serious”, than the SH&Ts with WM=3.23, indicating “Moderately Serious.” The learners frequently describe the problems of poor organizational commitment among school personnel, limited access to capacity-building opportunities for teachers, and inadequate learning equipment and facilities as “extremely serious,” with proportions of 30.8%, 33%, and 34.9%, respectively. Inadequate VEP budget (32.2%), educators’ conflicting values (30.6%), and an inadequate number of teachers (30.8%) and scandals involving teachers (29.8%) were commonly perceived as “Very Serious.” Likewise, unclear program goals and expectations (30.8%) are considered “Moderately Serious.” In SH&Ts’ perspective, inadequate VEP funds were considered “Very Serious” by the majority (27.1% of responses). Unclear program goals and expectations (26.2%), inadequate number of teachers (22.4%), less access to professional development opportunities (24.7%), and poor learning resources (27.1%) were frequently tagged as “Moderately Serious.” Interestingly, poor organizational commitment (30.6%), internally conflicting values (35.3%), and teacher-related scandals (28.2%) were commonly considered “Not at All Serious.”

Overall, the findings reveal a marked difference in perceptions, with learners expressing greater concern about leadership and management issues than SH&Ts, particularly regarding institutional commitment, professional development, and ethical concerns. According to Hidayati et al. (2020), VEP success can be achieved through educational strategies, including the internalization of values and habituation, role modeling, and integration into learning. However, teachers in a previous study reported dissatisfaction as there was little collaboration among colleagues teaching the same subject, indicating a need for help. Subsequently, 10% of students in their sample reported not learning anything new about the subject, and that their motivation and engagement in the subject are largely dependent on the teacher’s competence (Devjack et al., 2009, cited in Mohamad et al., 2019).

SOP 4. Is there a significant relationship between the respondents' perceived level of VEP implementation and their profile variables?

Table 3 shows the correlation coefficients between the learners' profiles and their perceptions of the overall VEP implementation. The results indicate that age, number of siblings, and gender are not significantly related to learners' perceptions, as reflected by very low correlation coefficients and non-significant p-values ($p > .05$). This suggests that perceptions of the program are generally consistent across these demographic characteristics.

In contrast, average family monthly income shows a significant but weak positive correlation with learners' perceptions ($r_s = .139$, $p = .007$), indicating that learners from higher-income families tend to report slightly more favorable perceptions of the program's implementation. Although statistically significant, the magnitude of the relationship remains small, implying limited practical influence. Manstead (2018) argued that family socioeconomic status has a lasting impact on individuals' social identities, which in turn influences how they think about their social environment. He further stressed that people in low- to middle-class social classes have an interdependent concept of self, which suggests that self-understanding and behavior are shaped by their social context and tend to explain the circumstances in situational terms. In line with the present study, findings suggest that individuals from higher socioeconomic backgrounds hold a more favorable perception because they have greater access to resources and information, enabling them to understand the processes involved in VEP implementation. On the other hand, respondents from lower socioeconomic backgrounds tend to shift their perception from the program objectives as a whole to their practicality in their current personal situation

Further analysis using eta coefficients reveals that religion ($\eta = .139$, $\eta^2 = .019$) and father's occupation ($\eta = .130$, $\eta^2 = .017$) exert minimal effects on learners' perceptions, while mother's occupation demonstrates a small yet comparatively stronger effect ($\eta = .203$, $\eta^2 = .041$). This suggests that parental roles—particularly the mother's—may have a modest influence on how learners perceive VEP implementation. As discussed in the profile section, since most mothers stay at home, they are more likely to be the primary sources and reinforcers of values. Their nurturing role includes providing emotional support, instilling discipline, and moral guidance. The finding is consistent with the study by Van Lissa et al. (2019), who found that emotion regulation thrived when adolescents felt their mothers provided support and their fathers loosened behavioral control.

Table 3
Significant Relationship Between Profile of Learners and their Perceived Overall Implementation of VEP (n=373)

Profile of Learners		Correlation Coefficient	Sig.
Age	r_s	.038	.468
No_siblings	r_s	.025	.627
Gender	r_{pbi}	.045	.382
Average family monthly income	r_s	.139**	.007
* Correlation is significant at the 0.05 level (2-tailed)			
** Correlation is significant at the 0.01 level (2-tailed)			
		Eta (η)	Eta Squared (η^2)

Religion	.139	.019
Father's occupation	.130	.017
Mother's occupation	.203	.041

r_s = spearman rank correlation; r_{pbi} = point biserial correlation

Overall, the findings imply that socioeconomic and family-related factors, rather than basic demographic characteristics, have a limited but meaningful association with learners' perceptions of the VEP, reinforcing the need for inclusive and context-sensitive implementation strategies.

Subsequently, Table 4 summarizes the relationship scores between the SH&T profile and their perceived overall VEP implementation. The findings show that **role in the school** has a **moderate and statistically significant positive relationship** with perception of VEP implementation ($r_s = .332$, $p = .002$), indicating that respondents' responsibilities—such as being a school head or a classroom teacher—significantly influence how the program's implementation is perceived. Those occupying leadership or supervisory roles tend to have more favorable perceptions of program implementation. Moore et al. (2024) asserted that school leaders tend to have a positive perception of program implementation because they are directly involved in planning, management, and support efforts.

Highest educational attainment likewise demonstrates a **significant positive relationship** with perceptions of VEP implementation ($r_s = .283$, $p = .009$). This suggests that respondents with higher academic qualifications are more likely to view the implementation of the Values Education Program positively, possibly due to greater exposure to pedagogical frameworks, curriculum standards, and program evaluation processes. According to Khuyen et al. (2020), teachers with different levels of educational attainment hold diverse perceptions of program implementation, reflecting differences in instructional models, guidance, and vicarious experiences from their student days. SH&Ts who pursued graduate studies were more likely to be guided by scholars and experts in the field, thereby equipping them with knowledge of the objectives and processes of a particular academic program. In contrast, **age, position, gender, number of trainings attended, and average family monthly income** show **no significant relationships** with perceptions of VEP implementation ($p > .05$). This indicates that these demographic and professional variables do not substantially influence how school heads and teachers assess the overall implementation of the program.

Analysis of **categorical variables using eta coefficients** reveals that **marital status** exerts a **small effect** on perceptions ($\eta = .204$; $\eta^2 = .042$), while **specialization** and **religion** demonstrate **minimal effects** ($\eta = .170$; $\eta^2 = .029$). Although these factors contribute slightly to variations in perception, their influence remains limited in practical terms.

Table 4
Significant Relationship Between Profile of School Heads and Teachers and their Perceived Overall Implementation of VEP (n=85)

Profile		Correlation Coefficient	Sig.
Age	r_s	0.181	0.098
Position	r_s	0.122	0.265
Role	r_s	.332**	0.002
Gender	r_{pbi}	0.085	0.439
Highest Educational Attainment	r_s	.283**	0.009
Number of training	r_s	-0.052	0.635

Average family monthly income	r_s	0.096	0.38
		Eta (η)	Eta Squared (η^2)
Marital Status		0.204	0.042
Specialization		0.17	0.029
Religion		0.17	0.029
Marital Status		0.204	0.042

Overall, the results suggest that **professional role and educational background**, rather than personal demographics, play a more meaningful role in shaping SH&Ts' perceptions of the implementation of the VEP. This underscores the importance of role-specific responsibilities and advanced professional preparation in strengthening program understanding and implementation.

SOP 5. Is there a significant difference in the perceived level of VEP implementations between the SH&Ts and learners?

Table 5 shows that there is a statistically significant difference in the perceived level of implementation of VEP between SH&Ts and learners across all dimensions-Principle, Pedagogy, Learning Environment, and Overall Implementation. On Objectives and Principles, SH&Ts rated the implementation of VEP on this dimension at a **very high level** ($M = 4.86$, $SD = 0.281$), while learners rated it slightly lower, though still high ($M = 4.29$, $SD = 0.632$). The computed **mean difference of 0.563** was statistically significant ($t = 12.58$, $p < .001$), with a large **effect size** (Cohen's $d = 0.965$).

This suggests that while implementers strongly believe that Values Education principles are well-established and consistently observed, learners may not fully perceive or internalize these principles to the same extent. This perceptual gap may indicate differences between **intended values instruction** and **actual learner experience**. In terms of pedagogy, SH&Ts again reported a **very high level of implementation** ($M = 4.71$, $SD = 0.341$), compared to learners ($M = 4.06$, $SD = 0.661$). The difference (**MD = 0.650**) was statistically significant ($t = 12.90$, $p < .001$), with a **large effect size** (Cohen's $d = 1.058$). This finding implies that teachers perceive their strategies—such as values integration, modeling, and instructional approaches—as highly effective. However, learners may experience these strategies as less explicit, less engaging, or inconsistently applied, underscoring the need for more **learner-centered and experiential pedagogical approaches** in Values Education.

Table 5

Comparison of the Perceived Level of Implementation of VEP Between School Heads & Teachers and Learners

Dimensions	Group (Learners n=373; SH&T n=85)	Mean	SD	Mean Difference	T	Df	Sig.	Cohen's d
Objectives & Principle	SH & T	4.86	.281	.563	12.58*	298. 85	.000	.965
	Learners	4.29	.632					
Pedagogy	SH & T	4.71	.341	.650	12.90*	248. 52	.000	1.058

	Learners	4.06	.661				.000	
Learning Environment	SH & T	4.32	.574	.420	5.88*	141.89	.000	.640
	Learners	3.90	.674				.000	
Overall Implementation	SH & T	4.63	.312	.544	11.96*	239.66	.000	.994
	Learners	4.09	.588					

For the learning environment, SH&Ts rated the implementation at a high level ($M = 4.32$, $SD = 0.574$), while learners rated it comparatively lower ($M = 3.90$, $SD = 0.674$). The difference (**MD = 0.420**) remained statistically significant ($t = 5.88$, $p < .001$), with a **moderate effect size** (Cohen's $d = 0.640$). This indicates that although school leaders and teachers believe the school environment sufficiently supports the formation of values, learners may not consistently perceive it as reinforcing values in authentic, observable ways. This may point to inconsistencies between **school-based policies and real-life practice**, particularly beyond the classroom. Overall, SH&Ts perceived the implementation of the VEP as **very high** ($M = 4.63$, $SD = 0.312$), whereas learners rated it highly ($M = 4.09$, $SD = 0.588$). The **mean difference of 0.544** was statistically significant ($t = 11.96$, $p < .001$), with a **large effect size** (Cohen's $d = 0.994$). This consistent pattern across all dimensions highlights a systematic perceptual gap between program implementers and recipients. While the VEP is strongly institutionalized from an administrative and instructional standpoint, learners' perceptions suggest that there is still room to enhance visibility, relevance, and experiential engagement in values education.

The findings imply that although the VEP is implemented at a high to very high level, schools should place greater emphasis on aligning implementation strategies with learners' lived experiences, strengthening the formation of student-centered and experiential values, and ensuring that values education is consistently reinforced within and beyond the classroom.

SUMMARY

This study examined the stakeholders' perception of the implementation of the VEP in six selected public secondary schools in Pangasinan. Using survey data from 85 SH&Ts and 373 learners, the findings showed a perceptual gap between SH&Ts and learners, with the latter consistently giving lower agreement than the former, suggesting a possible disconnect between the program's intention and learners' actual experience. The study highlights the need to revisit the existing VEP in public secondary schools and address gaps to deliver a holistic education and facilitate effective values development and reinforcement among learners.

CONCLUSIONS

The learners and SH&Ts have different perceptions of VEP implementation. While both groups generally viewed VEP as "Highly" to "Very Highly Implemented," learners reported lower agreement on objectives and principles, pedagogy, and learning environment. In the same way, the learners and SH&Ts identified several problems in VEP implementation related to learners' personal values, classroom management, and leadership and management, although the learners consistently perceived these issues as more serious than the SH&Ts did. There is a significant correlation between the learners' family income and their perception of the overall implementation of VEP. Likewise, religion and parental occupation affect perception to varying

degrees. Moreover, among the SH&Ts, position and educational attainment are significantly correlated with the perception level. Marital status and religion affect perception to varying degrees. Lastly, there is a significant gap between the SH&Ts' and the learners' perceptions of VEP implementation, indicating a possible disconnect between the intention of VEP and the learners' actual experience.

RECOMMENDATIONS

As VEP implementation requires sustained effort from all stakeholders, this study recommends that education authorities and school leaders revisit the existing VEP in public secondary schools and implement necessary reforms to meet students' modern learning needs. Authorities may continuously support the program by ensuring the availability of necessary resources and providing continued professional development among the teachers. SH&Ts may adopt various teaching approaches, particularly experiential learning strategies, to connect with learners' actual experience, potentially leading to greater acquisition and reinforcement of values. This can be done effectively by providing opportunities for continued professional development aligned with values education pedagogy among the subject teachers.

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