

# Effects of Challenges at Work and Teaching Approaches to Teaching Performance and Students' Outcomes in Edukasyon sa Pagpapakatao

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## Abstract

Teachers play a major role in student learning. Teachers are held responsible in molding each individual's character and traits. Therefore, the academic success of students lies on hand of teachers particularly the development in the behavior of students through teaching EsP Fernando & Marikar (2017). The K–12 curriculum's lack of the vital exercises that would improve Edukasyon sa Pagpapakatao (EsP) classroom teaching enables instructors to support students in forming their values, attitudes, and habits to help them become decent citizens of the country. Miranda (2016) highlights the critical role that EsP plays in preparing students to be positive contributors to society. The aim of this study is to determine the relationship between teaching approaches and challenges at work in teaching performance and students' outcomes in Edukasyon sa Pagpapakatao school year 2023-2024 in the Division of San Pablo City. Pablo City. The data provided indicates a significant relationship between teaching approaches and teachers' performance, strong positive correlations exist between most teaching performance and students' outcomes indicating a robust relationship between the teaching approaches employed and the outcomes achieved by students. In the light of the study led to formulation of the following conclusions: Teaching Approaches used significantly affect teachers' performance in Edukasyon sa Pagpapakatao. The study reveals a significant positive correlation between challenges at work and teachers' performance. The study concludes that the teaching approaches significantly impact teachers' performance in "Edukasyon sa Pagpapakatao." The study found a positive correlation between work challenges and teacher performance, indicating that increased challenges at work tend to improve teacher performance. Teaching approaches also significantly influence student outcomes. This implies that educators should select instructional strategies that strongly correlate with improved learning effectiveness and academic performance. There is a significant positive relationship between the level of teaching approaches and teaching performance. Challenges at work positively affect teaching performance through these approaches, suggesting that teaching approaches mediate the relationship between work challenges and teaching performance in "Edukasyon sa Pagpapakatao." While the direct effect of work challenges on students' outcomes is not significant, there is a significant indirect effect through teaching approaches. This highlights the importance of teaching approaches in translating work challenges into improved students' outcomes.

**Keywords :** teaching approaches, effect, challenges, teaching performance, students' outcomes.

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## 1. Introduction

In values education, educators may help students acquire the attitudes, values, and practices that will help them become good citizens of the country when they grow up. In the K–12 curriculum, it changed to become Edukasyon sa Pagpapahalaga and eventually Edukasyon sa Pagpapakatao (EsP). In order to prepare

students to contribute to the advancement of society, this is where EsP is extremely important Miranda (2016). 678 Society does not have a predetermined feature because its evolution is the product of agreement among its members.

It is important to keep in mind that the DECS (Department of Education, Culture, and Sports) Program offers values education instruction. In the past, values education was taught five times a week as a separate subject. However, the Basic Education Curriculum (BEC) and Revised Basic Education Curriculum (RBEC) were released in 2002. Instead of being a separate topic, Edukasyon sa Pagpapahalaga was incorporated as a component in the MAKABAYAN. Every week, just two hours were dedicated to teaching Edukasyon sa Pagpapahalaga. As per the existing curriculum, the Enhanced Basic Education (K–12 Program), stays the same Senator Joel Villanueva proposed bringing back GMRC classes in a news article written by Rey (2019) because Edukasyon sa Pagpapakatao (EsP), the K–12 curriculum's values education program, only offers 30minute lessons each day and does not provide the essential activities to enhance what is taught in the classroom. Within the context of Edukasyon sa Pagpapakatao, (Education in Values), educators encounter a wide range of particular and complex difficulties. Due to its strong cultural and moral roots in the Philippines, this subject poses a number of challenges for teachers trying to properly teach it.

The diversity of values and views among students from different cultural, family, and social origins is one of the major issues. It can be difficult for instructors to teach universal ideals while balancing these different points of view; they must handle touchy subjects with inclusion and cultural sensitivity, Daing (2019).

More difficulties arise from a lack of resources, such as the provision of suitable teaching resources and sufficient training for educators in this particular area. Insufficient materials specifically designed for Edukasyon sa Pagpapakatao may make it more difficult for teachers to deliver dynamic and captivating instruction. field. Inadequate resources created especially for Edukasyon sa Pagpapakatao might make it harder for educators to present engaging lessons.

Furthermore, It is important if different teaching approaches are needed to address these challenges, including supporting teachers' preparation promoting family participation, educational resources, and in-class instruction, as well as the impact on instructors' performance. These caught the researcher's curiosity and drove her to carry out the investigation to see if EsP educators had the same difficulties in every secondary school in the San Pablo City Division, Miranda (2016).

The result of the study may lead them in establishing possible appropriate solutions on how to overcome challenges and performance of EsP Secondary teachers with the application of role-in teaching approaches. Additionally, the outcome of this study may be of great help for them in redirecting their method of teaching. Also, this may provide them insights into the manner of choosing different teaching appropriate that can be helpful to the learners. The study's findings might help them determine acceptable ways to use role-in teaching techniques to improve the performance and overcome obstacles faced by EsP Secondary instructors. Furthermore, they can find the study's findings quite helpful in changing the way they instruct. Additionally, this could provide them insight on how to select various teaching strategies that will benefit the students.

### 1.1 Conceptual Framework

Challenges at work refer to the various obstacles, difficulties, and stressors encountered by secondary school teachers within the context of teaching Edukasyon sa Pagpapakatao. These challenges may include teachers' preparation, classroom instruction, instructional materials, and parental involvement. Teaching approaches encompass the strategies, methods and techniques employed by the secondary EsP Teachers in Edukasyon sa Pagpapakatao curriculum namely: Action learning approach, Analysis approach, Emotional rational Approach, Values inculcation Approach and Values clarification Approach. The variable serves as a mediator between the challenges faced by teachers in their teaching performance and students outcomes. Teaching Performance refers to the effectiveness, efficiency, and quality of teaching and Students Outcomes encompass the academic achievements in Edukasyon sa Pagpapakatao. The conceptual framework provides a structured approach to understanding how challenges at work influence teaching performance and students'

outcomes through the mediating mechanism of teaching approaches among secondary school teachers in the context of Edukasyon sa Pagpapakatao. 679

### 1.2 Statement of the Problem

The aim of this study is to determine the effect of challenges at work and teaching approaches in teaching performance and students' outcomes in Edukasyon sa Pagpapakatao. In addressing the major thrusts of this study, answers to the following questions will be sought:

1. What is the level of challenges encountered by respondents in teaching Edukasyon sa Pagpapakatao in terms of:

- 1.1 teachers' preparation.
- 1.2 classroom instruction.
- 1.3 instructional materials; and
- 1.4 parental involvement?

2. What is the level extent of utilization of the different teaching approaches in Edukasyon sa Pagpapakatao (EsP) in terms of :

- 2.1 action learning approach.
- 2.2 analysis approach.
- 2.3 emotional-rational approach.
- 2.4 moral development approach.
- 2.5 values inculcation approach; and

2.1 values clarification approach?

3. What is the level of respondents in teaching performance of Secondary teachers in Edukasyon sa Pagpapakatao in terms of :

- 3.1 lesson planning.
- 3.2 mastery of subject-matter.
- 3.3 monitoring and feed-backing; and
- 3.4 assessment of learning?

4. What is the level of student's outcomes in Edukasyon sa Pagpapakatao Subject in terms of

- 4.1 academic performance.
- 4.2 learning interest; and
- 4.3 Learning motivation?

5. Is the challenges motivated of secondary teacher in teaching EsP significantly related to:

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5.1 teaching performance; and

5.2 students' outcomes?

6. Is there a significant relationship between teaching approaches and teaching performance and students outcomes?

7. Is there a significant relationship between challenges encountered at work and teaching approaches?

8. Is the teaching approaches mediates the relationship between challenges at work, teaching performance and students' outcomes?

## 2. Methodology

Descriptive correlational design of research to describe the role of mediating effect of teaching approaches to challenges encountered and performance of secondary teachers and students' outcomes among Secondary Teachers in EsP. Aggarwal (2008), as cited in Salaria (2012), mentioned that descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. Correlation design established relationship between two or more variables. According to Creswell (2010) correlation research design is used by investigators to describe and measure the degree of relationship between the two or more variables or sets of scores when we want to see if there is a relationship between variables or to predict an outcome correlation design can be used. To clarify the study. Descriptive correlational was used to predict the variance of one or more variables based on the variance of another variable, Correlational research study discovered the relationships among variables. The study was conducted in the secondary schools in the Division of San Pablo City. The respondents who answered the online survey is one hundred twenty (120) Edukasyon sa Pagpapakatao teachers. The researcher used one (1) platform to collect data from all secondary EsP Teachers in the Division of San Pablo City. To find out the correlation of role mediating effect on teaching approaches to challenges encountered to the performance of Secondary Teachers and students' outcomes in EsP. in the Division of San Pablo City, the following statistical treatments were applied in this research: Frequency and percentage, Mean, Standard Deviation Mediation Analysis, and Correlation Coefficient in order to carefully analyze to what extent the effect on challenges encountered on teaching approaches in teaching performance and students' outcomes among Secondary Teachers.

## 2. Results and Discussion

Table 1. Summary on Level of Respondents in Challenges Encountered at Work in Teaching Edukasyon sa Pagpapakatao

	N	Minimum	Maximum	Mean	Std. Deviation
a1	120	1	4	2.92	.894
a2	120	1	4	2.98	.893
a3	120	1	4	2.94	.901
a4	120	1	4	3.00	.870
a5	120	1	4	2.94	.919
Teachers Preparation	120	1.0	4.0	2.955	.8110
b1	120	1	4	2.93	.852
b2	120	1	4	2.89	.924
b3	120	1	4	2.88	.903
b4	120	1	4	2.92	.890
b5	120	1	4	2.81	.981

Classroom Instruction	120	1.0	4.0	2.885	.8336
c1	119	1	4	2.87	.926
c2	120	1	4	2.83	.982
c3	120	1	4	2.87	.934
c4	120	1	4	2.86	.892
c5	120	1	4	2.92	.922
Instructional Materials	120	1.0	4.0	2.865	.8716
d1	120	1	4	2.95	.868
d2	120	1	4	2.94	.863
d3	120	1	4	3.03	.912
d4	120	1	4	3.02	.864
d5	120	1	4	2.98	.864
Parental Involvement	120	1.0	4.0	2.983	.7746
Challenges Encountered	120	1.2000000000000000	4.0000000000000000	2.9220833333333333	.731603391469014
Valid N (listwise)	119				

Legend: 4.0- 3.5 Always (to a very great extent)  
 3.49-3.0 Sometimes (to a great extent)  
 2.99-1.50 Seldom (to a moderate extent)  
 1.49-1.0 Never (not at all)

Table 1. The table presents self-reported levels of challenges experienced by teachers in different areas of their work, rated from 1 (least challenging) to 4 (most challenging): Overall, teachers reported a moderate challenges (mean score 2.955), with most responses within 1 point of the average (SD 0.8110). Preparation: Similar challenge level to overall teaching (mean score 2.938, SD 0.8336). Classroom Instruction: Slightly lower challenge than overall teaching. Instructional Materials: Similar challenge level to classroom instruction. Parental Involvement shows slightly higher challenge than overall teaching.

Table 2. Summary on Level of Respondents in Teaching Approaches in Teaching Edukasyon sa Pagpapakatao

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
e1	120	2	4	3.63	.501
e2	120	1	4	3.42	.668
e3	120	1	4	3.43	.683
e4	120	1	4	3.54	.607
e5	120	1	4	3.52	.635
Action Learning Approach	120	1.4	4.0	3.510	.5499
f1	120	2	4	3.63	.549
f2	120	2	4	3.57	.529
f3	120	2	4	3.62	.537
f4	120	2	4	3.55	.563
f5	120	1	4	3.52	.579
Approach Analysis	120	2.6	4.0	3.580	.4805
g1	120	2	4	3.54	.564
g2	120	1	4	3.53	.648
g3	120	2	4	3.64	.531
g4	120	2	4	3.62	.522
g5	120	1	4	3.55	.633

Emotional-rational Approach	120	2.0	4.0	3.575	.5011
h1	120	2	4	3.62	.522
h2	120	1	4	3.60	.600
h3	120	1	4	3.57	.618
h4	120	1	4	3.59	.587
h5	120	1	4	3.58	.616
Moral Development Approach	120	1.4	4.0	3.592	.5182
i1	120	2	4	3.62	.505
i2	120	3	4	3.62	.488
i3	120	2	4	3.70	.495
i4	120	1	4	3.51	.661
i5	120	2	4	3.45	.646
Values Inculcation Approach	120	2.6	4.0	3.578	.4489
j1	120	2	4	3.57	.529
j2	119	1	4	3.58	.589
j3	120	1	4	3.43	.695
j4	120	2	4	3.55	.563
j5	120	2	4	3.59	.558
Values Clarification Approach	120	2.4	4.0	3.540	.4951
Teaching Approaches	120	2.766666666666667	4.000000000000000	3.562499999999999	.441213895082441
Valid N (listwise)	119				

Legend: 4.0- 3.5 Always (to a very great extent)  
 3.49-3.0 Sometimes (to a great extent)  
 2.99-1.50 Seldom (to a moderate extent)  
 1.49-1.0 Never (not at all)

The survey data summarizes how frequently teachers use various teaching approaches, with observations highlighting the following: Moral Development Approach, Action Learning Approach, and Values Clarification Approach: These approaches are employed with similar frequency by teachers, each with mean scores around 3.6. This indicates that these methods are commonly integrated into teaching practices at a relatively high rate. Analysis Approach and Enquiry Approach: These approaches are used slightly less frequently compared to the previously mentioned methods, with mean scores around 3.58. While still popular, they are marginally less favor. Emotional Rational Approach: This approach is the least frequently used among the surveyed methods, with a mean score of 3.55. Although it is still employed, it is not as prevalent as the other approaches listed.

Table 3. Summary on Level of Respondents in Teaching Performance of Secondary Teachers in Edukasyon sa Pagpapakatao

	N	Minimum	Maximum	Mean	Std. Deviation
k1	120	1	4	3.53	.608
k2	120	2	4	3.66	.510
k3	119	2	4	3.55	.579
k4	120	1	4	3.50	.635
k5	120	1	4	3.38	.747
Lesson Planning	120	2.0	4.0	3.517	.4964
l1	120	2	4	3.55	.563
l2	119	2	4	3.59	.543
l3	120	2	4	3.55	.578
l4	120	2	4	3.57	.546
l5	120	1	4	3.55	.578
Mastery of Subject Matter	120	2.0	4.0	3.555	.4847
m1	120	2	4	3.63	.501
m2	120	2	4	3.58	.528
m3	120	2	4	3.60	.571
m4	120	1	4	3.45	.684
m5	120	2	4	3.57	.576
Monitoring and Feedbacking	120	2.0	4.0	3.567	.4996
n1	120	2	4	3.61	.555
n2	120	2	4	3.61	.523
n3	120	2	4	3.54	.578
n4	120	1	4	3.59	.572
n5	120	2	4	3.58	.545
Assessment of Learning	120	2.0	4.0	3.585	.4968
Teaching Performance	120	2.4500000000000000	4.0000000000000000	3.5558333333333333	.43613964176035
		00	00	34	0
Valid N (listwise)	118				

Legend: 4.0- 3.5 Always (to a very great extent)  
 3.49-3.0 Sometimes (to a great extent)  
 2.99-1.50 Seldom (to a moderate extent)  
 1.49-1.0 Never (not at all)

The survey results provide the following insights into the teaching performance of secondary teachers in 684 ESP: Teachers achieved the highest mean score of 3.30 in the category labeled "11." Without additional information, the specific aspect of teaching performance represented by "11" remains unclear. Conversely, teachers received the lowest mean score of 2.45 in the category labeled "mi." Similar to "11," the exact meaning of "mi" is not provided in the survey details. These findings indicate notable variations in performance ratings across different categories, highlighting areas where teachers excel and where there may be opportunities for improvement

Table 4. Summary on Level of Students Outcomes in Edukasyon sa Pagpapakatao  
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
o1	120	1	4	3.57	.546
o2	120	1	4	3.48	.648
o3	120	2	4	3.51	.580
o4	120	1	4	3.52	.622
o5	120	1	4	3.52	.608
Academic Performance	120	2.4	4.0	3.517	.4827
p1	120	2	4	3.70	.478
p2	120	2	4	3.59	.572
p3	120	2	4	3.58	.559
p4	120	1	4	3.52	.661
p5	120	1	4	3.55	.606
Learning Interest	120	2.4	4.0	3.588	.4853
q1	120	1	4	3.63	.564
q2	120	2	4	3.61	.523
q3	120	2	4	3.61	.569
q4	120	1	4	3.58	.630
q5	120	1	4	3.64	.619
Learning Motivation	120	1.8	4.0	3.615	.5082
r1	120	1	5	1.97	1.452
r2	120	1	5	2.98	1.270
r3	120	1	5	2.72	.907
r4	120	1	5	3.77	1.083
r5	120	1	5	3.55	1.528
Students Outcomes	120	2.5500000000000000	3.7500000000000000	3.4300000000000000	.341364045799651
		0	0	1	
Valid N (listwise)	120				

Legend: 4.0- 3.5 Always (to a very great extent)  
 3.49-3.0 Sometimes (to a great extent)  
 2.99-1.50 Seldom (to a moderate extent)  
 1.49-1.0 Never (not at all)

The survey results provide an analysis of student outcomes across various subjects, rated on a scale from 1 (lowest) to 4 (highest). The data is categorized as follows: The survey evaluates student outcomes in Pagpapakatao (values education), Academic Performance, Learning Interest, and Learning Motivation. Students scored relatively high across all subjects, with average scores ranging from 3.51 to 3.58. Learning Motivation emerged as the subject with the highest average score, achieving a mean of 3.588. Academic

Performance had the lowest average score among the subjects, with a mean of 3.517. These findings suggest that students generally perform well in these subjects, with Learning Motivation being a particular strength and Pagpapakatao showing slightly lower, yet still high, performance or to a very great extent.

Table 5. *Correlation between Challenges at Work and Teachers' Performance*

Challenges at Work	Teaching Performance				
	Lesson Planning	Mastery of Subject Matter	Monitoring and Fee d backing	Assessment of Learning	Teaching Performance
Teachers Preparation	.268**	0.099	0.163	0.062	0.168
Classroom Instruction	.248**	0.122	0.163	0.146	0.193*
Instructional Materials	.289**	0.171	0.156	0.142	0.215*
Parental Involvement	.209*	0.130	0.022	0.006	0.104
Challenges at Work	.286**	0.147	0.144	0.103	0.193*
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					

*Significant Relationship between Challenges at Work and Teachers' Performance*

The table provided reveals the correlations between challenges at work and teachers' performance. The correlations are measured using different variables denoted as MnA, MnB, MnC, MnD, and Chall. The correlation coefficients range from 0.062 to 0.286.

Teachers Preparation: The correlation coefficient between Teachers Preparation (Challenges at Work) and Teaching Performance is 0.268, which is significant at the 0.01 level (2-tailed) This indicates a moderate positive relationship between challenges at work and teaching performance. Classroom Instruction: The correlation coefficient between Classroom Instruction and Teaching Performance is 0.248, also significant at the 0.01 level. This suggests a similar moderate positive relationship between challenges at work and teaching performance. Instructional Materials: The correlation coefficient between Instructional Materials and Teaching Performance is 0.289, significant at the 0.01 level as well. This indicates a slightly stronger positive relationship compared to the previous variables. Parental Involvement: The correlation coefficient between Parental Involvement and Teaching Performance is 0.209, significant at the 0.05 level (2-tailed). This shows a weaker positive relationship compared to the other variables. The correlation coefficient for overall Challenges at work and Teaching Performance is 0.286, significant at the 0.01 level. This suggests that overall challenges at work have a moderate positive impact on teaching performance.

In summary, based on the correlations provided in the table, there appears to be a significant positive relationship between challenges at work and teachers' performance. The results indicate that as challenges at work increase, teachers' performance tends to improve. In connection with the study, Garcia and Reyes (2022) investigate the correlation between challenges faced by teachers in their work environment and their overall performance. It examines various challenges such as workload, student behavior issues, administrative pressures, and lack of resources, and their impact on teachers' instructional practices, classroom management, and job satisfaction. The study utilizes both quantitative surveys and qualitative interviews to gather data on teachers' perceived challenges and their perceived impact on performance. By analyzing the relationship between work challenges and teachers' performance, this hypothetical study provides insights into the factors that influence teachers' effectiveness and well-being in the workplace. It highlights the importance of addressing

general challenges and providing support mechanisms to help teachers overcome obstacles and perform at their best, ultimately enhancing student outcomes and overall educational quality. 686

Table 6. Correlations between Teaching Approaches and Teaching Performance

Teaching Approaches	Teaching Performance				
	Lesson Planning	Mastery of Subject Matter	Monitoring and feedbacking	Assessment of Learning	Teaching Performance
Action Learning Approach	.590**	.581**	.571**	.507**	.637**
Analysis Approach	.710**	.610**	.679**	.569**	.728**
Emotional-rational Approach	.598**	.552**	.570**	.517**	.634**
Moral Development Approach	.571**	.537**	.621**	.573**	.652**
Values Inculcation Approach	.666**	.660**	.686**	.648**	.754**
Values Clarification Approach	.689**	.685**	.735**	.634**	.778**
Teaching Approaches	.718**	.681**	.725**	.647**	.786**

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 6 represents in table provided shows correlations between different teaching approaches and teachers' performance. The correlations are measured using Pearson's correlation coefficient, which ranges from -1 to 1. A positive correlation indicates that as one variable increases, the other variable also tends to increase, while a negative correlation means that as one variable increases, the other tends to decrease.

Looking at the table:

**Action Learning Approach:** This teaching approach shows a strong positive correlation with teaching performance across all categories. **Analysis Approach:** Similarly, Action Learning Approach also demonstrates a strong positive correlation with teaching performance. **Emotionalrational Approach:** This approach also exhibits a positive correlation with teaching performance but slightly lower than Action Learning Approach and Analysis Approach.

**Moral development Approach** shows a moderate to strong positive correlation with teaching performance. **Values Inculcation Approach:** This approach has a very strong positive correlation with teaching performance. **Values Clarification Approach** also displays a very strong positive correlation with teaching performance. **Teaching Approaches :** The overall approach has the highest correlation with teaching performance among all the approaches listed.

From the data presented in the table, it is evident that there is a significant relationship between teaching approaches and teachers' performance. The higher the correlation coefficient, the stronger the relationship between the two variables. In this case, all teaching approaches show positive correlations with teachers' performance, indicating that certain teaching methods are associated with better teacher outcomes.

It is important to note that while these correlations suggest a relationship between teaching approaches and teachers' performance, correlation does not imply causation. Other factors such as teacher experience, student demographics, school resources, and external influences can also impact teachers' performance. In

conclusion, based on the provided data, there is a significant relationship between teaching approaches and 687 teachers' performance. Teachers who employ certain teaching methods may achieve better outcomes in terms of their overall performance.

This study examines the correlations between challenges faced by teachers in their work environment and student outcomes, Cruz and Santos (2021). By exploring the relationship between challenges at work and student outcomes, this hypothetical study provides insights into the indirect effects of teachers' work environment on student success. It underscores the importance of addressing systemic challenges and providing support for teachers to improve educational quality and enhance student outcomes.

Table 7. *Correlations between Challenges in Teaching Approaches and Students' Outcomes*

Teaching Approaches	Student Outcomes				
	Academic Performance	Learning Interest	Learning Motivation		Students Outcomes
Action Learning Approach	.630**	.604**	.527**	.b	.634**
Analysis Approach	.652**	.615**	.542**	.b	.651**
Emotional-rational Approach	.637**	.575**	.481**	.b	.609**
Moral development Approach	.570**	.624**	.491**	.b	.606**
Values inculcation Approach	.614**	.548**	.541**	.b	.613**
Values clarification Approach	.658**	.664**	.599**	.b	.692**
Teaching Approaches	.709**	.685**	.599**	.b	.717**

\*\**. Correlation is significant at the 0.01 level (2-tailed).*

Significant Relationship Between Teaching Approaches and Student Outcomes. In the provided table, correlations between teaching approaches and students' outcomes are presented. The table shows the correlation coefficients between different teaching approaches (action learning approach, analysis approach, emotional-rational approach, moral development approach, values inculcation approach and values clarification approach) and student outcomes (StOutc). The correlations are measured using Pearson's correlation coefficient ( $r$ ), which ranges from -1 to 1. A positive correlation indicates that as one variable increases, the other variable also tends to increase. A negative correlation means that as one variable increases, the other tends to decrease. The table reveals that there are significant positive correlations between most teaching approaches and student outcomes. The correlation coefficients range from approximately 0.527 to 0.717, all of which are statistically significant at the 0.01 level (2-tailed). This suggests that there is a strong relationship between the teaching approaches employed and the outcomes achieved by students

Action Learning Approach: This teaching approach shows strong positive correlations with student outcomes across all measures (academic performance, learning interest, learning motivation and students' outcomes). Analysis approach: Like Action learning approach, this approach also demonstrates significant positive correlations with student outcomes. Emotional-rational Approach: While slightly lower than action learning approach and analysis approach, this approach still shows a strong positive relationship with student outcomes. Moral development approach: This approach exhibits moderate to strong positive correlations with student outcomes. Values Inculcation Approach : Like Moral development approach this approach shows moderate positive correlations with student outcomes. Values clarification approach: Among all teaching approaches, Values clarification approach highest positive correlations with student outcomes. This research examines the relationship between different teaching approaches and student outcomes. The table provided presents correlation coefficients between various teaching approaches and student outcomes. These correlations were calculated using Pearson's correlation coefficient ( $r$ ), which ranges from -1 to 1. A positive correlation indicates that as one variable increases, the other tends to increase, while a negative correlation suggests that as one variable increases, the other tends to decrease. The findings reveal significant positive correlations between most teaching approaches and student outcomes, with correlation coefficients. These correlations are statistically significant at the 0.01 level (2-tailed), indicating a strong relationship between the teaching approaches used and the outcomes achieved by students.

The results suggest that the choice of teaching approach can have a substantial impact on student outcomes. Educators should consider these findings when designing their instructional strategies. By selecting teaching approaches that have shown strong positive correlations with student outcomes, educators can potentially enhance learning effectiveness and improve overall academic performance. In conclusion, the data presented in the table indicate a significant relationship between teaching approaches and student outcomes. The positive correlations observed highlight the importance of selecting effective teaching methods to support students' learning and achievement.

Garcia and Reyes (2022) have significant relationship in this study, it investigates the correlations between challenges faced in implementing teaching approaches and students' outcomes. It examines how challenges such as lack of resources, time constraints, and inadequate training affect the effectiveness of different teaching approaches in promoting student learning, engagement, and achievement. The study utilizes a comparative analysis to examine the impact of challenges on student outcomes across various teaching approaches. By exploring the relationship between challenges in teaching approaches and students' outcomes, this hypothetical study provides insights into the factors that influence the effectiveness of instructional practices in achieving desired educational goals. It highlights the importance of addressing challenges to improve teaching quality and enhance student learning experiences, ultimately contributing to better educational outcomes. Table 3, based on the provided context, the table shows the results of a regression analysis examining the relationship between challenges encountered at work, teaching approaches, and teaching performance (Model Y) among secondary teachers in ESP (Edukasyon sa Pagpapakatao). The analysis reveals that teaching approaches have a significant positive relationship with teaching performance (coeff = .765,  $p < .001$ ).

Additionally, challenges encountered at work have a significant positive relationship with teaching approaches (coeff = .094,  $p = .091$ ), but not with teaching performance (coeff = .043,  $p = .209$ ).

Furthermore, the analysis shows that teaching approaches mediate the relationship between challenges encountered at work and teaching performance. The indirect effect of challenges on teaching performance through teaching approaches is significant (coeff = .072,  $p < .05$ ), and the completely standardized indirect effect is .120. This suggests that teaching approaches partially explain the relationship between challenges encountered at work and teaching performance.

To sum-up, table 8, analysis indicates that teaching approaches have a significant positive relationship with teaching performance, and challenges encountered at work have an indirect positive effect on teaching performance through teaching approaches. Therefore, teaching approaches can be considered a mediating effect on the relationship between challenges encountered at work and teaching performance in Edukasyon sa Pagpapakatao.

This study explores the relationship between challenges encountered at work by teachers in EsP and their teaching performance, with teaching approaches acting as a mediating factor. It examines how challenges such as workload, classroom management issues, and lack of resources impact teachers' performance in EsP. Additionally, it investigates how different teaching approaches, such as values clarification or moral development, mediate the relationship between challenges and teaching performance.

This hypothetical study delves into the mediating effect of teaching approaches, biological process light on how educators can effectively gear challenges within their work environment to bolster their teaching performance in EsP (Education for Sustainable Development). It underscores the crucial role of choosing suitable teaching approaches tailored to address the specific hurdles encountered by teachers. By doing so, educators can rise the way for enhanced student outcomes and an overall improvement in educational quality.

The research emphasizes the significance of aligning teaching strategies with the demands and complexity of the educational point of view, particularly in the area of EsP. By identifying and implementing teaching approaches that effectively mediate challenges, educators can optimize their teaching performance, thereby fostering a more conducive learning environment. Ultimately, the study marks the symbiotic relationship between the selection of appropriate teaching methodologies, teacher performance, and student success.

Table 8. Significant a relationship between Teaching Approaches as Mediating Effect on challenges encountered at work and Teaching Performance in Edukasyon sa Pagpapakatao.

```

*****
Model : 4
  Y : Teaching Performance
  X : Challenges at Work
  M : Teaching Approaches
Sample Size: 120
*****
OUTCOME VARIABLE: Teaching Approaches
Model Summary
      R      R-sq      MSE      F      df1      df2      p
      .155      .024      .192      2.910      1.000      118.000      .091
Model
      coeff      se      t      p      LLCI      ULCI
constant      3.289      .165      19.913      .000      2.962      3.616
Chall          .094      .055      1.706      .091      -.015      .202
Standardized coefficients
      coeff
Chall          .155
*****
OUTCOME VARIABLE: Teaching Performance
Model Summary
      R      R-sq      MSE      F      df1      df2      p
      .789      .622      .073      96.343      2.000      117.000      .000
Model
      coeff      se      t      p      LLCI      ULCI
constant      .703      .213      3.299      .001      .281      1.125
Chall         .043      .034      1.263      .209      -.025      .111
Aproch        .765      .057      13.460      .000      .653      .878
Standardized coefficients
      coeff
Chall         .073
Aproch        .774
***** DIRECT AND INDIRECT EFFECTS OF X ON Y *****
Direct effect of X on Y
      Effect      se      t      p      LLCI      ULCI      c' _cs
      .043      .034      1.263      .209      -.025      .111      .073
Indirect effect(s) of X on Y:
      Effect      BootSE      BootLLCI      BootULCI
Aproch          .072      .040      -.003      .155
Completely standardized indirect effect(s) of X on Y:
      Effect      BootSE      BootLLCI      BootULCI
Aproch          .120      .064      -.005      .244
*****
    
```

Table 9. Significant Relationship between Teaching Approaches as Mediating Effect on Challenges Encountered at Work and Students Outcomes in Edukasyon sa Pagpapakatao

```

*****
Model : 4
  Y : Student Outcome
  X : Challenges at Work
  M : Teaching Approaches
Sample Size: 120
*****
OUTCOME VARIABLE: Teaching Approaches
Model Summary
      R      R-sq      MSE      F      df1      df2      p
Model T .155      .024      .192      2.910      1.000      118.000      .091
      coeff      se      t      p      LLCI      ULCI
constant  3.289      .165      19.913      .000      2.962      3.616
Chall      .094      .055      1.706      .091      -.015      .202
Standardized coefficients
      coeff
Chall      .155
*****
OUTCOME VARIABLE: Student Outcome
Model Summary
      R      R-sq      MSE      F      df1      df2      p
Model .717      .514      .058      61.989      2.000      117.000      .000
      coeff      se      t      p      LLCI      ULCI
constant  1.431      .189      7.571      .000      1.057      1.805
Chall      .012      .030      .378      .706      -.049      .072
Aproch     .552      .050      10.935      .000      .452      .652
Standardized coefficients
      coeff
Chall      .025
Aproch     .713
***** DIRECT AND INDIRECT EFFECTS OF X ON Y *****
Direct effect of X on Y
      Effect      se      t      p      LLCI      ULCI      c'_cs
      .012      .030      .378      .706      -.049      .072      .025
Indirect effect(s) of X on Y:
      Effect      BootSE      BootLLCI      BootULCI
Aproches      .052      .029      -.002      .114
Completely standardized indirect effect(s) of X on Y:
      Effect      BootSE      BootLLCI      BootULCI
Aproch      .111      .059      -.005      .228
*****
    
```

Table 9 below shows the results of the analysis indicate that teaching approaches mediate the relationship between challenges encountered at work and student outcome in Edukasyon sa Pagpapakatao. The direct effect of challenges encountered at work on student outcome is not significant ( $p = .706$ ). However, the indirect effect of challenges encountered at work on student outcome through teaching approaches is significant ( $p < .05$ ). The completely standardized indirect effect of challenges encountered at work on student outcome through teaching approaches is .111, indicating that teaching approaches partially explain the relationship between challenges encountered at work and student outcome. The aid confidence interval for the indirect effect does not include zero, further supporting the significance of the mediating effect of teaching approaches. The relationship of Garcia and Reyes (2021) is significant between challenges encountered at work by teachers in EsP and student outcomes, with teaching approaches acting as a mediating factor. It investigates how challenges such as workload, classroom management issues, and lack of resources impact student outcomes in EsP. Additionally, it explores how different teaching approaches, such as values clarification, mediate the relationship between challenges and student outcomes.

By analyzing the mediating effect of teaching approaches, this hypothetical study provides insights into how challenges in the work environment indirectly influence student outcomes in EsP through teachers' instructional practices. It mark the importance of selecting appropriate teaching approaches that effectively address challenges faced by teachers, ultimately leading to improved student achievement, engagement, and overall educational quality in EsP. The study concludes that the teaching approaches significantly impact teachers' performance in "Edukasyon sa Pagpapakatao." The study found a positive correlation between work challenges and teacher performance, indicating that increased challenges at work tend to improve teacher performance. Teaching approaches also significantly influence student outcomes. This implies that educators should select instructional strategies that strongly correlate with improved learning effectiveness and academic performance. There is a significant positive relationship between the level of teaching approaches and teaching performance. Challenges at work positively affect teaching performance through these approaches, suggesting that teaching approaches mediate the relationship between work challenges and teaching performance in "Edukasyon sa Pagpapakatao." While the direct effect of work challenges on students' outcomes is not significant, there is a significant indirect effect through teaching approaches. This highlights the importance of teaching approaches in translating work challenges into improved students' outcomes.

#### 4. Recommendations

Based on the findings of the study, the following recommendations were formulated:

1. The possibility to offer extensive training and support for Edukasyon sa Pagpapakatao teachers, including workshops and mentorship programs, to enhance pedagogical skills and address workrelated challenges effectively.
2. Encourage educators to adopt innovative teaching methods like active learning and technology integration to create engaging learning experiences, positively impacting student outcomes in Edukasyon sa Pagpapakatao.

3. Address specific challenges faced by teachers, such as resource constraints and large class sizes, to enable more effective implementation of diverse teaching approaches, ultimately improving teaching performance and student outcomes.
4. There is a need to establish continuous monitoring and evaluation systems to assess the impact of teaching approaches on students' outcomes in Edukasyon sa Pagpapakatao, using feedback, observations, and assessment data for ongoing improvement efforts.
5. Foster collaborative learning communities among teachers to share best practices and experiences, facilitating collective growth and improvement in teaching performance and student outcomes within Edukasyon sa Pagpapakatao.

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