

Finding Common Ground: Factors that Encourage Freshmen Students to Choose Values Education Program in Leyte Normal University

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Abstract

This study investigates the factors that influence freshmen students to choose the Values Education program at Leyte Normal University (LNU). Values Education is critical for fostering ethical behavior, tolerance, and social justice among students. Despite the growing recognition of its importance in holistic student development, it is essential to understand the specific motivations driving students to select this program at LNU. This research utilizes a qualitative case study design, focusing on first-year Bachelor of Secondary Education majoring in Values Education students. Data were collected through surveys and interviews, exploring factors such as academic background, personal values, interests, career aspirations, and the influence of urban versus rural backgrounds. The findings reveal that students' choices are influenced by the university's reputation, the perceived quality of education, personal values alignment, and career prospects. Additionally, there are notable differences in motivations based on students' backgrounds, with urban students prioritizing program availability and rural students emphasizing the program's relevance and job demand in their areas. The study provides insights for enhancing the Values Education program and offers recommendations for strategic communication, faculty engagement, and targeted extension activities to better serve and attract future students.

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Values education is a process of teaching and learning about the ideals that a society deems important (Department of Education, Science and Training 2005; Lovat & Toomey 2007; Robb 2008). The ultimate aim of this is not only for students to be taught about what is right or wrong, but for them to reflect the values they have learned in creating decisions and choices in life. Values Education plays a significant role when adopting learning approaches by individuals during their studies (Garage et.al, 2021). These values influence individuals in terms of the values and attitude they must possess in achieving their goals in life. Six character education programs in US schools that aimed to teach important values, such as friendship, fairness and social justice, and influence student attitudes and behavior (Dovre, 2007). These characters mentioned are crucial in terms of how people should live their lives in order to attain peace and legitimate happiness. Marvul (2012) reported how character education and moral education were

combined to teach students values such as respect, responsibility and trustworthiness, in order to improve student attitudes to school. As being said, character is the most important thing that a person should have. With that, a values education program in college would help every student to nurture their ability and morals in terms of respecting others, regardless of their race, religion, or background. But only this, it also helps them to realize their full potential as a student, and as a citizen.

Values education initiatives are now widely recognized in educational institutions all over the world for their essential contribution to the holistic development of students. A well-known university in the area, Leyte Normal University, has acknowledged the benefits of values education and implemented it into their curriculum. However, in order to increase its efficacy and better satisfy the requirements of the students, it is crucial to comprehend what motivates first-year students to pick Leyte Normal University's values education program.

This research study aims to investigate the factors that influence freshmen students' decision to enroll in the values education program at Leyte Normal University. By identifying these factors, the university can gain valuable insights into the motivations, expectations, and aspirations of students, allowing for the continuous improvement and refinement of the program. The findings of this study can also serve as a guide for other educational institutions seeking to develop or enhance their own values education programs.

1.2 STATEMENT OF THE PROBLEM

The problem addressed in this research is to identify and comprehend the factors that influence freshmen students in choosing the values education program over other available programs at Leyte Normal University. The study aims to explore the motivations, preferences, and considerations that freshmen students have when making their decision to enroll in the values education program. The specific research questions that guide this study include:

1. What are the key factors that influence freshmen students to choose the values education program at Leyte Normal University?
2. How these factors vary among different groups of freshmen based on factors such as:
 - 2.1 Academic Background
 - 2.2 Personal Values
 - 2.3 Interests
 - 2.4 Career Aspirations
 - 2.5 Other Factors
3. What are the significant differences in the factors influencing students' choices between those from urban areas versus rural areas?
4. What recommendations can be made based on the findings of the study?

1.3 SCOPE AND LIMITATIONS OF THE STUDY

This study focuses on determining the perception of 1st year Bachelor of Secondary Education major in Values Education students in Leyte Normal University on Values Education. The respondents will be the 1st year bachelor of secondary education major in values education students in Leyte Normal University and the secondary, junior and senior students of Leyte Normal University will not be part of the study and so as students who are not studying at Leyte Normal University. Data gathering will be conducted via survey questionnaire which will answer the questions as regards to the views of 1st year Bachelor of

Secondary Education Major in Values Education students in Leyte Normal University on values education. This will be exclusive only to the 1st year students of Leyte Normal University taking-up the BSED-Values Education Program.

1.4 SIGNIFICANCE OF THE STUDY

This study is especially addressed to the people mentioned below.

To Students - Program Suitability: Knowing the factors that influence students' choices allows them to assess whether the values education program aligns with their personal goals, values, and interests. It helps students determine if the program provides the educational environment they seek for their holistic growth and development.

Enhanced Learning Experience: Students benefit from knowing these factors as it contributes to an enhanced learning experience. By tailoring the curriculum, teaching approaches, and support services based on student preferences, the program can become more engaging, relevant, and meaningful for students.

To Teachers - Tailored Instruction: Understanding the factors that encourage students to choose the program helps teachers tailor their instructional approaches and strategies to meet student needs. It allows them to create a learning environment that resonates with students' motivations, interests, and values, resulting in more effective teaching and learning experiences.

Program Enhancement: Knowing the factors can assist teachers in collaborating with the school administration to enhance the values education program. By leveraging this knowledge, educators can contribute to the development of a curriculum, teaching materials, and co-curricular activities that better meet student expectations and support their holistic development.

School Administration - a. Strategic Planning: The research provides valuable insights for school administrators in understanding the factors that influence students' enrollment in the values education program. This information can guide strategic planning, resource allocation, and decision-making processes related to program development and expansion. b. Student Recruitment and Retention: The study's findings can assist the school administration in developing targeted recruitment strategies to attract students who value ethical and moral education. Furthermore, understanding the factors that encourage students to choose the program can help the administration create initiatives and support systems that enhance student retention and satisfaction. c. Institutional Reputation: A strong values education program can enhance the overall reputation of the university. By identifying the factors that attract students, the administration can promote the program's strengths, differentiate the university from competitors, and establish a reputation for offering quality values education.

In summary, knowing the factors that encourage freshmen to choose the values education program is important for informed decision-making, program improvement, student satisfaction, and retention. Students benefit by making suitable choices and experiencing an enhanced learning environment. Teachers benefit from tailored instruction and program enhancement, leading to more effective teaching practices. The school administration benefits by ensuring program relevance, student satisfaction, and retention, ultimately contributing to the overall success and reputation of the institution.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Factors affecting Student's Decision in Choosing Values Education Program

Right course selection can help students fit in their interests and learn more about a field they're genuinely interested in studying. It is extremely important for students to understand their passion and have clarity about the course they are willing to pursue. Factors that encourage freshmen students Selection Numerous factors can influence a student's decision to attend a particular school for a degree program. Values education therefore promotes tolerance and understanding above and beyond our political, cultural and religious differences, putting special emphasis on the defense of human rights, the protection of ethnic minorities and the most vulnerable groups, and the conservation of the environment. One of the aspects that may influence one's decision is the school's quality standards, which are followed by well-qualified instructors, the school culture, infrastructure, and teaching/learning facilities. Another key impacting aspect is the institution's provision of monetary assistance. They would give a more favorable choice to a college with a possibility for a scholarship. Ismail's (2009), on the study of the mediating effects of information on college choice indicated that students are satisfied with college choice based on their information satisfaction with respect to financial factors (external influences) which include financial aids and affordable fees. Determining factor in the learner's eventual selection. It is not surprising that every school struggles to sustain high-quality education. According to Soomro and Ahmad (2012), managing quality in tertiary education in a multicultural population with different approaches is not only difficult, but also an uphill task, and institutions must remain true to their mission of providing quality to their clients, which can be recognized by the community. University plays a very significant role in students' life. University affects students' daily activities, their overall perception and contribution to long-term knowledge, and instills career for choosing Values Education. The studies indicated the importance of using online tools in student recruitment. The importance of the website content and overall university online presentation, including social media accounts seems to be increasing in the past years. According to Keller (2012) universities need to adapt their marketing strategies in order to combine traditional recruitment methods with technological tools, email social and mobile marketing. The study conducted by Router, Ropper and Lettice (2015) also demonstrated that a strong social media presence can have positive effect on university student recruitment, especially when university interacts with students via their social media accounts and can promptly respond to questions and comments. Choosing Values Education has so many benefits and Factors that can offer to learners, like Intellectual factor, Learning factors, Physical factors Mental factor, Emotional and social factors, Environmental factor. Values education thus encourages tolerance and understanding beyond our political, cultural, and religious differences, with a special emphasis on the defense of human rights, the protection of ethnic minorities and vulnerable groups, and environmental conservation. Values education is the responsibility of us all and not just of schools. The family, universities, businesses and sport, for example, are all ideal contexts to teach those ethical principles. The importance of values education has driven European schools to introduce subjects such as Education for Citizenship. By 2017 was already part of the national curriculum in all the EU countries analyzed by Eurydice, either as a cross-curricular or separate subject, or as part of other programs. The United Nations Educational, Scientific and Cultural Organization (UNESCO) also undertakes a global assessment — as part of the Sustainable Development Goals (SDGs) — of the level of implementation of Global Citizenship Education (GCED) in national education policies, training plans and programmes, teacher training and student assessment. There are currently two distinct theories about

the nature of values. Traditional teaching covers objective and universal ethical standards that may be acquired through learning and ongoing practice. But a more innovative approach maintains that morals are relative and depend on the individual, so it is very difficult to teach at the pedagogical level. Shaver & Strong (1976) mentioned in their study that Values are the criteria by which individuals judge ideas, objects, people, situations, and actions as good, worthwhile, desirable, wrong, worthless, or undesirable. Without shared values, it is unfeasible to find the basis for establishing common values and standards of behavior in society. In this context, throughout history, various societies had produced various common values to sustain their existence and keep the nation in solidarity. Furthermore, Jackson, Boostrom and Hansen, (1993), mentioned several things about Values Education. Values are central to both the theory of education and the practical activities of schools in two ways. First, schools and individual teachers within schools are a major influence, alongside the family, the media and the peer group, on the developing values of children and young people, and thus of society at large. Secondly, schools reflect and embody the values of society; indeed, they owe their existence to the fact that society values education and seeks to exert influence on the pattern of its own future development through education. However, the values of society are not as uniform or unchanging as this suggests. Many groups within society have a legitimate claim to a stake in the educational process - parents, employers, politicians, local communities, leaders of industry and taxpayers, as well as teachers and children themselves - and within each of these groups there is a wide diversity of political, social, economic, religious, ideological and cultural values. The expectations of interested parties are thus often in conflict, and schools sometimes become the battleground where groups with different value priorities vie for influence and domination. The part schools play in the teaching of values and the part values play in the organization of schools are closely connected. The values of schools are apparent in their organization, curriculum and discipline procedures, as well as in the relationships between teachers and pupils. Values are reflected in what teachers choose to permit or encourage in the classroom and the way they respond to children's contributions to learning, and children learn values from such responses. Even the seating arrangements in a classroom convey certain values. When teachers insist on precision and accuracy in children's 3 Values in Education and Education in Values work, or praise their use of imagination, or censure racist or sexist language, or encourage them to show initiative, or respond with interest, patience or frustration to their ideas, children are being introduced to values and value laden issues.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter discusses the case study design, research locale, respondents, instruments, data gathering.

RESEARCH DESIGN

This study will use qualitative research. The researchers will use case study design to identify the perceptions of the first-year students of Bachelor of Secondary Education major in Values Education. Thus, any information that the research will be gathered are all on their own understanding and perceptions.

Qualitative research it is a type of research where it explores and provides deeper insights into real-world problems. The qualitative research gathers participants' experiences, perceptions, and behavior. It involves collecting non-numerical data such as interviews, observations, and written documents to gain insights into human experiences, attitudes, and behaviors. It answers the how's and whys instead of how many or

how much. This research allows all the participants to share their own experiences and opinions (Tenny,2022).

The researchers decided to use qualitative research because the study is about finding the factors that encourages freshmen students on values education and we believe that qualitative research will gather the perceptions of participants. This study collects nonnumerical non-numerical data such as words, images, and sounds to gather or collect insights (McLeod,2023). The researchers wanted to know what are the reasons why do the freshmen chooses values education.

A case study is a research design in qualitative research that case study can be defined as an intensive study about a person, a group of people or a unit, which is aimed to generalize over several units. A case study has also been described as an intensive, systematic investigation of a single individual, group, community or some other unit in which the researcher examines in-depth data relating to several variables. this method of research allows the researcher to take a complex and broad topic, or phenomenon, and narrow it down into a manageable research question (Heale & Twycross,2017).

RESEARCH LOCALE

The research was conducted in the Leyte Normal University at Paterno St., Downtown, Tacloban City, Leyte. In the first-year students in the program under the college of education major in values education with a total population of 39 during the school year 2023-2023. The researchers chose this locale for this study for the following reasons. Firstly, it will not consume so much time to find a place just to conduct the study. Secondly, we know already our target respondents for the study. And, lastly the research will not spend big amount money in doing the research.

RESEARCH RESPONDENTS

The respondents of the study are the first-year students of Leyte Normal University. Specifically, the Bachelor of Secondary Education major in Values Education students. There are 39 population of first year students of values educations major in Leyte Normal University.

RESEARCH INSTRUMENT

The researcher will be conducting an interview that relies on asking questions in order to collect data. An interview is a research instrument that consists of questions that is tend to gather varied information's from the respondents. This includes a closed-ended and open-ended questions.

The sampling method that the researchers will be use is non-probability sampling, specifically the convenience sampling technique. According to what the researcher have read, non-probability sampling is a sampling strategy where samples are chosen by the researcher based on their own assessment as opposed to by chance. This sampling method used widely for qualitative research (Questionpro,2023).

Convenience sampling is non- probability sampling that involves picking samples from the population just because the researcher can access them easily. For no other reason than that they are simple to recruit, researchers selected these samples; they did not think to choose a sample that is representative of the total population. A population-representative sample should ideally be used while doing research. To investigate and take into account the entire population, however, in certain studies, the population is too huge. Convenience sampling is the most popular non-probability sampling technique, and researchers frequently utilize it for these reasons because of its speed, affordability, and accessibility to the sample (Questionpro,2023).

The researchers come up with the decision of choosing non-probability sampling specifically the convenience sampling technique because we believe it is the appropriate in this study. The researchers will get the participants through choosing those students in the first-year level who are most convenient time because the researchers understands that they also have a lot of paper works to do since they are also a college student in the university.

CHAPTER 4

PRESENTATION AND INTERPRETATION OF RESULTS

“Factors Affecting the Decision of Freshmen College Students to Take Up the Values Education Course” The data obtained from the freshmen student of Leyte Normal University would help in identifying and understanding the major factors that affect their enrollment to VE Program. The answers cover a wide spectrum, from “skills and interest,” “personal perspective” to the university’s reputation of providing high quality education. Friends and family influence also determined my decision-making, whether by suggestion or actual decisions of them. Nancy Xie says some students are attracted by the perceived ease of getting into the program. Others, like “the fact that I’m really passionate about health and wanting to learn more. Notably, many interviewees mention the influence of specific individuals, such as teachers or parents, in guiding them to values education programs. Data also reveal varying levels of awareness of the program prior to making a decision, with some students having previous knowledge through K to 12 discussions, others knowing less or choosing the program out of curiosity Nevertheless, so these responses determine integration.

Variations in Factors that Differentiate among Student Groups.

2.1 Influence of Teaching Methods and Faculty Members: It is clear from the responses that some students’ choices are influenced by individual faculty members while others refer to personal influences. This shows that teaching methods and faculty members may impact differently on students’ choice decisions.

2.2 Comparison with Similar Programs at Other Institutions: (Some students were ignorant of such programs in other universities, a sign of information deficiency or exposure, whereas those who noted acquaintance with other institutions pointed out LNU’s image especially when it comes to producing successful education graduates.) The financial status of the program at LNU was also mentioned as a distinguishing factor which implies how highly the university is rated.

2.3 Importance of Values Education: A consensus is reached by the respondents on this particular question. Most think that values education is an essential tool for instilling good behavior, respect for others and as a remedy to negative motivations emanating from a decadent or chaotic world. Other learners consider limited supply of comparable programs in other schools and the need for competent tutors as critical factors while evaluating its importances. Notably, LNU’s instruction quality seems to have had a great impact on student perception hence influencing their choices positively. In conclusion, several key influences may come into play when first year students opt for Values Education Program at LNU such as personal influence and faculty members, program’s reputation and overall quality amongst others. Furthermore, it is clear that perceived relevance of values education in addressing societal challenges is one of the main determinants of students’ choice of education.

The Impact of Rural Vs. Urban Backgrounds

The Values Education Program at Leyte Normal University is influenced by several factors, such as personal inclinations, external forces, the academic reputation of the institution, and the extent to which

values education is seen as relevant. Students want to be mindfulness advocates, role models, counselors or teachers in teaching and psychology. They emphasize on how their career choices should coincide with their core values as well as need for being true and love of what they are doing. The students intend to demonstrate competence while gaining knowledge about values in education and fulfilling their roles of values educators. Some mention specific events whereas others do not regarding extracurricular activities that revolve around values education. Prospective freshmen receive guidance that underscores genuineness, individual preference, passion for a course, goal setting linked to attitude and hobbies plus attendance while reminding them about mental and physical readiness to learn as well as active participation. These ideas would make one think twice before enrolling into the Values Education Program at Leyte Normal University since it underlines burning desire to be in a job related with value system or principles according to some individuals who have chosen this field.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSION

Factors Influencing Freshmen Students' Choice of the Values Education Program: In conclusion, the decision-making process for freshmen students opting for the values education program at Leyte Normal University is multifaceted and influenced by various factors. The curriculum content, faculty reputation, career prospects, personal values alignment, and societal impact all play pivotal roles in their choice. Moreover, the university's emphasis on holistic development and character formation contributes significantly to the program's appeal. By recognizing and understanding these factors, the university can continue to enhance the program's attractiveness and effectiveness, thereby better meeting the needs and aspirations of its students. Ultimately, the values education program at Leyte Normal University stands as a beacon for those seeking not only academic excellence but also a foundation for ethical and responsible citizenship.

Variations in Factors among Different Student Groups: One of the factors that influences freshmen students in choosing the values education program as their area of discipline is are the teaching methods, comparison among other program in the other state college or university, and the relevance of this program. Leyte Normal University is one of the most prominent universities in the country in terms of promoting educators equipped with moral and ethical standards. In this regard, it is evident in the faculty members of this academic institution that they possess the competency in honing young minds. Thus, the freshmen students tend to enroll in this program, knowing that they will be embedded with the skills that will allow them to succeed in a wide variety of career path, but also, equip with the values needed to be able to be able to sustain and pass through in the next generation. Moreover, another factor is also the comparison of this program in the other state universities. Programs that are aligned in the values education include psychology, social work, and other education courses. In this regard, other students that are currently enrolled in the program were not able to make it to the first program of their own choice, which resulted for them to pursue values education instead. Lastly, they have chosen this program due to the fact that it is relevant in this present times. This is similar to the findings of the study of Packham (2024) that states that values education is necessary for the conventional purposes of producing morally upright individuals who can maintain societal harmony, find better solutions to many of the contemporary social problems, and advance the welfare of all. Despite this important justification, I also argue that the challenges facing the Anthropocene—the current geological age, which is the period in which human

activity has been the dominant influence on Earth—are dramatic and call for a values-based approach to be improved in order to sustain human and all other life. These issues need to be addressed immediately, and education is crucial to ensuring that society as we know it survives rather than ends in ruins.

Influence of Urban vs. Rural Backgrounds: One of the factors that influences the decision of the freshmen students is their residence. While most of the freshmen is from urban area in Tacloban, there are also students who came from rural areas. According to the results of this study, those who resides at urban areas tend to chose values education program due to its availability, while those who resides from rural area chose this program due to the fact that it is relevant, as well as in-demand in terms of job application in their respective areas.

RECOMMENDATION

Factors Influencing Freshmen Students' Choice of the Values Education Program: The findings of this study recommend that the university, in general, should improve the strategic communication, that is essential for a university's values education program to become well-known. To raise awareness, use university resources like websites, social media, and newsletters. During orientation, host informational workshops. Work with academic departments and student organizations to include the program into various activities. Promote faculty participation and provide rewards for student involvement. Engaging the entire campus community and emphasizing the program's advantages will help it gain recognition and become a valued part of campus life, encouraging social responsibility and ethical growth among staff, instructors, and students.

Variations in Factors among Different Student Groups: This study recommends that the secondary education department makes a video presentation about the roster of faculty members, as well as their credentials in different social media platforms to stimulate students' interest in the program. This is to introduce the set of people who would eventually hone their minds once they started to study the program.

Influence of Urban vs. Rural Backgrounds: The findings of this study recommends that the department should make more extension activities, most especially to the urban areas within the province, or the region. This is to make the program known in some rural areas, as well as to introduce some research or studies that would make their community better. The extension activities will serve as the pillar of the department in promoting commitment and help those in the rural areas to have a more meaningful and sustainable life.

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