

# IMPLEMENTATION OF VALUES EDUCATION IN THE MATATAG CURRICULUM AND ITS PERCEIVED EFFECTS ON CHARACTER FORMATION AND ACADEMIC OUTCOMES

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**Abstract**— The purpose of this study was to determine the level of Values Education implementation in the MATATAG Curriculum, as well as their perceived effects on character formation and academic outcomes among junior high school students in Isabela's Quezon District. It specifically looked at curriculum delivery, teacher preparation and practice, assessment and feedback, as well as the challenges that curriculum implementers face. The study employed a mixed-methods research design, combining quantitative data from questionnaires and qualitative insights from semi-structured interviews with twenty (20) Values Education teachers from four secondary schools in the district. The findings revealed that Values Education is consistently and effectively implemented, with high ratings for curriculum fidelity, contextualized instruction, and teacher modeling of values. Teachers reported significant gains in students' moral reasoning, empathy, civic engagement, discipline, motivation, and study habits. Improvements in classroom behavior, student engagement, and time management all had a positive impact on academic outcomes. However, issues such as inconsistent implementation across schools, limited instructional time, emotional demands on teachers, and gaps in curriculum clarity and instructional materials were identified. To summarize, the MATATAG Curriculum's integration of Values Education has a transformative effect on both character development and academic performance. To maintain and improve these results, the study suggests that the Department of Education standardize implementation protocols, increase instructional time, and provide regular teacher training. School administrators should promote emotional well-being and resource access, while curriculum developers should improve content and create culturally responsive materials. These steps will ensure that Values Education continues to develop responsible, engaged, and academically successful students.

**Keywords**— *values subjects, MATATAG curriculum, character formation, academic outcomes, mixed methods, SDG 4, SDG 10, SDG 16*

## I. INTRODUCTION

The Enhanced Basic Education Program in the Philippines, also known as the K-12 Basic Education Program, represents a significant educational reform designed to respond to both national priorities and global educational demands. Introduced to strengthen Filipino values, promote nationalism, and prepare learners for productive participation in a progressive society, the program aspires to equip students with essential twenty-first century skills. Despite its ambitious objectives, however, the program has encountered challenges in achieving its intended outcomes. In response, the Department of Education (DepEd), in collaboration with the Assessment Curriculum and Technology Research Centre (ACTRC), initiated a comprehensive curriculum review to identify areas for improvement and guide the future direction of Philippine basic education. This effort resulted in the development of the MATATAG Curriculum, a renewed framework aligned with the current administration's MATATAG Agenda, which emphasizes learner-centered approaches, play-based and developmentally appropriate practices in early childhood education, and the cultivation of critical life and career skills such as adaptive leadership, resilience, multicultural understanding, and informed decision-making. These competencies are indispensable in preparing learners for the challenges of a rapidly evolving global society.

Central to the MATATAG Curriculum is the deliberate and systematic integration of values education, which is regarded as critical for fostering moral and ethical ideals necessary for responsible citizenship and social cohesion. Lickona (1991) defines values education as the intentional teaching of moral values such as respect, integrity, and responsibility—foundational principles for personal growth and social development. Within the MATATAG framework, values education is embedded across all subject areas and explicitly emphasized through dedicated instruction

at higher grade levels. This approach responds to the Department of Education's recognition that addressing learning loss and enhancing socio-emotional development must be pursued simultaneously. One of the program's core pillars, to "strengthen the curriculum and improve learning outcomes," underscores the importance of value formation as an explicit educational goal. The MATATAG Curriculum's articulation of Good Manners and Right Conduct (GMRC) competencies further clarifies instructional expectations and guides teachers in facilitating holistic character formation (Cabarles, dela Peña, & Magbanua, 2023).

The importance of a values-based education is also reflected in the Philippine Development Plan (2023–2028), which highlights the need to cultivate not only cognitive skills but also moral and social competencies to nurture engaged, ethical, and responsible citizens. This is consistent with international educational frameworks that emphasize values and character development as essential to sustainable social progress. The MATATAG Curriculum situates values learning within the context of Filipino culture, lived experiences, and community realities, thereby ensuring that moral instruction is localized, contextualized, and meaningful. Lessons are designed to connect abstract ideals with real-life applications in family, community, national, and environmental spheres, thereby promoting relevance and long-term retention. Such integration demonstrates responsiveness to the cultural and developmental needs of learners, as emphasized by Ornstein and Hunkins (2018), who argue that curriculum design must reflect the social and cultural contexts in which education takes place.

Anchoring this reform within the global development agenda, the MATATAG Curriculum directly contributes to several United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), which calls for inclusive and equitable education that fosters lifelong learning opportunities; SDG 10 (Reduced Inequalities), which promotes equity and inclusion in access to quality education; and SDG 16 (Peace, Justice, and Strong Institutions), which emphasizes the role of values, ethics, and civic responsibility in building peaceful and sustainable societies. By strengthening the role of values education in shaping ethical leadership, resilience, and global citizenship, the MATATAG Curriculum aligns with the Philippines' broader commitment to producing learners who are not only academically competent but also morally grounded and socially responsible.

Given that the MATATAG Curriculum is newly implemented, there remains limited empirical evidence on its outcomes, particularly in the area of values education. This study therefore seeks to contribute to the growing body of knowledge by providing data on the implementation and perceived effects of values education subjects on character formation and competence among junior high school students at Quezon National High School. Findings from this research aim to inform policy and practice in curriculum implementation

while reinforcing the alignment of Philippine education with national priorities and the global sustainability agenda.

## II. METHODS

This study employed a mixed-methods research design that integrated both quantitative and qualitative approaches to examine the implementation and effects of Values Education subjects in the MATATAG Curriculum. The quantitative component addressed the first research question by determining the level of implementation of Values Education in terms of curriculum delivery, teacher preparedness and practice, and evaluation and feedback. This component involved gathering measurable data to evaluate how these areas were carried out in classroom settings. The qualitative component, on the other hand, was used to address the second and third research questions, which explored the perceived impacts of Values Education on students' character development and academic performance, as well as the challenges and concerns raised by curriculum implementers. Through semi-structured interviews, the study collected insights into how values education contributes to student growth and the issues teachers encountered in delivering these subjects.

The study was conducted in the Quezon District of Isabela, specifically in four secondary schools: Minagbag High School, Barucboc National High School, Quezon National High School, and San Juan Integrated School. The participants were twenty teachers drawn from these schools who were directly responsible for teaching Values Education subjects within the MATATAG Curriculum. A total enumeration sampling technique was adopted, ensuring that all qualified teachers in the district were included. This approach allowed the study to capture a comprehensive range of perspectives on curriculum delivery, teaching practices, assessment methods, and the perceived effects of Values Education on students' academic and character development.

Data collection was carried out using two primary research instruments: a structured questionnaire and a semi-structured interview guide. The questionnaire was designed to assess the level of implementation of Values Education subjects across the district, with items focusing on curriculum delivery, teacher preparedness and practice, and evaluation and feedback. Responses were collected in a structured format, enabling quantitative analysis and comparison. Complementing this, the semi-structured interview guide was used to gather qualitative data addressing the perceived effects of Values Education on student development and the challenges faced by teachers. The open-ended format of the interviews encouraged participants to share their experiences and insights in detail, generating rich qualitative data for thematic analysis.

Prior to data collection, formal permission was secured from the Schools Division of Isabela, the district supervisor, and the principals of the participating schools. Informed consent was also obtained from all teacher-

participants. The questionnaires were personally distributed to the twenty Values Education teachers, with clear instructions provided to ensure accurate and honest responses. The same teachers participated in the semi-structured interviews, which were conducted with their consent and in compliance with ethical research guidelines. Participation was voluntary, and the right to decline or withdraw was respected throughout the study. Ethical considerations, including confidentiality, anonymity, and the safeguarding of participants' rights, were strictly observed.

The data were analyzed using both quantitative and qualitative techniques. Quantitative responses from the questionnaires were processed using mean and standard deviation to determine the level of implementation of Values Education in the areas of curriculum delivery, teacher preparedness and practice, and evaluation and feedback. These statistical measures facilitated the identification of patterns and trends across the participating schools. Meanwhile, qualitative data from the interviews were subjected to thematic analysis to identify recurring themes and patterns related to the perceived impacts of Values Education on students and the challenges encountered by teachers. By integrating these two approaches, the study provided a comprehensive and nuanced understanding of the implementation of Values Education in the MATATAG Curriculum.

### III. RESULTS AND DISCUSSION

Table 1a. Level of Implementation of the Public Secondary Schools in Quezon District level of Implementation of the Values Education Subjects in the MATATAG Curriculum in terms of Curriculum Delivery

Items	Mean	Description
I consistently schedule and deliver the values education lessons according to the official curriculum guide.	4.35	Fully Implemented
I explicitly connect values education content to real life situations and current community issues.	4.41	Fully Implemented
I utilize regularly learning activities and differentiated instruction to reinforce values.	4.57	Fully Implemented
I ensure that each lesson has clear objectives aligned with the core values outlined in the curriculum.	4.26	Fully Implemented
I use updated and appropriate instructional materials that support the teaching of values education.	4.39	Fully Implemented
Category Mean	4.40	Fully Implemented

Table 1a shows that Values Education is generally well implemented in terms of curriculum delivery across public secondary schools in the Quezon District. With an overall category mean of 4.40, the findings indicate a high level of adherence to the MATATAG Curriculum's objectives, particularly in embedding values into regular instruction. This reflects not only teachers' awareness of the curriculum's emphasis on character development but also their active practice of it in classroom settings. The MATATAG framework, which simplifies competencies and prioritizes fundamental values, appears to be strongly embraced by the district's teachers. Among the individual items, the use of diverse learning activities and differentiated instruction obtained the highest mean rating of 4.57, suggesting a dynamic and engaging approach that allows students to internalize values through experiential participation. This approach resonates with Lickona's (1991) advocacy for experiential learning, where students develop moral reasoning and reflection by being actively involved in the learning process.

The integration of values education with real-life situations and community issues also received a high mean of 4.41, demonstrating that teachers contextualize lessons to enhance their relevance. This practice aligns with Salandanan's (2015) concept of the "hidden curriculum," where values are reinforced through students' lived experiences. By linking instruction to everyday realities and current events, educators encourage learners to apply ethical reasoning beyond the classroom, strengthening their civic awareness and social responsibility. Scheduling and delivering lessons based on the prescribed curriculum guide also showed a strong result ( $M = 4.35$ ), pointing to high curriculum fidelity and a consistent inclusion of values education in school timetables. Such consistency provides students with a stable and predictable learning environment, which Ornstein and Hunkins (2018) emphasize as essential for structured curriculum delivery.

Providing clear objectives anchored on core values, while rated as Fully Implemented, obtained the lowest mean ( $M = 4.26$ ). This may indicate variation in how teachers articulate objectives, suggesting an area for refinement in lesson planning and clarity of instructional goals. Similarly, the use of updated and context-appropriate instructional materials ( $M = 4.39$ ) demonstrates a positive trend, though it also highlights potential resource constraints that may limit full contextualization of values instruction. As Lanuza and Mangahas (2021) observed, access to localized and relevant teaching materials remains a persistent challenge in certain schools.

Overall, the highest mean rating underscores the effectiveness of engaging, activity-based teaching strategies that foster genuine values internalization rather than rote learning. This practice not only builds students' critical thinking and self-reflection but also aligns with the MATATAG Curriculum's learner-centered framework, which emphasizes developing citizens who are capable of making ethical decisions and contributing meaningfully to society. The strong emphasis on contextualizing lessons with community realities enhances the curriculum's relevance and impact, supporting the Philippine Development Plan (2023–2028) call for education to cultivate moral and social competencies for responsible citizenship.

Finally, the consistency of scheduling and delivery reflects curriculum fidelity, ensuring that values education is not peripheral but central to students' holistic formation. Collectively, these findings affirm that Values Education in the MATATAG Curriculum is being fully and effectively implemented, with minor areas for improvement in resource provision and clarity of instructional objectives.

Table 1b. Level of Implementation of the Public Secondary Schools in Quezon District level of Implementation of the Values Education Subjects in the MATATAG Curriculum in terms of Teacher Preparation and Practice

Items	Mean	Description
I have participated in professional development programs focused on values education.	4.65	Always Implemented
I include specific strategies for teaching values in lesson plans and classroom activities.	4.72	Always Implemented
I consistently model positive values such as respect, honesty and empathy in my interactions with students.	4.66	Always Implemented
I feel confident in facilitating discussions on ethical and moral issues in a respectful and inclusive manner.	4.43	Always Implemented
I collaborate with fellow teachers to share best practices and improve the delivery of values education.	4.56	Always Implemented
Category Mean	4.60	Always Implemented

Table 1b reveals a strong implementation of Values Education in terms of teacher preparation and practice across public secondary schools in Quezon District, with a category mean of 4.60. All five indicators were rated as "Always Implemented," reflecting teachers' consistent engagement and readiness to deliver values instruction. This aligns with the MATATAG Curriculum's mandate to strengthen teachers' role as facilitators of character formation, as outlined in DepEd Order No. 010, Series of 2024. Such consistency underscores that educators are not only aware of curricular goals but are actively translating them into practice.

The highest-rated item, with a mean of 4.72, highlights teachers' integration of explicit value-based teaching practices into lesson plans and classroom activities. This deliberate incorporation ensures that moral development is not treated as supplementary but as a central dimension of the learning process. Cabarles, dela Peña, and Magbanua (2023) emphasize that the clear articulation of GMRC competencies in the MATATAG Curriculum enhances teachers' planning and execution of lessons. By embedding values into daily instruction, teachers nurture students' ethical reasoning and

responsible behavior, contributing directly to SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions).

High participation in professional development programs on values education, with a mean of 4.65, further demonstrates teachers' proactive commitment to strengthening their instructional competence. This finding resonates with Lanuza and Mangahas (2021), who underscore the need for continuous training in handling sensitive topics such as empathy, discipline, and diversity. The strong institutional support for such development reflects responsiveness to evolving curricular demands and reinforces teachers' lifelong learning—an essential driver of sustainable educational quality. Similarly, the item on modeling positive traits such as honesty, respect, and empathy scored a mean of 4.66. Sanger and Osguthorpe (2011) affirm that values are most effectively taught through modeling, as students learn not only from instruction but also from the consistent behaviors of their teachers. Such role modeling fosters an ethical and inclusive school environment, reinforcing respect for diversity and strengthening the moral fabric of the learning community.

Confidence in facilitating discussions on ethical and moral issues, while slightly lower at 4.43, still falls within the "Always Implemented" category. This indicates that while most teachers are capable of leading such dialogues, some remain cautious when navigating complex moral concerns. Nevertheless, the MATATAG Curriculum's emphasis on respectful and inclusive discourse ensures that learners are provided with meaningful opportunities for ethical reflection and dialogue. Meanwhile, teacher collaboration, with a mean of 4.56, further enriches values education. Cruz and Reyes (2020) highlight the importance of professional learning communities and peer exchanges in sharing best practices and sustaining innovation in instruction.

Overall, the consistent "Always Implemented" ratings affirm that public secondary school teachers in Quezon District are both prepared and committed to values education. This finding is significant, as the success of curriculum implementation depends heavily on teachers' readiness to transform educational objectives into effective classroom practices. By deliberately integrating values into instruction, engaging in continuous professional learning, and modeling ethical conduct, teachers help build a solid foundation for learners' holistic development. These efforts contribute not only to the MATATAG Curriculum's goals but also to the advancement of the UN Sustainable Development Goals, particularly SDG 4 (Quality Education), SDG 10 (Reduced Inequalities), and SDG 16 (Peace, Justice, and Strong Institutions), by promoting inclusive, ethical, and transformative learning environments.

Table 1c. Level of Implementation of the Public Secondary Schools in Quezon District level of Implementation of the Values Education Subjects in the MATATAG Curriculum in terms of Assessment and Feedback

Items	Mean	Description
I assess students' understanding of values through reflective writing, behavior observation and performance tasks.	4.55	Always Implemented
I provide timely and constructive feedback to students on how they demonstrate values in class activities.	4.32	Always Implemented
I use clear rubrics to evaluate students' behavior and attitudes based on values education competencies.	4.46	Always Implemented
I use assessment results to adjust my teaching strategies and better support students' values development.	4.41	Always Implemented
I encourage students to reflect on their own behavior and values through self-assessment and peer feedback.	4.59	Always Implemented
Category Mean	4.47	Always Implemented

Table 1c highlights a strong implementation of assessment and feedback strategies in Values Education across public secondary schools in Quezon District, with a category mean of 4.47, rated as "Always Implemented." This indicates that teachers actively engage in reflective and evaluative practices to support students' character development, consistent with the MATATAG Curriculum's focus on holistic education, where assessment encompasses both academic performance and moral formation. Integrating values into assessment practices reflects a deep understanding that moral growth can be observed, guided, and meaningfully promoted in the classroom.

The highest-rated item, with a mean of 4.59, shows that teachers frequently encourage students to reflect on their own behavior and values through self-assessment and peer feedback. This practice fosters self-awareness, responsibility, and ethical reflection. Berkowitz and Bier (2005) assert that reflective exercises are critical in helping students internalize ethical concepts and recognize their impact on others. By consistently using self- and peer-assessment tools, classrooms are transformed into spaces for dialogue and critical reflection, empowering learners to take ownership of their moral growth. This supports SDG 4 (Quality Education) by strengthening values-based learning, and contributes to SDG 16 (Peace, Justice, and Strong Institutions) by nurturing responsible and reflective future citizens.

Teachers also employ diverse assessment methods, including reflective writing, behavior observation, and performance tasks, which received a mean of 4.55. Such varied approaches move beyond traditional testing and capture affective learning outcomes, in line with the recommendations of Cruz and Reyes (2020). These strategies ensure a more comprehensive and authentic evaluation of students' moral development, reflecting the complex nature of character formation and its application in real-life contexts. Similarly, the use of clear rubrics (mean = 4.46) demonstrates transparency and systematic evaluation, helping students understand expectations while enabling teachers to provide meaningful and objective feedback. Cabarles, dela Peña, and Magbanua (2023) emphasize the importance of well-defined competencies in guiding both instruction and assessment, and rubrics embody this structured approach.

Providing timely and constructive feedback, though rated slightly lower at 4.32, remains "Always Implemented." This suggests opportunities for further enhancement, particularly in ensuring that feedback is more consistent and growth-oriented. Lickona (1991) emphasizes that effective feedback must be detailed, encouraging, and aimed at fostering continuous improvement. Meanwhile, the practice of using evaluation data to adapt teaching strategies (mean = 4.41) highlights teachers' role as reflective practitioners. As Lanuza and Mangahas (2021) note, flexible and responsive teaching is crucial in values education, ensuring that instruction remains relevant to students' developmental needs.

Overall, the findings affirm that assessment and feedback in Values Education are not merely tools for measurement but integral mechanisms for enhancing moral and ethical development. By embedding reflection, authentic evaluation methods, and constructive feedback into their practice, teachers uphold the MATATAG Curriculum's holistic vision of education. These practices contribute to the broader goals of the Sustainable Development Agenda, particularly SDG 4 (Quality Education), SDG 10 (Reduced Inequalities), and SDG 16 (Peace, Justice, and Strong Institutions), by cultivating inclusive, reflective, and values-driven learning environments that prepare students to become responsible members of society.

### **Perceived Effects of Values Education Subjects in the MATATAG Curriculum to Character Development**

The inclusion of Values Education in the MATATAG Curriculum, as articulated by the teachers in charge of delivering it, has a significant impact on student character development. Educators consistently emphasize the curriculum's deliberate structure in instilling fundamental ethical principles and civic virtues in learners. A common thread that runs through teacher interpretations is the observed increase in students' self-awareness and empathy. Teachers report that the curriculum encourages students to reflect on their own values and actions, resulting in a more profound understanding of their individual identities and place in the community. Furthermore, the curriculum's emphasis on empathy and understanding diverse viewpoints is seen to foster a more compassionate and understanding student population, better prepared to navigate varied social interactions. During

the interviews, the participants shared effects of values education subjects in the MATATAG curriculum to character development. Analysis of the transcripts revealed the four (4) themes: effects on moral and ethical decision making, developing social responsibility and civic engagement, improvement of interpersonal relationships and empathy and encourages self-discipline and personal accountability.

**a. Effects on Moral and Ethical Decision Making**

Teachers consistently affirm that Values Education subjects in the MATATAG Curriculum improve students' moral and ethical decision-making. Participants note a significant shift in student behavior, from impulsive reactions to more thoughtful, principle-guided decisions, which is especially evident in collaborative settings where discussions about fairness, integrity, and responsibility now actively shape their actions. Furthermore, the curriculum appears to have profoundly influenced students' approaches to conflict resolution, guiding them to seek common ground and understand diverse perspectives, rather than simply focusing on who is right or wrong, underpinned by principles of empathy and respect. This growth includes students becoming more vocal in advocating for what they believe is right, even on larger community and environmental issues, demonstrating their ability to use values as a framework for analyzing situations and determining appropriate courses of action.

**b. Developing Social Responsibility and Civic Engagement**

Furthermore, participants report a significant shift in student behavior, from passive observation to proactive involvement in community issues, in which students actively seek solutions and initiate actions beyond academic compliance. This shift in understanding takes students from a household-centric view of responsibility to recognizing their larger role in society, as evidenced by their involvement in volunteer activities and awareness campaigns. Furthermore, the curriculum promotes greater civic awareness by encouraging students to engage more critically and compassionately with national issues and the concept of the "common good," directly connecting these broader ideas to their daily actions and interactions with peers.

**c. Improvement of interpersonal relationships and empathy**

Other participants report a significant reduction in conflict and an increase in patience and active listening, especially when confronted with opposing viewpoints. Students are observed to be more likely to provide peer support and kindness, actively embodying empathy by considering the feelings of others and responding compassionately. Furthermore, the curriculum encourages greater collaboration and respect for diversity in teamwork, shifting students away from cliquish behavior and toward valuing diverse ideas and skills. This development includes a greater awareness of the impact of their words, even in online interactions,

demonstrating a growing digital empathy and overall thoughtfulness in their interactions.

**c. Encourages self-discipline and personal accountability.**

Participants also report a significant increase in students' responsibility for their academic tasks, including improved time management and an internalized commitment to completing assignments without constant external prompting. There is also a noticeable shift in students' willingness to admit their mistakes and reflect on their choices, as they move away from blaming others and toward a better understanding of personal responsibility for outcomes. Furthermore, the curriculum promotes punctuality and adherence to rules through an intrinsic understanding of order and commitment. This suggests that students are developing an internal drive for perseverance and goal achievement, rather than relying solely on external pressures.

**Perceived effects of values education subjects in the MATATAG curriculum to Academic outcomes**

Values Education subjects in the MATATAG Curriculum are believed by teachers to significantly improve academic outcomes. This influence is evident in several key areas, including a significant increase in student motivation and engagement, which leads to more purposeful learning; the promotion of better classroom behavior and discipline, which creates a more conducive learning environment; and the direct development of critical study habits and time management skills among students. Collectively, these effects suggest that the curriculum's emphasis on values fosters a greater sense of responsibility and self-regulation in students, which in turn improves and strengthens their overall academic performance. During the interviews, participants discussed the effects of values education subjects in the MATATAG curriculum on academic performance. The analysis of the transcripts revealed three (3) themes:

**a. Impact on Student Motivation and Engagement.**

Participants report a clear shift toward more active participation and genuine enthusiasm in class discussions, indicating that students are finding greater meaning in their education than just attendance or grades. There is a noticeable increase in intrinsic motivation, with students showing a greater interest in understanding concepts and a stronger commitment to their personal development rather than relying solely on external validation. Furthermore, the curriculum promotes greater persistence and ownership in academic tasks by encouraging students to be more resilient when faced with challenges and to participate more actively in collaborative projects.

**b. Impact on Classroom Behavior and Discipline.**

Participants specify a clear shift toward a calmer and more focused learning environment, marked by lower noise levels and increased student attentiveness, which often

necessitates fewer direct reminders from the teacher. A significant change observed is students' increased respect for both educators and peers, resulting in fewer disruptions and a more harmonious environment. Furthermore, teachers report increased instances of student self-regulation and peer influence in maintaining order, indicating an internalized understanding of collective responsibility. This positive effect extends to academic integrity, with a reported decrease in dishonesty during assessments, indicating a more thorough application of values such as honesty and hard work to academic conduct.

### c. Developing study habits and time management skills

Participants report a clear shift toward more organized and systematic approaches to academic tasks, such as creating study schedules and a significant reduction in procrastination as a result of an internalized sense of responsibility. Students' ability to prioritize tasks has improved significantly, allowing them to manage multiple commitments more effectively and meet deadlines on a consistent basis. Furthermore, teachers report that students are becoming more mindful and disciplined in allocating their time for academic pursuits, indicating an internalized understanding that self-discipline is essential for success. This results in a more organized and accountable approach to their own learning process.

## IV. CONCLUSION AND RECOMMENDATIONS

The study reveals that Values Education subjects in the MATATAG Curriculum have a significant and favorable impact on both character development and academic outcomes for students. Teachers reported considerable gains in students' moral reasoning, empathy, civic involvement, discipline, motivation, and study habits. These outcomes demonstrate the curriculum's efficacy in promoting holistic development

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