

## Gender-Based Assessment in the Attitude Towards Social Values of the Pre-Service Teachers

Wendy T. Bazan, Kate Ledesma, Juspher Handang,

Crizy Jane Quililan, Lyka Saldariega

College of Teacher Education, Western Mindanao State University,  
Normal Road, Baliwasan, Zamboanga City, Philippines

*Received: Okt 12, 2023; Accepted: Des 24, 2023; Published: Jan 24, 2024;*

**Abstract:** Social values have become the guide of a person where it judges the action whether the action that has been taken is acceptable or not. This study will explore the attitude towards social values of the Pre-Service Teachers and determine if there is a significant difference in the attitude towards social values among the respondents when data are grouped according to gender. A total of 89 collected responses where 50 of them are female and 39 of them are male were analyzed using the Statistical Package for the Social Sciences (SPSS) version 20. Pre-Service Teachers' attitude towards social values in terms of their gender, results has shown that both genders reflect a result of somehow positive attitude towards social values with an average mean of 3.9164 and 4.0296 respectively. Moreover, both genders also reflect a somehow positive attitude with an average mean of 3.98. Overall, it is also revealed that gender does not affect the attitude towards social values of Pre-Service Teachers, in this sense, values education must be given importance in moulding the social values of the Pre-Service Teacher regardless of their gender whether they are male or female for the improvement of one's social character as it will be beneficial in the cultivation of a harmonious school culture.

**Keywords:** Attitude, Social Values, Pre-Service Teachers, Gender-based Assessment.

### Introduction

Since the beginning of sociology, values have been a fundamental idea. For decades, studies have focused on and numerous arguments about their definition that have been conceptualized about social values which have piqued the interdisciplinary interest of researchers (Tsirogianni & Gaskell, 2011). While observational interaction and using it as a paradigm have both been effective, certain values became ossified, and some of them vanished because of this. Humans are the ones who determine values. Individuals and social groups utilize social values to identify personal objectives. Social values have become the guide of a person where it judges the action whether the action that has been taken is acceptable or not. During the practice, values of socialization are acquired and practiced by individuals (Kluckhohn, 1951; Tsirogianni & Gaskell, 2011).

According to Freese (1972), our understanding of social behavior has so far not progressed. A high dependency on attitude surveys leads to a deficiency of progressive knowledge acquisition in social science. The level of prioritizing and superiority correlation in one's values are not incompatible (Gungor, 1993, p. 2). Personal observation through experience has a great influence because there are no defined lines in this integration. From a sociological standpoint, values are unique to a particular group at a specific point in time. (Dogan, 2011). Values may be also considered as an attitude-related characteristic and since they provide direction or encourage

people to strive towards certain objective then values may be interpreted as motivating factors. Individuals or societies strive to gradually achieve the goals they have adopted (Gungor, 2000, p 3).

In the Philippine context, there are vast shared values and religion. There are a lot of favorable characteristics that could be described in a Filipino society. Harmonious interpersonal communication, strong personal faith and respect are shared (Flemming, 2020). After the family, values education became imparted inside the academic institution to deal with society's preferences. Most of the studies were conducted in foreign countries and none of this is yet discussed in the vicinity of pre-service teachers located in the western part of Mindanao. Giving this topic greater weight might strengthen the opportunity in developing social values and the interaction between students, families, and society.

Therefore, this study aims to determine male and female attitudes towards social values, as well as their contributions to the influence of gender component on Values Education. Specifically, among the Pre-Service Teachers.

## **Review of Related Literature**

### **Social Values**

The concept of social value is vague, and it is problematic because shared value necessitates involving human subjects, especially in early experimental research (Habets, 2020). According to Braithwaite and Scott, values these days are called "social values" because in recent studies, this already contextualized the culture, family, moral and ethical disciplines. Inglehart and Welzel on his concept of culture maps and highlighted the issues in social values in two main points which are the needs for the economic and physical attributes of security that are called materialist and the idealism values which focuses on self-actualization and social issues.

In a study of Oguz which focuses on the view of pre-service teachers on values and values education by applying the "Schwartz Values Scale" the perceptions were gathered and in order to be able to reflect on the data that is gathered from 434 Pre-Service Teachers the result shows that Pre-Service Teachers are predominately unity, compassion, and confidence and their value education views are divided into categories and view Values Education as for them to be modeled with good character with their students.

### **Attitude on Social Values**

Attitudes are defined by the way a person perceives others or a particular object. It is a response to a certain occurrence which can be positive or negative (Alieto et al., 2020; Go Silk et al., 2020; Somblino & Alieto, 2019). According to Haste (2018), Positive or negative attitudes might differ depending on the context and scenario. Attitude and beliefs drive attitudes, which in turn influence behaviour. It expresses a tendency to react to something or someone.

In 2021, a study on Teachers on the relationship of culture as an organizational with their social values discovered that the functions as mediators of social values and life skills have not been correlated earlier, despite of the fact that some other kinds of variable which are also included were investigated in the field of literature of organizational well of being as predictors. The study was conducted in a group of respondents which include 370 of them are teachers and working as a school leader in 22 different colleges. The results of the study elaborate that there is a high level of social values that is also interpreted with the school leaders (Bolat and Krokmax, 2021).

Another quantitative study discussing the mind set in a secondary classroom of interaction with social value and self-worth of students. Their age, potential stage, and gender variations in mentality, in addition to the social value of effort and variables, has been investigated. There were no significant differences in mind set or age, according to the analysis of variance. The bracket age of 172 participants of this Scottish secondary school is 13 to 18 years old. There are a lot of measurements included in this study and one of them is the Theories of intelligence scale by

Juvonen and social values effort scale of Murdoch's (1995). The study found out that there is significant gender variation in terms of social value and self-worth. The age and ability of the groups is considered the limitation of this study which could be a factor that limits the generalizability and suggested further factors should be studied in a wider context. (Donohoe et al. 235-250).

### **Gender-Based Assessment**

The European Commission gave meaning to the gender-based assessment as strategy for analyzing men and women's relationships and a tool to remove the discrimination effect on both genders as it builds a wall in promoting a proactive equality.

As to Bayrak and Ecerkale (2020) revealed in their study which evaluates the notion and attitude of both gender to their social values that both gender which includes male and female have high perception on social values in the secondary level which conducted in three different schools and found out that there is no significant difference where the female got greater scores than male which suggest to have enhancement in this field and within the standard of the look it endorse that values education must be found out in a broader concept which does not best limits in school.

According to Donohie (2021), in his quantitative study which focuses on the differences in mentality by aptitude level and gender, self-worth and social values found out that there is no significant difference in terms of their indicated age but there is a significant difference arises when in terms of gender which includes male and female. As discussed in the study it only limits with specific age and suggests that any further research about this topic can use and investigate the given variables in an expanded concept. Moreover, to improve the implication with regards to the social values of the student it is suggested increasing the intervention design to help academic progress. Durdukoca (2019), study the attitude towards Values Education of the Social Sciences Teachers of Turkey, he gathered data from a group of 135 social science teachers and found out that the teacher held a positive attitude towards values education and showed that when data are grouped by gender the result obtain that there is no significant difference.

Based on the discussion, the researcher would like to relate the importance of this study conducted is that it will suggest a new scope of respondents, which is included in the Philippine context. The researcher has inserted an effort into investigating and reading other studies that are related to the investigated topic from different scholars and researchers.

### **Research Questions**

This study aims to determine the attitude towards Social Values of the Pre-Service Teachers. Specifically, the researcher seeks to answer the following questions and set to achieve the following objectives:

1. What is the attitude towards social values among the Pre-Service Teachers?
2. Is there a significant difference in the attitude towards social values among the respondents when data are grouped according to gender?

### **Methodology**

#### **Research Design**

The research design used in this study is a quantitative descriptive research design. This design was utilized as the study required quantitative information and described the data gathered to realize its aim of determining the attitude toward social values of Pre-Service Teachers. Descriptive design was utilized, thus, this study underwent processes such as collection, tabulation and analysis of data to characterize a certain relationship (Calderon, 2006 cited in Rillo and Alieto, 2019). Survey questionnaires were also utilized to attain the purpose of this study which is accordingly a plausible tool to collect data from a large sample size according to (Dillman, et al. 2009, cited in Alieto and Rillo, 2018).

In addition, the study utilized descriptive analysis and independent t-test to determine the significant difference in the attitude towards social values among the respondents when data are grouped according to gender.

### Research Instrument

The research instrument utilized in this study is adapted from a study conducted by Bakac (2013). The items of the questionnaire were originally taken from the evaluation of secondary school students' attitudes towards social values in terms of gender (Bayrak and Ecerkale, 2020). A five-point Likert scale was employed to rate the questions of this questionnaire ranging from "Strongly Agree" to "Strongly Disagree".

### Coding Procedure

In the research instrument, a coding procedure was made by the researcher in completing the categorical information, specifically the demographic profile. The coding procedure was intended for the analysis of data gathered. For gender (1 for Male and 2 for Female); age was asked in numerical form; and year level (1 for First year, 2 for Second year, 3 for Third year and 4 for Fourth year). The College Department and the respective Course of the respondents were also asked, only for the intention of confirming that the respondents are Pre-Service Teachers.

On another note, the scale used to interpret the mean scores per item and the overall mean is as follows: 1.0 to 1.79 (Negative Attitude), 1.8 to 2.59 (Somehow Negative Attitude) 2.6 to 3.39 (Uncertain), 3.4 to 4.19 (Somehow Positive), and 4.2 to 5.0 (Positive Attitude). The reverse coding was utilized for negative statements.

Furthermore, gender was coded as 1 for male and 2 for female.

### Data Gathering Procedure

The researchers have seek permission from the respondents to administer the survey-questionnaire to the College of Education Pre-Service Teachers. With the adviser's approval, the researchers asked the respondents to answer the given questionnaire, the questionnaire was been giugh online which is an easier way to collect data (Handang, 2022). A questionnaire being given with consent is an ethical consideration which is a moral obligation of researchers when there are human participants involved (Sajirun et al. 2022).

### Data Analysis

To determine the attitude towards social values of Pre-Service Teachersa scale will be used.

Part one scale and its corresponding descriptor:

Scale	Descriptor
5	Strongly Agree
4.99 – 4	Agree
3.99 – 3	Uncertain
2.99 – 2	Disagree
1.99 – 1	Strongly Disagree

Scale figure 1.0 Part one scale measurement for rating the attitude towards social values of Pre-Service Teachersof Western Mindanao State University.

A total of 89 collected responses where 50 of them are female and 39 of them are male were analyzed using the Statistical Package for the Social Sciences (SPSS) version 20. To answer the research question number 1, the researcher utilized descriptive analysis, in which data obtained were presented in a statistical form and the mean and standard deviation were used in the interpretation of the data. Meanwhile, for the research question number 2, the researcher made use of the independent t-test to determine the significant difference in the attitude towards social values among the respondents when data are grouped according to gender. In interpreting the

responses gathered, the researcher utilized the following computed mean.

Part two scale and its corresponding descriptor:

Mean Scores	Interpretation
4.20-5.00	Positive Attitude
3.40-4.19	Somehow Positive Attitude
2.60-3.39	Neutral
1.80-2.59	Somehow Negative Attitude
1.00-1.79	Negative Attitude

Scale figure 1.1 Part two scale measurement for rating the attitude towards social values of Pre-Service Teacher of Western Mindanao State University.

## Results and Discussion

### *Respondent's Attitude towards Social Values*

The data drawn from the questionnaire given to the respondent were first gathered and transferred to a spreadsheet. The results were coded and analyzed. Descriptive statistics were done to obtain the frequency and the average mean of the data gathered. To determine the attitude of the respondents' attitude towards social values, frequency count of responses across the five Likert scales was employed. Moreover, mean score and interpretation per item was conducted. Table 1.0 provides the analysis. Included in the presentation are overall mean and interpretation.

**Table 1.0 Pre-service Teachers' responses in the given questionnaire of attitude towards Social Values**

#	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Mean	Interp.
1	<b>Family protects us from bad people and bad situations.</b>						
	0 (0%)	0 (0%)	8 (9%)	20 (22.5%)	61 (68.5%)	4.60	Positive Attitude
2	<b>We must protect both our bodies and our mental health.</b>						
	0 (0%)	0 (0%)	1 (1.1%)	6 (6.7%)	82 (92.1%)	4.91	Positive Attitude
3	<b>Respect is learned in the family.</b>						
	0 (0%)	2 (2.2%)	8 (9.0%)	13 (14.6%)	66 (74.6%)	4.61	Positive Attitude
4	<b>Societies interested in science have a brighter future.</b>						
	0 (0%)	1 (1.1%)	17 (19.1%)	30 (33.7%)	41 (46.1%)	4.25	Positive Attitude
5	<b>We must keep being honest even if we have disadvantages.</b>						
	0 (0%)	5 (5.6%)	14 (15.7%)	21 (23.6%)	49 (55.1%)	4.28	Positive Attitude
6	<b>Everybody must be aware of his/her responsibilities.</b>						
	0 (0%)	0 (0%)	1 (1.1%)	14 (15.7%)	74 (83.1%)	4.82	Positive Attitude
7	<b>We must display solidarity even on better days.</b>						
	2 (2.2%)	3 (3.4%)	8 (9.0%)	29 (32.6%)	47 (52.8%)	4.30	Positive Attitude
8	<b>For a healthy life we must care for others' health as well.</b>						
	0 (0%)	0 (0%)	8 (9.0%)	34 (38.2%)	47 (52.8%)	4.44	Positive Attitude
9	<b>We should not talk behind other people's back.</b>						
	0	0	2	24	63	4.69	Positive



	(0%)	(0%)	(2.2%)	(27.0%)	(70.8%)		Attitude
10	<b>A person must be honest first then expect others to be honest.</b>						
	0 (0%)	1 (1.1%)	4 (4.5%)	26 (29.2%)	58 (65.2%)	4.58	Positive Attitude
11	<b>People must be more sensitive to other living beings.</b>						
	0 (0%)	0 (0%)	4 (4.5%)	13 (14.6%)	72 (80.9%)	4.76	Positive Attitude
12	<b>Healthy people are happier.</b>						
	0 (0%)	2 (2.2%)	15 (16.9%)	24 (27.0%)	48 (53.9%)	4.33	Positive Attitude
13	<b>Protecting the country is not provided only by fighting during the warfare.</b>						
	0 (0%)	2 (2.2%)	8 (9.0%)	34 (38.2%)	45 (50.6%)	4.37	Positive Attitude
14	<b>Beauty is everywhere but it must be seen.</b>						
	4 (4.5%)	2 (2.2%)	3 (3.4%)	23 (25.8%)	57 (64.0%)	4.43	Positive Attitude
15	<b>Beauty is in what people do with care.</b>						
	1 (1.1%)	3 (3.4%)	13 (14.6%)	27 (30.3%)	45 (50.6%)	4.26	Positive Attitude
16	<b>Beauty is in what people do with care.</b>						
	1 (1.1%)	1 (1.1%)	19 (21.3%)	38 (42.7%)	30 (33.7%)	4.07	Somehow Positive Attitude
17	<b>People who fulfill their responsibilities become more successful.</b>						
	1 (1.1%)	1 (1.1%)	10 (11.2%)	38 (42.7%)	39 (43.8%)	4.27	Positive Attitude
18	<b>Lives of people who do not fulfill their responsibilities become difficult.</b>						
	2 (2.2%)	2 (2.2%)	21 (23.6%)	38 (42.7%)	26 (29.2%)	3.94	Somehow Positive Attitude
19	<b>Hardworking people are more beneficial to their country and community.</b>						
	0 (0%)	1 (1.1%)	13 (14.6%)	36 (40.4%)	39 (43.8%)	4.27	Positive Attitude
20	<b>We might not be honest all the time to get what we want.</b>						
	64 (71.9%)	11 (12.4%)	5 (5.6%)	5 (5.6%)	4 (4.5%)	4.42	Positive Attitude
21	<b>Only scientists must be interested in science.</b>						
	62 (69.7%)	13 (14.6%)	13 (14.6%)	1 (1.1%)	0 (0%)	4.53	Positive Attitude
22	<b>When people become sensitive to each other things get difficult.</b>						
	42 (47.2%)	15 (16.9%)	19 (21.3%)	9 (10.1%)	4 (4.5%)	3.92	Somehow Positive Attitude
23	<b>We cannot be dishonest when the people around us are not honest.</b>						
	39 (43.8%)	14 (15.7%)	19 (21.3%)	10 (11.2%)	7 (7.9%)	3.76	Somehow Positive Attitude
<b>Overall Attitude towards Social Values</b>						<b>4.38</b>	<b>Positive Attitude</b>

Scale: 1.0 to 1.79 (Negative Attitude), 1.8 to 2.59 (Somehow Negative Attitude) 2.6 to 3.39

(Neutral), 3.4 to 4.19 (Somehow Positive Attitude), and 4.2 to 5.0 (Positive Attitude).

The frequency percentage of the Pre-Service Teachers' replies to the questionnaire's item on their attitude towards social values is shown in Table 1.0 above. Additionally, it could be inferred from the fact that the respondents' general stance towards social values is given.

In addition to the overall average obtained, the presented analyzed data on Table 1.0 further reveals that among the 23 items, the top 5 items with the highest means were item numbers 2, 6, 11, 9 and 3. Item number 2 (We must protect both body and mental health.) placed first with a mean of 4.91 and an interpretation of Positive Attitude. Followed by Item number 6, (Everyone must be aware of his/her responsibilities.) with 4.82 that also falls under Positive Attitude. Next, Item number 11 (People must be sensitive to other living beings.) with 4.76, like the previous items, is interpreted with Positive Attitude. Item number 9 (We should not be talking from other people's back.) comes in forth, acquiring a mean of 4.69 and for the fifth spot, Item number 23 has taken place (Respect is learned in family.) with a mean of 4.61.

Table 1.0 presents the overall mean score of the Pre-Service Teachers towards social values, which is reflected a positive attitude with a mean score of 4.38.

The investigation revealed one of the factors that impacted the result of the Pre-Service Teachers is the quality of the environment that they are exposed to. Experience develops values and identity. Creating an identity also separates an individual in a society but also gives similarities on behavior which gives the idea of having a common interest according to Bacanlı(2011). The analysis noted that one of the factors that impacted the result of the Pre-Service Teacher is the quality of the environment that they are exposed to.

### ***Respondent's Attitude towards Social Values when grouped according to Gender***

Independent T-test was utilized to find out the significant difference in the attitude towards social values among the respondents when data are grouped according to gender.

**Table 2.0 Pre-Service Teachers' Attitude towards Social Values across genders**

Variables		Categories	M	SD	Description	Sig. (2-tailed)
Dependent	Independent					
Attitude towards Social Values	Gender	Male	4.3244	.39445	Positive Attitude	0.179
		Female	4.4278	.32540	Positive Attitude	

N – Males (39), Females (50)

Based on Table 2.0, the researcher concludes that there is no significant difference in the Pre-Service Teachers' attitude towards social values in terms of gender; (1) Male, (2) Female with a P- value of 0.179 which is greater than the margin of error, which was 0.05. It is noticeable that the Female Pre-Service Teacher portrayed a positive attitude towards social values with a mean of 4.4278 and the standard deviation of .32540 which is higher than the result of Male Pre-Service Teachers that portrayed a positive attitude towards social values with a mean of 4.3244 and the standard deviation of .39445.

The findings revealed that the Pre-Service Teachers' gender does not influence their attitude towards social values. This result conforms to the study by Bayrak and Ecerkale (2020) which similarly discovered in their evaluation that the notion and attitude of both genders to their social values has no significant difference. Although, contrary to the results of the quantitative study by Donohie (2021) that focused on the differences in mentality by aptitude level and gender, its results suggest that there is a significant difference among the Pre-Service Teachers' attitude towards social values in terms of their gender.

## Conclusion

In an educational institution, cultures can be created and cultivate values where people can gain insight into organizational traits related to how the school operates by seeing how educational organizations interact with this general culture and their own organizational cultures (Deal & Peterson, 2016). Values are considered to be a fundamental part of education, yet the value of educators' personal values is frequently disregarded (Klein, 2007). As a result, the perception in the school culture may vary among individuals. The data is analyzed and interpreted using different tests to determine the Pre-Service Teachers' attitude towards social values in terms of both genders, the results held a positive attitude with an overall average mean of 4.38. The result may be influenced by cultural characteristics of the school and the quality of values of each individual becomes an output to help the school's educational excellence find its place in society (Turan&Aktan, 2008).

Moreover, life skills can be defined as desirable actions and traits that enable humans to overcome difficulties and problems in life (Bolat&Balaman, 2017). The overall guiding principles that give people's lives purpose are the values created in response to the material and spiritual circumstances they encounter in society (Bolat, 2016). Statistics showed that gender of the Pre-Service Teachers do not influence their attitude towards social values. Data were collected and analysed using an independent t-test to determine whether there is a significant difference in respondents' attitude towards social values when the data are grouped by gender. The results showed that the significance level was 0.179, which was greater than the margin of error, which was 0.05, thus it was discovered that there is no significant difference between the attitude towards social values among the respondents when data are grouped by gender.

This result contradicts previous related research specifically by Donohie (2021), his study which focused on the difference in mentality by aptitude level and gender; self-worth and social values and found out that there is an evident significant difference in terms to gender which opposes the result of this study. Values are essential for a community in terms of the elements they have been defined; they help individuals and the community to have a good and harmonious living. As Guven (1999) stated, people usually base their decisions and perceptions of what life is all about on social values. The idea of Values is known to be taught first in the home and to be reinforced in school as a values Education subject. Since gender does not affect the attitude towards social values of Pre-Service Teachers, in this sense, values education must be given importance in moulding the social values of the Pre-Service Teacher regardless of their gender whether they are male or female for the improvement of one's social character as it will be beneficial in the cultivation of a harmonious school culture.

## References

1. Alieto, E., Abequibel, B., & Ricohermoso, C. (2020). An Investigation on Digital and Print Reading Attitudes: Samples from Filipino Preservice Teachers from a Non-metropolitan-based University. *Asian EFL*, 27(4.3), 278-311.
2. Bayrak, Ö. (2020). The evaluation of secondary school students' attitudes towards social values in terms of gender. *African Educational Research Journal*, 8(1), 1-5. <https://doi.org/10.30918/aerj.81.20.005>
3. Bolat, Y. (2015). Bir Değer Ölçme Aracı: Çok Boyutlu Sosyal Değerler Ölçeği. *Turkish Journal of Education*, 2(17342), 0. <https://doi.org/10.19128/turje.181067>
4. Bolat, Y., & Korkmaz, C. (2021). Social values and life skills as predictors of organizational culture: A study on teachers. *SAGE Open*, 11(2), 215824402110231. <https://doi.org/10.1177/21582440211023179>



5. Calderon, J. (2006). Methods of research and thesis writing (2nd Ed.). Mandaluyong City: National Bookstore. In Rillo, R. & Alieto, E. (2019). Indirectness Markers in Korean and Persian English Essays: Implications for Teaching Writing to EFL Learners. *English as an International Language*, 13(2.2), 165-184.
6. Chaiklin, H. (1978). Social aspects of behavior. *The Behavioral and Social Sciences and the Practice of Medicine*, 263-276. <https://doi.org/10.1016/b978-0-409-95140-0.50014-5>
7. Chatterjee, A., Pereira, A., & Bates, R. (2018). Impact of individual perception of organizational culture on the learning transfer environment. *International Journal of Training and Development*, 22(1), 15–33. <https://doi.org/10.1111/ijtd.12116>
8. Cheung, C. H., Kennedy, K. J., Leung, C. H., & Hue, M. T. (2016). Religious engagement and attitudes to the role of religion in society: Their effect on civic and social values in an Asian context. *British Journal of Religious Education*, 40(2), 158-168. <https://doi.org/10.1080/01416200.2016.1256269>
9. Deal, T. E., & Peterson, K. D. (1999). Shaping school culture: *The heart of leadership*. *Adolescence*, 34(136), 802.
10. Dillman, D., Smith, J., & Christian, L.C. (2009). Internet, mail and mixed-mode surveys: The tailored design method. Hoboken, NJ: John Wiley and Sons. In Rillo, R., & Alieto, E. (2018). Language attitudes of English Language Teachers (ELTs) towards Philippine English. *Journal of Humanities and Social Science*, 84-109.
11. Donohoe, C., Topping, K., & Hannah, E. (2021). Mindset in the secondary school classroom: Interaction with social value of effort and contingencies of self-worth. *Educational Psychology in Practice*, 37(3), 235-250. <https://doi.org/10.1080/02667363.2021.1905613>
12. Durdukoca, Ş. F. (2019). Identifying the attitudes and views of social sciences teachers toward values education in Turkey. *World Journal of Education*, 9(1), 103–117. <https://doi.org/10.5430/wje.v9n1p103>
13. Go Silk, B., Medriano, R., Dela Cruz, S.B., Deran, J.J., Alieto, E., Abdon, M., Rillo, R., & Lucas, R.I. (2020). Cognition toward the Mother Tongue, Attitude toward English, Chavacano, and Filipino: A Structural Equation Modeling Approach with Bootstrap Analysis. *Asian ESP*, 16(1.2), 5-28
14. Gündoğdu, K., Çelik, B., HancıYanar, B., TurgutKahyaoğlu, S., & GürelDönük, G. (2017). Trends in values and character education researches in Turkey. *International Online Journal of Educational Sciences*. <https://doi.org/10.15345/iojes.2017.01.006>
15. Handang, J. G. (2022). Readiness for Online Learning among Social Studies Students During the Pandemic. *International Journal on Integrated Education*, 5(4), 78-91. <https://doi.org/10.31149/ijie.v5i4.2920>
16. Isa DAG, Mehmet Cinar. Various Perspectives in Values Education by Elementary School Teachers. *Inter. J. Edu. Res. Technol.* 6[3] 2015; 01-07. DOI: 10.15515/ijert.0976-4089.6.3.17
17. Korkmaz, Ö. Çakır, R., & UğurErdoğan, F. (2020). A validity and reliability study of the basic STEM skill levels perception scale. *International Journal of Psychology and Educational Studies*, 7(2), 111-121. <https://doi.org/10.17220/ijpes.2020.02.010>

18. Sajirun, A. A., Falcasantos, C. P., Abrasaldo, D. S., Faustino, I. C., Villahermosa, J. U., Bondiogan, J., & Acosta, Q. R., Handang, J.G. (2022). Factors Affecting the Learning Outcomes of College Students during Online Class. *Jurnal Pendidikan Progresif Online Class*. 12(3), 1137-1153. <https://doi.org/10.23960/jpp.v12.i3.202212>
19. Somblingo R., & Alieto, E. (2019). English language attitude among Filipino prospective language teachers: An analysis through the Mentalist theoretical lens. *The Asian ESP Journal*, 15(2), 23-41.
20. Sunley, R., Locke, R. (2012). Educational professionals' values: Voices from secondary schools in England. *Educational Research*, 54(3), 285–307. <https://doi.org/10.1080/00131881.2012.710088>
21. Tsirogianni, S., & Gaskell, G. (2011). The role of plurality and context in social values. *Journal for the Theory of Social Behaviour*, 41(4), 441-465. <https://doi.org/10.1111/j.1468-5914.2011.00470.x>
22. Tsirogianni, S., Sammut, G., & Park, E. (2014). Social values and good living. *Encyclopedia of Quality of Life and Well-Being Research*, 6187-6190. [https://doi.org/10.1007/978-94-007-0753-5\\_3666](https://doi.org/10.1007/978-94-007-0753-5_3666)
23. Türkkahraman, M. (2014). Social values and value education. *Procedia - Social and Behavioral Sciences*, 116, 633-638. <https://doi.org/10.1016/j.sbspro.2014.01.270>
24. Yalcin, M., AggulYalcin, F., Zehir, H., & Zehir, K. (2020). The views of preschool pre-service teachers, in-service teachers and parents on pre-school education of values. *International Online Journal of Educational Sciences*, 12(4). <https://doi.org/10.15345/iojes.2020.04.018>
25. Yazıcı, M. (2014). Values and position of social values in social structure. *Firat University Journal of Social Science*, 24(1), 209–223. <https://dergipark.org.tr/tr/download/article-file/157368>