

Fostering Students' Ethics: The Roles of Home Economics Teachers and the Learning Environment in Developing Students' Values Formation

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Abstract—This study examined the relationship between the role of Home Economics (HE) teachers, the learning environment, and students' values formation among Grade 9 learners in selected public secondary schools in the Pila Sub-Office, SDO-Laguna during the School Year 2025–2026. It assessed the role of HE teachers, the learning environment, and students' values formation across selected indicators. The study utilized a quantitative descriptive-correlational design using descriptive and inferential statistics, particularly correlation analysis, to determine significant relationships among the variables. Findings may provide insights into how educational factors contribute to students' ethical and moral development. A descriptive-correlational research design was employed, involving 300 Grade 9 students from three public secondary schools in the Pila District. Data were gathered using a validated researcher-made questionnaire measured through a five-point Likert scale. Weighted mean and standard deviation were used to determine the level of the role of HE teachers, the learning environment, and students' values formation, while Pearson product-moment correlation was used to analyze the relationships among the variables. The findings revealed that Home Economics teachers demonstrate a very high level of effectiveness in promoting students' values formation across all dimensions, particularly in fostering health and wellness, strengthening family and social relationships, enhancing environmental awareness, and supporting career preparation. Likewise, the learning environment was rated very high across all indicators, showing that students experience a caring, inclusive, fair, collaborative, and safe classroom atmosphere. Similarly, students' values formation was also found to be very high, indicating strong development of curiosity, responsibility, perseverance, respect, and integrity, positive outlook, and religious and spiritual beliefs. Significant findings in all dimensions were noted. There is a significant but limited relationship between the role of Home Economics teachers and students' values formation, leading to the rejection of the first null hypothesis. Likewise, there is also a significant but limited relationship between the learning environment and students' values formation, resulting in the rejection of the second null hypothesis. This indicates that while both factors contribute to students' values formation, their influence is not uniformly strong and may be complemented by other contextual influences such as family background, peers, and broader social experiences. The study recommends strengthening the role of Home Economics education in promoting students' values formation through continuous teacher development and the creation of supportive learning environments. Teachers are encouraged to integrate values-oriented and student-centered approaches while modeling ethical behavior and positive values. Furthermore, future studies may explore long-term impacts and intervention programs to further enhance students' moral and character development.

Keywords—Home Economics Education, Values Formation, Learning Environment, Teacher Role, Ethical Development

I. INTRODUCTION

Values education serves as a cornerstone of the Philippine education system, aiming to cultivate morally upright, compassionate, and socially responsible citizens who are integrated across all learning areas. It helps students distinguish right from wrong, make ethical decisions, and understand the consequences of their actions. Beyond moral awareness, values education promotes holistic character development by instilling virtues such as resilience, patience, and kindness, qualities that contribute to students' personal growth, well-being, and positive social interactions. Schools that uphold values education foster an environment of respect, inclusivity, and empathy, empowering learners to think critically about ethical issues and make sound judgments in their future roles as community members and professionals.

The Department of Education (DepEd) underscores the significance of values education in its curriculum, emphasizing principles such as responsibility, empathy, and integrity to nurture well-rounded learners who contribute meaningfully to society (Department of Education, 2012). Among the various subjects that embody this mission, Home Economics stands out as a unique avenue for integrating ethical learning with practical life skills. It not only equips students with knowledge in areas such as family life, budgeting, and sustainability but also promotes accountability, respect, and wise decision-making values deeply rooted in Filipino culture (Mercado, 2019).

Home Economics teachers play a pivotal role in fostering students' values formation. Recognized as influential role models, Filipino teachers shape learners' ethical behavior both through instruction and personal example (Garcia, 2016). The subject's scope, covering resource management, consumer education, and family relations, provides teachers with authentic opportunities to address real-life moral dilemmas. Through discussions on responsible consumption, environmental stewardship, and family responsibilities, teachers guide students in understanding how their decisions affect themselves, others, and society at large (Manalo & Pascual, 2021). This pedagogical approach helps students internalize positive values and develop a strong ethical foundation.

The learning environment supports shaping students' ethical behavior. Filipino classrooms emphasize respect, cooperation, and shared responsibility, fostering spaces that encourage moral reflection and ethical practice. In Home Economics, group projects and discussions about family and social roles allow students to apply empathy, responsibility, and respect core values of Filipino identity (Salandanan, 2018; De Guzman, 2019).

Although Home Economics is recognized for promoting moral and character development, little research has examined how teachers and classroom environments specifically influence students' values formation. This study, titled "Fostering Students' Ethics: The Roles of Home Economics Teachers and the Learning Environment in Developing Students' Values Formation," aims to explore these influences to inform educational policies and strengthen teaching practices.

Ultimately, it aligns with DepEd's mission to cultivate morally grounded, responsible, and community-oriented citizens.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to examine how Home Economics teachers and the learning environment contributes to the ethical and moral development of students. Despite the emphasis of the Department of Education on values education, there remains a gap in understanding how teachers' roles and classroom conditions specifically influence students' values formation in Home Economics. It sought to address the following research questions:

1. What is the level of evaluation of the student on the role of Home Economics teacher in terms of:
 - 1.1 Fostering health & wellness;
 - 1.2 promoting family relationship;
 - 1.3 promoting social relationship;
 - 1.4 environmental awareness; and
 - 1.5 career preparation?
2. What is the level of evaluation of the students on their learning environment in terms of:
 - 2.1 Caring Environment;
 - 2.2 inclusive atmosphere;
 - 2.2 fair practices;
 - 2.4 teamwork & collaboration; and
 - 2.5 safe physical environment?
3. What is the level of evaluation of the students on values formation in terms of:
 - 3.1 Curiosity & lifelong learning;
 - 3.2 responsibility;
 - 3.3 perseverance & hard work;
 - 3.4 respect & integrity;
 - 3.5 positive outlook; and
 - 3.6 religious & spiritual beliefs?
4. Is there a significant relationship between the role of HE teachers and the students' values formation?
5. Is there a significant relationship between the learning environment and the students' values formation?

II. METHODOLOGY

A descriptive-correlational research design was employed, involving 300 Grade 9 students from three public secondary schools in the Pila District. Data were gathered using a validated researcher-made questionnaire measured through a five-point Likert scale. Weighted mean and standard deviation were used to determine the level of the role of HE teachers, the learning environment, and students' values formation, while Pearson product-moment correlation was used to analyze the relationships among the variables.

III. RESULTS AND DISCUSSION

This part discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions further examine how Home Economics teachers and the learning environment contribute to the ethical and moral development of students.

Level of Assessment of the Students on the Role of Home Economics

In this study, the level of students' perceptions regarding the role of Home Economics was determined in terms of fostering health and wellness, promoting family relationships, promoting social relationships, environmental awareness, and career preparation. Specifically, the study examined how students perceived the contribution of Home Economics education in developing healthy lifestyles and wellness practices, strengthening family values and interpersonal relationships, enhancing social interaction and cooperation, increasing awareness and responsibility toward environmental conservation, and preparing learners for future careers and practical life skills.

To measure the level of these dimensions, the statistical tools of mean and standard deviation were utilized. The mean was employed to determine the average level of students' responses and identify the overall extent to which Home Economics contributed to each area, while the standard deviation was used to assess the consistency or variability of students' responses. These statistical measures provided a comprehensive understanding of students' perceptions regarding the role of Home Economics in their personal, social, and academic development.

The following tables discussed student's evaluation on the role of their teacher in shaping their values during the teaching and learning process.

The level of students' assessment on the role of Home Economics in terms of Fostering Health & Wellness obtained the overall weighted mean of 4.39 with a standard deviation of 0.86, verbally interpreted as "Very High". This indicates strong agreement among students that their HE teacher promotes health and wellness by integrating it in activities and lessons.

In summary, the results indicate that the HE teachers highly fulfill their role in fostering health and wellness among students. Health and wellness promotion is a well-established and consistently practiced component of HE teachers.

Table 1. Level of Assessment of the Students on the Role of Home Economics in terms of Fostering Health & Wellness

Statements	Mean	SD	Remarks
The HE teacher...			
...encourages students to practice proper hygiene and healthy habits.	4.76	0.58	Strongly Agree
...integrates lessons that promote physical, mental, and emotional well-being.	4.19	0.86	Agree
...provides activities that develop students' awareness of healthy lifestyles.	4.24	0.92	Strongly Agree
...serves as a role model for maintaining good health and wellness.	4.23	0.91	Strongly Agree
...guides students in making informed choices about nutrition and fitness.	4.51	0.82	Strongly Agree
Weighted Mean	4.39		
SD	0.86		
Verbal Interpretation	Very High		

Table 2. Level of Assessment of the Students on the Role of Home Economics in terms of Promoting Family Relationship

Statements	Mean	SD	Remarks
The HE teacher...			
...emphasizes the importance of strong family ties in daily lessons.	4.72	0.60	Strongly Agree
...provides activities that promote respect and understanding within families.	4.37	0.83	Strongly Agree
...relates lessons to real-life situations involving family cooperation and care.	4.52	0.78	Strongly Agree
...encourages open communication and empathy among family members.	4.48	0.80	Strongly Agree
...highlights the value of family support in achieving personal goals.	4.55	0.87	Strongly Agree
Weighted Mean	4.53		
SD	0.79		
Verbal Interpretation	Very High		

The level of students' assessment on the role of Home Economics in terms of promoting family relationship obtained an overall weighted mean of 4.53 with a standard deviation of 0.79, verbally interpreted as "Very High." This indicates that students strongly recognize and affirm the effectiveness of HE teachers in strengthening family values, communication, and cooperation through classroom instruction and related activities.

In summary, the results reveal that Home Economics teachers highly contribute to promoting strong family relationships among students. This suggests that family-centered values are effectively integrated into Home Economics instruction, helping learners develop deeper appreciation, understanding, and respect for family dynamics and support systems.

Presented in Table 3 is the level of students' assessment on the role of Home Economics in terms of promoting social relationship.

The level of students' assessment on the role of Home Economics in terms of promoting social relationship obtained an overall weighted mean of 4.47 with a standard deviation of 1.13, verbally interpreted as "Very High." This indicates that students strongly recognize the effectiveness of HE teachers in developing positive social interactions, cooperation, and respectful communication among learners.

In summary, the results reveal that Home Economics teachers highly contribute to the development of students' social relationships. This implies that HE instruction

effectively fosters collaboration, mutual respect, and positive peer interaction, which are essential skills for healthy social development inside and outside the classroom.

Table 3. Level of Assessment of the Students on the Role of Home Economics in terms of Promoting Social Relationship

Statements	Mean	SD	Remarks
The HE teacher...			
...encourages students to build positive relationships with classmates and peers.	4.70	0.57	Strongly Agree
...fosters teamwork and cooperation during class activities.	4.38	0.89	Strongly Agree
...promotes understanding and respect for individual differences.	4.32	1.00	Strongly Agree
...guides students in resolving conflicts respectfully and peacefully.	4.29	0.91	Strongly Agree
...models appropriate social behavior and communication skills.	4.64	1.83	Strongly Agree
Weighted Mean	4.47		
SD	1.13		
Verbal Interpretation	Very High		

Table 4. Level of Assessment of the Student on the Role of Home Economics in terms of Environmental Awareness

Statements	Mean	SD	Remarks
The HE teacher...			
...educates students on the importance of protecting the environment.	4.71	0.68	Strongly Agree
...integrates sustainable practices in classroom activities.	4.17	0.92	Agree
...encourages recycling, reusing, and reducing waste materials.	4.35	0.86	Strongly Agree
...leads projects that promote environmental stewardship.	4.40	0.91	Strongly Agree
...raises students' awareness of environmental issues affecting the community.	4.45	1.00	Strongly Agree
Weighted Mean	4.42		
SD	0.90		
Verbal Interpretation	Very High		

Presented in Table 4 is the level of students' assessment on the role of Home Economics in terms of environmental awareness.

The level of students' assessment on the role of Home Economics in terms of environmental awareness obtained an overall weighted mean of 4.42 with a standard deviation of 0.90, verbally interpreted as "Very High." This indicates that students generally perceive their HE teacher as effectively promoting environmental awareness and sustainability practices through instruction and school-based activities.

In summary, the results reveal that Home Economics teachers highly contribute to the development of environmental awareness among students. This suggests that environmental education is effectively integrated into Home Economics instruction, fostering responsible behaviors such as conservation, sustainability, and active participation in environmental protection initiatives.

Table 5 presents the level of assessment of the students on the role of Home Economics in terms of career preparation. It highlights how Home Economics teachers help students develop practical skills, career awareness, entrepreneurship, and readiness for future employment. The results were analyzed using the mean and standard deviation to determine students' level of agreement regarding this dimension.

Table 5. Level of Assessment of the Students on the Role of Home Economics in terms of Career Preparation

Statements	Mean	SD	Remarks
The HE teacher...			
...provides insights about career opportunities related to Home Economics.	4.75	0.56	Strongly Agree
...helps students develop practical life and work skills.	4.48	0.81	Strongly Agree
...encourages students to plan and prepare for future careers.	4.49	0.83	Strongly Agree
...integrates entrepreneurship and livelihood lessons into classroom discussions.	4.45	0.87	Strongly Agree
...motivates students to pursue continuous learning for career growth.	4.52	1.04	Strongly Agree
Weighted Mean	4.54		
SD	0.84		
Verbal Interpretation	Very High		

The level of students' assessment on the role of Home Economics in terms of career preparation obtained an overall weighted mean of 4.54 with a standard deviation of 0.84, verbally interpreted as "Very High." This indicates that students strongly recognize the effectiveness of their HE teacher in equipping them with knowledge, skills, and motivation necessary for future career planning and development.

In summary, the results reveal that Home Economics teachers highly contribute to students' career preparation. This suggests that HE instruction effectively bridges classroom learning with real-world career pathways by developing practical competencies, entrepreneurship awareness, and long-term career readiness among learners.

Level of Assessment of the Students on their Learning Environment

In this study, the level of students' assessment of their learning environment in terms of caring environment, inclusive atmosphere, fair practices, teamwork and collaboration, and safe physical environment was determined using the mean and standard deviation. The following tables present the students' evaluation of their learning environment and how it supports positive classroom experiences during the teaching and learning process.

Table 6. Level of Assessment of the Students on their Learning Environment in terms of Caring Environment

Statements	Mean	SD	Remarks
The HE teacher...			
...shows genuine concern for the well-being of students.	4.48	0.88	Strongly Agree
...listens to students' concerns and provides emotional support.	3.73	0.93	Agree
...treats students with kindness and respect at all times.	4.09	0.90	Agree
...ensures that every student feels valued and included.	4.23	0.97	Strongly Agree
...promotes a classroom atmosphere of compassion and understanding.	4.49	0.94	Strongly Agree
Weighted Mean	4.20		
SD	0.97		
Verbal Interpretation	Very High		

The level of students' assessment on their learning environment in terms of caring environment obtained an overall weighted mean of 4.20 with a standard deviation of

0.97, verbally interpreted as "Very High." This indicates that students generally perceive their learning environment as supportive and caring, although there are areas that may still be strengthened, particularly in terms of emotional responsiveness and active listening.

In summary, the results reveal that the Home Economics learning environment is generally perceived as caring and supportive. This suggests that while teachers effectively foster compassion, inclusion, and respect in the classroom, further enhancement may be needed in providing consistent emotional support and attentiveness to students' concerns.

Presented in Table 7 is the level of students' assessment on their learning environment in terms of inclusive atmosphere. The level of students' assessment on their learning environment in terms of inclusive atmosphere obtained an overall weighted mean of 4.42 with a standard deviation of 0.92, verbally interpreted as "Very High." This indicates that students strongly perceive their Home Economics classroom as inclusive, fair, and respectful of diversity, where equal learning opportunities are consistently provided.

Table 7. Level of Assessment of the Students on their Learning Environment in terms of Inclusive Atmosphere

Statements	Mean	SD	Remarks
The HE teacher...			
...ensures that all students have equal learning opportunities.	4.63	0.71	Strongly Agree
...accommodates diverse learning needs and backgrounds.	4.26	0.92	Strongly Agree
...uses strategies that promote inclusivity in class discussions and activities.	4.34	0.95	Strongly Agree
...avoids favoritism and treats everyone fairly.	4.36	0.94	Strongly Agree
...values and respects cultural and personal differences among students.	4.54	1.01	Strongly Agree
Weighted Mean	4.42		
SD	0.92		
Verbal Interpretation	Very High		

In summary, the results reveal that the Home Economics learning environment strongly promotes inclusivity among students. This suggests that teachers effectively create a fair and respectful classroom climate that values diversity, ensures equal participation, and supports the varied needs and backgrounds of learners.

Presented in Table 8 is the level of students' assessment on their learning environment in terms of fair practices.

Table 8. Level of Assessment of the Students on their Learning Environment in terms of Fair Practices

Statements	Mean	SD	Remarks
The HE teacher...			
...evaluates students' performance objectively and without bias.	4.42	0.86	Strongly Agree
...applies classroom rules and consequences consistently.	4.04	0.91	Agree
...provides fair opportunities for students to participate in class activities.	4.16	0.95	Agree
...gives constructive feedback to help students improve.	4.24	1.00	Strongly Agree
...demonstrates integrity and honesty in assessing student outputs.	4.39	1.03	Strongly Agree
Weighted Mean	4.25		
SD	0.96		
Verbal Interpretation	Very High		

The level of students' assessment on their learning environment in terms of fair practices obtained an overall weighted mean of 4.25 with a standard deviation of 0.96, verbally interpreted as "Very High." This indicates that students generally perceive their Home Economics teacher as fair and just in implementing assessment, classroom rules, and learning opportunities.

In summary, the results reveal that the Home Economics learning environment strongly reflects fair practices. This suggests that teachers uphold objectivity, integrity, and transparency in evaluating students and managing classroom activities, thereby fostering trust and equity in the learning process.

Table 9. Level of Assessment of the Students on their Learning Environment in terms of Teamwork and Collaboration

Statements The HE teacher...	Mean	SD	Remarks
...encourages students to work together to achieve common goals.	4.50	0.80	Strongly Agree
...promotes mutual respect and cooperation among group members.	4.01	0.98	Agree
...design activities that strengthen collaboration and shared responsibility.	4.28	0.88	Strongly Agree
...helps students develop leadership and interpersonal skills.	4.40	0.94	Strongly Agree
...values each student's contribution during group work.	4.50	1.02	Strongly Agree
Weighted Mean	4.34		
SD	0.94		
Verbal Interpretation	Very High		

The level of students' assessment on their learning environment in terms of teamwork and collaboration obtained an overall weighted mean of 4.34 with a standard deviation of 0.94, verbally interpreted as "Very High." This indicates that students generally perceive that their Home Economics teacher effectively promotes collaboration, shared responsibility, and active participation in group learning activities.

In summary, the results reveal that the Home Economics learning environment strongly supports teamwork and collaboration. This suggests that teachers effectively foster cooperative learning experiences that enhance students' social interaction, leadership skills, and appreciation of collective effort in achieving learning outcomes.

Table 10. Level of Assessment of the Students on their Learning Environment in terms of Safe Physical Environment

Statements The HE teacher...	Mean	SD	Remarks
...maintains a clean and organized classroom conducive to learning.	4.59	0.75	Strongly Agree
...ensures that safety rules are followed during class activities.	4.01	1.02	Agree
...checks that learning tools and equipment are properly used and stored.	4.38	0.79	Strongly Agree
...encourages students to take responsibility for classroom cleanliness.	4.52	0.86	Strongly Agree
...ensures that the classroom is free from hazards and distractions.	4.63	0.88	Strongly Agree
Weighted Mean	4.43		
SD	0.88		
Verbal Interpretation	Very High		

The level of students' assessment on their learning environment in terms of safe physical environment obtained an overall weighted mean of 4.43 with a standard deviation of 0.88, verbally interpreted as "Very High." This indicates that students generally perceive their Home Economics classroom as safe, clean, and well-managed, providing a conducive environment for effective learning.

In summary, the results reveal that the Home Economics learning environment strongly ensures physical safety and orderliness. This suggests that teachers effectively maintain a hazard-free, organized, and student-friendly classroom that supports both safety and optimal learning conditions.

Level of Assessment of the Students on Values Formation

In this study, the level of students' assessment on values formation in terms of curiosity and lifelong learning, responsibility, perseverance and hard work, respect and integrity, positive outlook, and religious and spiritual beliefs was determined through the use of mean and standard deviation. The following tables present the students' evaluation of how Home Economics instruction contributes to the development of their values during the teaching and learning process.

The level of students' assessment on values formation in terms of curiosity and lifelong learning obtained an overall weighted mean of 4.18 with a standard deviation of 0.97, verbally interpreted as "High." This indicates that students generally perceive that their Home Economics teacher promotes curiosity and continuous learning, although there is still room for further enhancement in encouraging independent thinking and questioning.

Table 11. Level of Assessment of the Students on Values Formation in terms of Curiosity & Lifelong Learning

Statements The HE teacher...	Mean	SD	Remarks
...inspires students to explore new ideas beyond the classroom.	4.31	0.90	Strongly Agree
...encourages questioning and independent thinking.	3.99	0.90	Agree
...provides opportunities for creative problem-solving.	4.22	0.87	Strongly Agree
...motivates students to pursue knowledge continuously.	4.22	1.00	Strongly Agree
...helps students develop a love for learning.	4.20	1.14	Agree
Weighted Mean	4.18		
SD	0.97		
Verbal Interpretation	High		

The results reveal that Home Economics instruction contributes positively to the development of students' curiosity and lifelong learning values. This suggests that teachers effectively nurture an interest in learning and exploration, while also encouraging students to engage in problem-solving and continuous knowledge development.

Level of Assessment of the Students on Values Formation

The level of students' assessment on values formation in terms of responsibility obtained an overall weighted mean of 4.24 with a standard deviation of 0.97, verbally interpreted as "Very High." This indicates that students generally perceive

that their Home Economics teacher effectively develops their sense of responsibility through classroom tasks, guidance, and real-life applications.

Table 12. Level of Assessment of the Students on Values Formation in terms of Responsibility

Statements The HE teacher...	Mean	SD	Remarks
...encourages students to take accountability for their actions.	4.49	0.85	Strongly Agree
...assigns tasks that promote dependability and ownership.	4.09	0.93	Agree
...teaches the importance of completing duties with diligence.	4.14	0.90	Agree
...helps students understand the consequences of their choices.	4.18	0.99	Agree
...promotes responsibility through real-life applications.	4.28	1.09	Strongly Agree
Weighted Mean	4.24		
SD	0.97		
Verbal Interpretation	Very High		

In summary, the results reveal that Home Economics instruction strongly fosters responsibility among students. This suggests that teachers successfully cultivate accountability, dependability, and awareness of consequences, helping learners develop essential values needed for personal growth and real-world readiness.

Table 13. Level of Assessment of the Students on Values Formation in terms of Perseverance & Hard work

Statements The HE teacher...	Mean	SD	Remarks
...motivates students to work diligently toward their goals.	4.45	0.86	Strongly Agree
...praises students who demonstrate persistence despite challenges.	3.95	0.95	Agree
...emphasizes the value of effort and consistency.	4.15	0.89	Agree
...provides tasks that strengthen patience and determination.	4.22	0.99	Strongly Agree
...helps students build resilience in facing difficulties.	4.38	1.02	Strongly Agree
Weighted Mean	4.23		
SD	0.96		
Verbal Interpretation	Very High		

Table 13 presents the level of students' assessment on values formation in terms of perseverance and hard work. Based on the results, an overall weighted mean of 4.23 with a standard deviation of 0.96, verbally interpreted as "Very High." This indicates that students generally perceive that their Home Economics teacher effectively instills perseverance, resilience, and diligence through instructional strategies and learning tasks.

In summary, the results reveal that Home Economics instruction strongly develops perseverance and hard work among students. This suggests that teachers successfully encourage learners to remain committed, resilient, and goal-oriented despite challenges in their academic and personal tasks.

Table 14 presents the level of assessment of the students on values formation in terms of respect and integrity. It highlights how Home Economics teachers promote honesty,

fairness, truthfulness, ethical decision-making, and respect for others in classroom interactions. The results were analyzed using the mean and standard deviation to determine the students' level of agreement regarding this dimension of values formation.

Table 14. Level of Assessment of the Students on Values Formation in terms of Respect & Integrity

Statements The HE teacher...	Mean	SD	Remarks
...model honesty and fairness in all classroom interactions.	4.48	0.80	Strongly Agree
...teaches students to respect others' opinions and differences.	3.95	0.98	Agree
...emphasizes the importance of truthfulness in schoolwork.	4.21	0.84	Strongly Agree
...discourages cheating and dishonesty through positive reinforcement.	4.31	0.92	Strongly Agree
...instills moral values that guide ethical decision-making.	4.37	1.06	Strongly Agree
Weighted Mean	4.26		
SD	0.94		
Verbal Interpretation	Very High		

The level of students' assessment on values formation in terms of respect and integrity obtained an overall weighted mean of 4.26 with a standard deviation of 0.94, verbally interpreted as "Very High." This indicates that students generally perceive that their Home Economics teacher effectively promotes honesty, fairness, and ethical behavior within the classroom environment.

In summary, the results reveal that Home Economics instruction strongly fosters respect and integrity among students. This suggests that teachers consistently model ethical behavior and instill moral values that guide learners in making honest, fair, and respectful decisions in both academic and real-life situations.

Table 15. Level of Assessment of the Students on Values Formation in terms of Positive Outlook

Statements The HE teacher...	Mean	SD	Remarks
...encourages optimism even in challenging situations.	4.34	0.90	Strongly Agree
...helps students see mistakes as opportunities for growth.	3.86	0.95	Agree
...maintains a positive and supportive classroom climate.	4.05	0.92	Agree
...motivates students to believe in their abilities.	4.10	1.00	Agree
...models an attitude of hope and enthusiasm.	4.20	1.12	Agree
Weighted Mean	4.11		
SD	0.99		
Verbal Interpretation	High		

The level of students' assessment on values formation in terms of positive outlook obtained an overall weighted mean of 4.11 with a standard deviation of 0.99, verbally interpreted as "High."

This indicates that students generally perceive that their Home Economics teacher promotes optimism, motivation, and a supportive learning environment, although there is still room

for strengthening students' ability to reframe mistakes as learning opportunities.

In summary, the results reveal that Home Economics instruction positively develops students' outlook in life. This suggests that teachers effectively foster encouragement, hope, and self-belief among learners, contributing to a more resilient and motivated learning attitude.

Table 16. Level of Assessment of the Students on Values Formation in terms of Religious & Spiritual Belief

Statements	Mean	SD	Remarks
The HE teacher...			
...respects and acknowledges students' diverse faiths and beliefs.	4.34	0.90	Strongly Agree
...integrates moral lessons aligned with universal spiritual values.	3.86	0.95	Agree
...encourages reflection on ethical and moral choices.	4.05	0.92	Agree
...fosters appreciation for compassion, humility, and gratitude.	4.10	1.00	Agree
...promotes values that strengthen spiritual growth and moral awareness.	4.20	1.12	Agree
Weighted Mean	4.11		
SD	0.99		
Verbal Interpretation	High		

The level of students' assessment on values formation in terms of religious and spiritual belief obtained an overall

weighted mean of 4.11 with a standard deviation of 0.99, verbally interpreted as "High." This indicates that students generally perceive that their Home Economics teacher promotes respect for diverse beliefs and fosters moral and spiritual awareness within the classroom.

In summary, the results reveal that Home Economics instruction contributes positively to students' religious and spiritual values formation. This suggests that teachers create a respectful environment that encourages ethical reflection, appreciation of moral values, and respect for diversity in faith and belief systems.

Significant Relationship Between the Role of HE Teachers' and Students' Values Formation

In this study, the significant relationship between the role of HE teachers' and the students' values formation were analyzed applying Pearson Correlation Coefficient using Minitab 14.

Table 17 presents the correlation between the roles of Home Economics (HE) teachers and students' values formation. The results include Pearson correlation coefficients (r-values), p-values, and a sample size of N = 300 for each relationship. Overall, out of 30 correlation coefficients, 7 were found to be significant at the 0.05 level, while 23 were not statistically significant.

Table 17. Significant Relationship Between the Role of HE teachers' and Students' Values Formation

Role of HE Teachers		Students' Values Formation					
		Curiosity & Learning	Lifelong Responsibility	Perseverance & hard work	Respect Integrity	& Positive Outlook	Religious & Spiritual Beliefs
Fostering Health & Wellness	Pearson Correlation	0.127*	0.095	.017	0.166*	0.093	0.066
	Sig. (2-tailed)	.027	.100	.769	.004	.106	.256
	N	300	300	300	300	300	300
Promoting Family Relationship	Pearson Correlation	0.130*	0.039	0.178*	0.060	0.046	0.107
	Sig. (2-tailed)	.028	.494	.002	.300	.425	.064
	N	300	300	300	300	300	300
Promoting Social Relationship	Pearson Correlation	0.022	0.139*	0.049	0.050	0.167*	0.069
	Sig. (2-tailed)	.702	.016	.395	.385	.004	.230
	N	300	300	300	300	300	300
Environmental Awareness	Pearson Correlation	0.018	0.045	0.065	0.008	0.038	0.059
	Sig. (2-tailed)	.752	.441	.261	.895	.508	.308
	N	300	300	300	300	300	300
Career Preparation	Pearson Correlation	0.081	0.067	0.020	0.030	0.066	0.156*
	Sig. (2-tailed)	.159	.246	.726	.605	.255	.007
	N	300	300	300	300	300	300

Note *p < .05

In terms of specific indicators, environmental awareness did not exhibit any significant relationship with all dimensions of students' values formation, suggesting that this aspect of HE instruction does not have a direct measurable influence on the values assessed in this study. This implies that while environmental awareness is an important component of Home Economics education, its effect may be indirect or influenced by other intervening factors.

Overall, the findings indicate that the role of HE teachers has a limited yet meaningful association with students' values formation. The presence of only a few significant relationships

suggests that values development is a complex process and is likely influenced by multiple factors beyond classroom instruction alone, including family background, peer interaction, and broader societal influences.

Significant Relationship Between the Role of Learning Environment and Students' Values Formation

In this study, the significant relationship between the role of the learning environment and students' values formation was analyzed using the Pearson Correlation Coefficient through Minitab 14.

Table 18 presents the correlation between the role of the learning environment and students' values formation. The results include Pearson correlation coefficients (r-values), p-values, and a sample size of N = 300 for each relationship. Overall, out of 30 correlation coefficients, 2 were found to be significant at the 0.05 level, while 28 were not statistically significant. However, a few significant relationships were

identified. Promoting social relationships shows a significant positive relationship with respect and integrity ($r = 0.184$, $p = .001$). This implies that when the learning environment promotes social interaction, cooperation, and peer engagement, students are more likely to develop respect for others and demonstrate integrity in their behavior.

Table 18. Significant Relationship Between the Role of Learning Environment and the Students' Values Formation

Role of Learning Environment		Students' Values Formation					
		Curiosity & Lifelong Learning	Responsibility	Perseverance & Hard work	Respect Integrity	& Positive Outlook	Religious & Spiritual Beliefs
Fostering Health & Wellness	Pearson Correlation	0.012	0.005	0.012	0.019	0.058	0.046
	Sig. (2-tailed)	.837	.926	.837	.744	.315	.421
	N	300	300	300	300	300	300
Promoting Family Relationship	Pearson Correlation	0.050	0.047	0.052	0.018	0.005	0.049
	Sig. (2-tailed)	.383	.418	.364	.760	.990	.397
	N	300	300	300	300	300	300
Promoting Social Relationship	Pearson Correlation	0.016	0.002	0.042	0.184*	0.101	0.037
	Sig. (2-tailed)	.775	.978	.464	.001	.079	.520
	N	300	300	300	300	300	300
Environmental Awareness	Pearson Correlation	0.022	0.025	0.032	0.045	0.055	0.092
	Sig. (2-tailed)	.698	.670	.584	.440	.344	.111
	N	300	300	300	300	300	300
Career Preparation	Pearson Correlation	0.101	0.021	0.033	0.087	0.057	0.116*
	Sig. (2-tailed)	.080	.718	.563	.131	.321	.044
	N	300	300	300	300	300	300

Note * $p < .05$

In terms of specific indicators, promoting social relationships showed a significant relationship with respect and integrity ($r = 0.184$, $p = .001$), indicating that a socially supportive classroom environment may contribute to the development of respectful behavior and moral conduct among students. Likewise, career preparation was significantly correlated with religious and spiritual beliefs ($r = 0.116$, $p = .044$), suggesting that exposure to career-oriented learning experiences may be associated with the strengthening of students' spiritual values.

On the other hand, fostering health and wellness, promoting family relationships, and environmental awareness did not show any significant relationships with all dimensions of students' values formation. This suggests that these aspects of the learning environment may not directly influence the specific values measured in this study.

Overall, the findings indicate that the learning environment has a very limited but meaningful association with students' values formation. The small number of significant relationships suggests that values development is a multifaceted process influenced not only by classroom conditions but also by external factors such as family upbringing, peer influence, and broader social context.

IV. CONCLUSION AND RECOMMENDATIONS

There was a significant but limited relationship between the role of Home Economics teachers and students' values formation; therefore, the first null hypothesis stating that there is no significant relationship between the role of Home Economics teachers and students' values formation was

rejected. The results of the analysis indicated that while some aspects of teachers' roles contributed to the development of students' values, the majority of the indicators did not show strong or consistent relationships. This indicates that the influence of Home Economics teachers on students' values formation exists but is not uniform across all dimensions and may depend on specific teaching practices and contextual factors within the classroom.

There was a significant but limited relationship between the learning environment and students' values formation; therefore, the second null hypothesis stating that there is no significant relationship between the learning environment and students' values formation was rejected. The findings revealed that only certain elements of the learning environment were associated with the development of specific student values, while most indicators did not show significant relationships. This indicates that although a supportive learning environment can contribute to shaping students' values, its overall influence is not strong across all aspects of values formation and may be complemented by other factors such as family background, peer influence, and broader social experiences.

Based on the findings and conclusions of the study, the following recommendations are forwarded:

School Leaders/Administrators may provide continuous professional development programs for Home Economics teachers that focus on values-oriented, experiential, and student-centered teaching strategies. They may also support initiatives that strengthen a caring, inclusive, fair, collaborative, and safe learning environment to further enhance students' ethical and moral development.

Teachers may consistently integrate lessons that foster family and social relationships, health and wellness, environmental awareness, and career readiness to strengthen students' values formation. They may also model ethical behavior, integrity, empathy, and positive outlook, while embedding moral and reflective activities in classroom instruction to promote responsibility, perseverance, and respect among learners.

Future Researchers may conduct further studies on the long-term effects of Home Economics instruction on students' values formation, particularly in relation to ethical behavior, social development, and environmental responsibility. They may also explore intervention programs that strengthen the role of teachers and learning environments in enhancing students' moral and character development.

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