

The Value of Values Education in the Virtual Classroom

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Abstract

This research endeavored to follow in a way the ideals of Herbert Spencer regarding value-based education. It inquired on the value or importance of values education in online instruction during this time of the pandemic. The researchers had used narrative descriptive method and strategy in analyzing the data that were collected through the digital data approach from several educators of higher and other educational institutions. Primarily, this research presented the various practices observed before, during, and after online learning, to ensure value-laden education aside from identifying the specific values needed to be promoted and intensified during this pandemic by reason of necessity and urgency like sensitivity, self-care, courage, perseverance, discipline, respect, accountability, faith, justice, peace, honesty, humility, and love. This research yielded to the importance and impact of values education to educational excellence while still in pandemic which are classified as personal character development, social and world development, and spiritual development on the account of the good nature of the value-based education, availability of much needed structures, quality of delivery, and dynamic support system.

Keywords: Values, Value-based education, Academic Excellence, Online Learning, Pandemic

Background of the Study

It is a given fact that the incorporation of values education in the curriculum has been an integral part in shaping the holistic formation of learners. The Values Education Program of the then, Department of Education, Culture and Sports was developed in 1988. It stemmed from the idea of “Social Transformation through Education” after the revolt in February 1986. In the study of Dr. Lourdes Quisumbing, on the Philippine’s values education program, values education is the process by which values, attitudes and habits are formed as the learner interacts with the environment under the guidance of a teacher.

The then DECS order no. 6 states that “the outline does not prescribe or impose values. It is merely a list of virtues adaptable to varying situations which it is hoped the learner will internalize and practice.” (Llego, n.d.) Even the Presidential Decree no. 6 of 1972, provides the promotion of “desirable cultural values in a changing world” as one of the goals of the maximum contribution of the educational system. (The Lawphil Project, n.d.). The teaching of values as an independent subject as well as an incorporated part of other subjects is crucial in shaping the entire make-up of the individual. The integration of values development of the lessons of every teacher in each discipline has been declared in the DO 41 in May 2003 of the Department of Education (DEPED, 2003). And so, the rest is history in so far as teaching the curriculum is concerned. Now, that a new era in our global history has emerged out of an unfortunate yet, relatively valuable event, the entire educational realm is challenged. It includes every aspect, from the physical interaction, down to getting across the learning outcomes, which is necessary for every learner. Yet, it is being pushed through now, in what we call, “the new normal” setting, and almost everyone seems to get by.

While both teachers and students, and even parents struggle to get along with the ramifications of such phenomenon through virtual processes, how can this so-called values education be still a part of it? For years, the educational realm cannot be without this curriculum if we are so concerned about the on-going and holistic formation of our citizens for authentic human development. This is not just the basic dos and don’ts nor the simple good manners and right conduct but the shaping of an individual’s moral compass and integrity. DepEd aims at producing a “just and human society and an independent and democratic nation.” It emphasizes the core values of *Maka-Diyos, Makatao, Makakalikasan and*

Makabansa to be instilled among learners, so that, our nation will be able to produce citizens who are socially responsible individuals, able to stand up for themselves and their country and profess accountability to the Ultimate Being. (DEPED, 2003) Likewise, in the Commission on Higher Education Memorandum Order Number 20, Series of 2013, it “describes the goal of the general education which is to produce thoughtful graduates imbued with values reflective of a humanist orientation (fundamental respect for others as human beings with intrinsic rights, cultural rootedness and an avocation to serve)” (CHED, 2013)

In this time of Covid-19 crisis, when all learners are glued to their gadgets to attend to their lessons, and mostly alone, how do we ensure that the entire virtual learning process includes those values necessary to be interiorized and appropriated by each learner? While we may deem it relevant and non-negotiable, the physical educational set-up alone had its own share of difficulties as far as values education is concerned, what more with the virtual world? The questions lie in how the values education lessons are being incorporated in the various subjects being taught in the virtual classroom, what specific values are these and how do the teachers carry it out to make an impact on their learners? In these trying times both in the physical and virtual world, do educators still inculcate in their learners the values necessary to form better, mature, God-fearing, and socially responsible individuals? This is the pressing concern in our academe today. This study is helpful in identifying the important specific values students can live by in the various situations in their daily life, not only during the pandemic. While we focus on a more academics-based virtual learning, values education instilled among them may be the core of educational excellence and mission.

This pandemic ushered us into a very unique and challenging situation putting almost everything into an unprecedented state. Many of us may have somehow been able to appropriate the situation into more meaningful thoughts or others associate it to their own lack of sense towards the environment or their sinfulness against God and so, in one way or another, try to amend for them. Yet, despite these, we can still hear news of rampant injustices and corruption, and domestic violence in the midst of this continuing crisis brought about by Covid-19. And so, we ask, what is happening? Why don't people learn?

This is perhaps, the same thought that Dr. Yuval Noah Harari asks in his book about finding the meaning of life, *21 Lessons of the 21st*

Century, *“What is happening in the world today, and what is the deep meaning of these events?” ...What can we do about the epidemic of fake news? ...Can nationalism solve the problem of inequality and climate change? What should we do about terrorism?”* (2018).

We can ask the same for today’s crisis, what can we do about the culture of bad politicking, of online bashing? Does it also happen even in online educational classrooms? Can values education really help in combatting and counteracting such characters?

The reality of dualism and polarities can leave us getting perplexed with so many realities. While we get inspired by many value-laden acts from several individuals and groups, we also get dismayed with others’ indiscretions. Again, what is happening with the values being taught for the longest time during face-to-face classes? And now, that we shifted to the virtual classroom, will online values education bear the same weight as in the face-to-face classes or even higher?

This values education assumptions is interestingly express by Dr. Brian Hall in his book, *Values Shift: A Guide to Personal and Organizational Transformation*:

“There are many implications for the two assumptions on the uniqueness and complexity of individuals-not only in the worlds of science, computers, and electronic communication, but more significantly in spiritual development and the emergence of the new human being. The frontiers here are education, health, and organizational leadership. But we are way behind. We have investigated and become very disciplined in the measurement of material reality, but we have not made the same progress in the development of human beings. This is where values and values measurement comes in.”
(2006)

At present, it can be seen that there is a continuing conduct of values education even in virtual classrooms, because it is deemed imperative, most especially in these times of crisis. But even in business organizations, there is a growing concern on “value shift,” as what Lynn Sharp Paine has written, her term, the “turn to values,” which she means the “growing emphasis” on values, culture, ethics, stakeholders, citizenship, etc.” The emphasis nowadays on value priorities among

applicants during selections is common in the corporate world. Paine adds that *“today’s leading companies are expected not only to conduct themselves as “moral actors” – as responsible agents that carry out their business within a moral framework. As such, they are expected to adhere to basic ethical principles, exercise moral judgment in carrying out their affairs, accept responsibility for their deeds and misdeeds, be responsive to the needs and interests of others, and manage their own values and commitments.”* (2003, preface)

All of us, who are from the different facets of society came from the structured educational setting, which shaped not only our knowledge but also, our values and moral compass. We may come from varied learning environments, but all of us have values education and orientation. Value to educational formation would also depend on what aspect we give importance to each learning, if academics is of higher importance or a much more holistic one, incorporating morals or ethics in each subject. Liu, et.al. reiterates Herbert Spencer’s emphasis on *“What Knowledge is of most worth?”* That is, *“the rearing activities require the study of physiology, psychology, and pedagogy in order to correctly implement the physical, intellectual and moral education of children;”* (2017)

Statement of Research Problem

The proponents of this research endeavored to answer the relevant question, *how important is the inclusion of values education delivery through the virtual classroom in this time of pandemic?*

Statement of Specific Objectives

This research has the following specific objectives:

1. Explore the values education being taught and the specific values being incorporated in every subject through online instruction among private schools, both sectarian and non-sectarian.
2. Examine the importance of these values in carrying out an integrated lesson through online instruction brought about by the pandemic; and
3. Identify the possible impact and contribution of values education delivered in online learning to educational excellence and mission.

Conceptual Model and Operational Framework

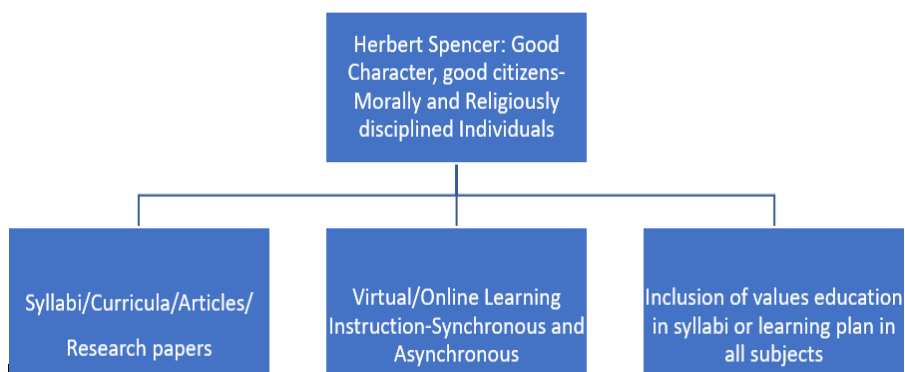
Conceptual Model

The English Philosopher, prolific writer and advocate of education, Herbert Spencer, states that “the great aim of education is not knowledge, but action.” For him, “education has for its object the formation of character.” (Holmes, n.d.) The c would play over knowledge, for by knowledge alone is not concrete without action. But, with knowledge to be acted upon, it must be through a good character. The teaching, then, of academics would be futile if it is merely learning it from the head. For him, it is scientifically based if it is learned through skills. Spencer further states in his theory of value, as to the goals of learning, that the learner should be “prepared to become good citizens and to impart an admirable moral and religious discipline. Success in life is not achieved only through enriching one’s knowledge. To be professionally equipped does not necessarily mean a basis for success.

Spencer also maintains that punishing or rewarding the students should not be based on thought-based ideas such as heaven or hell, but rather a more specific and spontaneous conduct in which they will be able to get a learning out of their own doing. In his essay on moral education, “he hoped that the civilized members of the society would spontaneously use milder measures when it comes to penalizing the wrong acts of the children. He further states that all instruction should be pleasurable and interesting. One of his supreme conviction is that the method of education which produced the teacher himself and the contemporary and earlier scholars, authors, and publicists, must be the righteous and sufficient method. Its fruits demonstrate its soundness and make it sacred.” (Holmes, n.d.)

Figure 1

Herbert Spencer’s Framework of Education



The framework shows that due to the crisis the world is facing right now, the virtual or online instruction delivery is a must and is being practiced in both public and private schools in the Philippines. The learners may be facing only their gadgets, as without a face-to-face interaction with their teachers and classmates, it is still important to incorporate the values needed and important to an integrated education. As Herbert Spencer said, it is important to produce a learner who is of good character, and who are good citizens of their country. This, in turn, contributes to the thrust of some schools towards educational excellence, and this would become each one's mission.

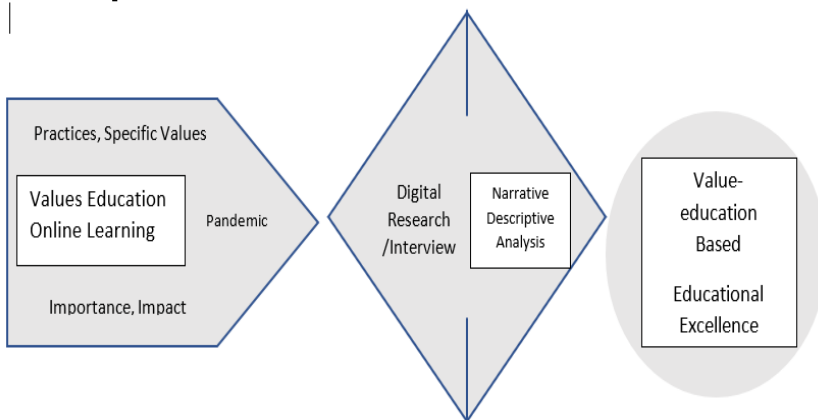
The formation of good character through values education in online instruction is of great importance towards producing good citizens which is a basis for educational excellence and mission.

Operational Framework

The entire research endeavor will be guided by the operational framework presented below:

Figure 2

Research Operational Framework



Methodology

Research Design

This research used the exploratory descriptive research design and strategy with the help of the digital data research approach in collecting data. Exploratory descriptive research involves gathering of data that describes events and then organizes, tabulates, depicts, and describes the data collection (Glass and Hopkins, 1984). This research design and strategy aim to explore the importance of values education delivery in virtual classroom at this time of the pandemic.

Research Approach

This research adopted the digital data research approach, where data were collected through “the use of digital tools, such as computers, tablets, smart phones and video cameras, in scholarly research projects.” (Eriksson and Kovalainen, 2016). The researchers gathered resources online and through resource persons from whom data were collected in an interview or focus group discussion via an online platform. The crisis of pandemic has curtailed the mobility of people to go about their daily activities, more so, with conducting and participating in research. This digital research is a more conducive way to do amid such situation, where “it allows participants to take part in your research in a familiar environment (e.g., home or office), which may make them feel more relaxed in expressing themselves and in responding when and how they feel comfortable” (2016, p.110).

Research Procedures of Data Collections

The researchers sought the help of the school administrators to explore the data they will provide. Inquiries were done through online communication-via social media and other online communication platforms. Interview and Focus group discussion were conducted among participants for a more thorough collection of data. The size of the participants is 30 who are educators themselves from different sectarian and non-sectarian educational institutions from Metro Manila and other provinces.

Table 1.*List of Participants*

RESPONDENTS	INSTITUTIONS
1	Institute of Religion, University of Santo Tomas
2	Department of Human Biology, San Beda University
3	Science Area, St. Paul College, Pasig
4	Religion Area, St. Paul College, Pasig
5	Department of Political Science, San Beda University
6	Theology Department, Universidad de Sta. Isabel, Naga City
7	Values Formation Area, Ateneo de Iloilo, Iloilo City
8	Institute of Architecture, University of Santo Tomas
9	Administrator for Religion, Pateros Catholic School
10	Administrator for Academics, Canossa School, Sta. Rosa, Laguna
11	Administrator for Theology and Values Education, St. Bridget College, Batangas City
12	Administrator for CLE and Values Education, Xavier School, Nuvali, Sta. Rosa, Laguna
13	Administrator for Research, Planning and Publication Office, St. Bridget College, Batangas City
14	Department of Languages and Literature, National Teacher's College
15	Administrator, Bicol University, Legazpi City, Bicol.
16	College of Nursing, San Beda University
17	Administrator, St. Scholastica's College, Manila
18	Administrator, Cagayan State University, Cagayan
19	College of Business, University of the East
20	College of Sciences, Cavite State University

Table 1.*Continued*

RESPONDENTS	INSTITUTIONS
21	Department of Religion, Letran University, Manila
22	Administrator, West Bay College, Pasay City
23	Administrator, Senior High Department, University of Santo Tomas
24	Director, St. Magdalena of Canossa Catholic School, Arteche Eastern Samar
25	Campus Ministry, University of San Jose Recoletos, Cebu City
26	Administrator, Canossa College, Lipa City, Batangas
27	NSTP Department, Dela Salle University, Manila
28	Administrator, Pamantasan ng Lungsod ng Maynila
29	Administrator, Ateneo de Davao, Davao City
30	College of Nursing, Universidad de Sta. Isabel, Naga City

Measurement and Instrumentation

For the interview and focus group discussion, the respondents asked these questions:

1. How do you ensure the values formation of your students during online instruction?
2. What specific values formation are integrated in the curriculum/subjects being carried out in the virtual classroom of your learners?
3. How valuable is values education in the online instruction of the new normal?
4. What impact can it make in attaining educational excellence for your school?

Data Analysis / Analytical tools

This research is qualitative utilizing the narrative descriptive technique of analysis. This involved simple collecting the descriptions of events and then organizes, tabulates, depicts, and describes the data collection (Glass and Hopkins, 1984).

Results and Discussion

Aided by a digital data research approach in collecting data and by using the narrative descriptive method and process of analysis, the researchers found meaningful depictions or descriptions which the researchers subsequently attached to the categories developed based on the ideals of the conceptual model. These chunks of meaningful depictions or descriptions are considered seriously by the researchers in view of answering the research's problem and specific objectives.

Table 2.

Practices ensuring the values formation of students during online instruction.

Giving a set of rules and guidelines during the course orientation, the netiquette and other house rules. Explain the values or virtues that are practiced and cultivated in every rule. Reminders must be done regularly.

Sharing of teaching philosophy, the guiding principle that supports through the intricacies of day to-day instruction.

Begin and end with a prayer. Compose an opening and a closing prayer that can be used by the class. Present it to the class and explain the content of the prayer.

Create an atmosphere where everyone can be given a chance to speak, share their thoughts and reactions.

Crafting of modules with thematic approach, focus on the different core values of the school. Reiteration of certain values every session.

Following the "See-Judge-Act Method" via online modular scheme of delivering instruction.

Provide online venues to students, teachers, and parents to nurture or manifest the core values, the school wants them to imbibe.

Grounding on human and Christian consciousness.

Table 2.*Continued*

Use of reflection journal or papers to evaluate the students' personal perceptions to such input of the learning plan.

Creation of a particular formation team to attend to the needs of the school for values and religious formation, the Virtue-al Formation Team. It is composed of CLE/Theology coordinator, Campus minister, student formation officers, and the religion teachers.

Values Formation is enshrined from the start, from the construction of syllabus, formation standard is part of it, to the writing of modules. Valuing is always part of it. Values to be developed in the lesson were listed and developed through-out the instruction.

Ensuring human and Christian formation, Catholic teachings and doctrines are discussed and explained in the classroom during CLE classes. Students are led to think and reflect on how their knowledge can and understanding of their faith be applied in their everyday lives. In the classroom, students are given situations and theoretically, they can propose some course of actions.

Webinars for students and parents are conducted to make sure that values formation continues even education is done online. Had guidance program which is also done online to make sure that the students feel loved and cared by the school despite distance barriers.

Teacher served as role model in following rules.

Design practical exercises at the end of each lesson to provide opportunity to students to apply what they have learned to real-life situations.

Values are integrated in every subject delivery through the synchronous sessions and in the learning materials and activities during asynchronous sessions. Integration of value-oriented questions to the lesson.

Table 2 presents the participants' several practices or course of actions taken to ensure that values education will be delivered in an online learning. Analyzing the data, these practices or course of actions taken can be categorized into Pre-Online Practices (PrOP), At the Moment Practices (AMP), and Post-Online Practices (POP).

Pre-Online Practices (PrOP)

The practices or courses of action taken ensuring values education delivery in an online learning even starts before the actual virtual classroom learning. It may begin with the creation of a particular formation

team to attend to the needs of the school for values (and religious) formation, the Virtue-al Formation Team. The team may be composed of CLE/Theology coordinator, Campus minister, student formation officers, and the religion or theology teachers. Values Formation may be enshrined from the start, from the construction of syllabus to the writing of modules. Valuing should always be part of it. Values to be developed in the lesson were listed and developed through-out the instructional preparation. Crafting of modules with thematic approach that focuses on the different core values of the school is also considered vital in ensuring values education be delivered through online learning. Another contributing factor is providing excellent online venues or platform-application to students, teachers, and parents to nurture or manifest the core values, the school wants them to imbibe. Administration and the faculty should consider values are integrated in every subject delivery through the synchronous sessions and in the learning materials and activities during asynchronous sessions. Integration of value-oriented questions to the lesson. The crafting of module alone is crucial if we seriously consider the holistic formation of our learners. Dr. Brian Hall is emphatic in the development of the human beings and even wrote a book on Leadership Through Values together with Helen Thompson. They came up with a model for leadership development that are definitely value-based, so as to produce leaders described by Robert Greenleaf as “capable but caring individuals whose choice to serve has caused them to lead.” They are “competent, caring persons who can humanize our institutions and harness our technologies (1980, p.11).

At the Moment Practices (AMP)

There are practices that can be observed that may ensure the delivery of values education during an online learning. To cite a few, the participants mentioned that giving a set of rules and guidelines during the course orientation, the netiquette and other house rules may set the tone for a quality learning experience. Explaining the values or virtues that are practiced and cultivated in every rule is values education itself. The teacher serving as a role model in following rules can help students form their own values. Reminding the students regularly will help in doing the right thing in an online learning. The sharing of teaching philosophy, as a guiding principle, may support the students go through the intricacies of day to-day instruction.

The participants also found creating an atmosphere where everyone can be given a chance to speak, share their thoughts and reactions as necessary too. Opening and a closing prayer composed and recited by the students can be used as affective channel of values education. Following certain method of analysis like the “See-Judge-Act Method” via online modular scheme of delivering instruction can exposed students to certain realities where there are negative and positive values found. The use of reflection journal or papers can help evaluate the students’ personal perceptions of such input of the learning plan. Grounding always on human and Christian consciousness can help students focus on certain human and Christian values. Ensuring human and Christian formation, Catholic teachings and doctrines are discussed and explained. Students are led to think and reflect on how their knowledge can and understanding of their faith be applied in their everyday lives. In the online classroom, students are given situations and theoretically, they can propose some courses of action.

Post-Online Practices (POP)

Some practices done outside the actual online learning may be considered beneficial in ensuring the delivery of values education in an online learning. These practices may reinforce the values education of the students. This requires involvement not just of teachers and students but also parents and other offices of student services. As mentioned by some research participants, webinars for students and parents can be conducted to help ensure that values formation continues even if education is done online. The guidance program which is also done online can help strengthen the values learned by the students or simply make sure that the students will feel loved and cared for by the school despite distance barriers.

Table 3.

Specific values integrated into the subjects being carried out in the virtual classroom.

Accountability	Faith	Preferential Option for the Poor	Social awareness
Advocacy for the poor	Gratitude	Propriety	social responsibility

Table 3.*Continued*

Charity	Honesty, Academic Honesty	Prudence	Social commitment
Christ Centeredness	Human relationship	Punctuality	Solidarity
Compassionate service	Humility	Respect for God' creation	Stewardship
Competence	integrity	Respect for human dignity	Team player
Competent Consumer/user of technology	Interiority- silence, prayerfulness	Respect for Law	Tolerance
Conscience	Justice	Responsibility	Trust
Courage	Kindness	sacrifice	Truthful
Courtesy	Leadership	Self-awareness	Understanding people
Critical thinking	Love for God, self, others, environment	Self-care	Volunteerism
Cultural competence	Nationalism	Self- learning	Witnessing
Discipline	Patience	Sensitivity	Work ethics
Educational excellence	Peace	Service	
Effective communicator	Perseverance	Creativity	
Engaged in Social transformation	Person for others	Simplicity	

Positive or higher values are those standards of which a society judges as desirable and important for people. It is a collective conviction in what is are considered contributory to the welfare of the individual, group, institution, society, environment, and the cosmic world. In life, positive values are manifold and countless, and they are interconnected. Generally, values shape the way people live their lives, how they interact

with others and how they feel about themselves. Values are learned, usually passed down from generation to generation or from an institution to its stakeholders. Some of these are reflected in Table 3, and these evidently respond to CMO Number 20, Series of 2013, which is to “produce thoughtful graduates imbued with values reflective of a humanist orientation” that includes respect, love for culture and selfless service. (CHED, 2013).

The said table presentation provides several specific positive or higher values that are considered essential in teaching values education in an online setting according to the research participants who are online educators themselves from different higher educational institutions. Analyzing the presented values, they can be loosely classified either as institution-based core-values, religious charism-based values, and faith-based values if not personal biased based values. Although, all these values can have overlapping classification.

An institution-based values are values preferred by the educational institutions commonly expressed through the institution’s articulated common interests, the mission-vision statement. They are the likes of integrity, educational excellence, leadership, nationalism, volunteerism, social responsibility, respect for law, and others.

A religious charism-based values are values attributed to the charisms of the religious congregation who administer the educational institution. Some of the examples are service, simplicity, preferential option for the poor, interiority-prayer, and the likes.

A faith-based values are values purposely driven by the religious beliefs like love for God, self, others, and the environment, peace, justice, faith, charity, humility, stewardship, kindness, Christ-centeredness, respect for human dignity, and others.

A personal biased-based value are values that are individually chosen and preferred to be shared with others. These are courage, courtesy, critical thinking, creativity, perseverance, patience, discipline, effective communicator, Self-care, self-awareness, self-learning, punctuality, sensitivity, understanding people, honesty, gratitude, courage, and the likes.

Essential Values During Pandemic

This pandemic period had brought a lot of challenges to life, that includes even to the educational system. It challenged the academic institutions on how to effectively deliver their services to students with the available online technology, well-planned curriculum and instructions, and the preparedness of the faculty. On the part of the students, they are facing also great challenges in online learning like connectivity issues, gadget issues, online teaching style, and limited opportunity to communicate. In this kind of situation, appropriate values must be promoted and intensified. The cited specific values of the research participants are all necessary, but the following values are needed to be emphasized, these are some of them, sensitivity, self-care, courage, perseverance, discipline, respect, accountability, faith, justice, peace, honesty, humility, and love.

The identification of these values being promoted in different educational institutions determined by the respondents, especially those discerned relevant values during this time of pandemic is something that follows the idea of Brian Hall (2006) of making progress in the development of human beings, where values are given much emphasis and discernment.

Table 4.

Importance of values education in the online instruction during the pandemic.

<p>It still focuses on the total formation of the human person.</p> <p>Promotes independent learning. Mature students learn at their own pace</p> <p>Shaping the character and values of the students to be useful in the society and in the bigger world. They will be future leaders. Students whose values and moral fiber are formed can be of great help to others especially those in the peripheries of life.</p> <p>A good moral booster to fight issues on mental health.</p> <p>Focuses on human life experience, culture, and social transformation.</p> <p>Allowed a more personal encounter with God through online masses, online retreats, for students and faculty, online Recollection, and online BEC.</p> <p>Played a vital role in shaping the values of the students and molding their attitude and behavior that will lead them to make good decisions in life.</p> <p>Can produce responsible, productive, and humane individuals/citizens.</p>
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Table 4.*Continued*

Inculcate the right values to our students it will affects their attitudes towards studies, responsibility, and accountability. It affects the quality of graduates.
Help remain being human in an online world, and to socialize students into the conventions and norms of online communication.
Allows the students to be reminded of their moral responsibility and duty to their families and society
Helps students see the goodness and beauty of pressing realities during pandemic and remind them of their inner strength. They are being reminded of a faithful God and must go on with life patiently with a positive disposition.

In a society where there is a huge crisis of moral values, or there is a moral degradation, values education proves out to be the solution. The research participants identified several points as to why values education is important in online learning, especially in this pandemic period. Referring to table 4, the importance of values education can be categorized in terms of personal character development, social and world development, and spiritual development.

Personal character development. Values education in this case focus more on the formation of value-system within the self, making the self-more resilient and able to withstand the test of time. With strong character and a positive value-system, right attitude and behavior, students will know who they are better, their moral responsibility and accountability which can lead them to make good decisions in life. They will be able to see also the goodness and beauty of pressing realities during the pandemic and remind them of their inner strength. Values education in online setting provides morale booster to fight issues on mental health which is prevalent and alarming because of the pandemic caused by COVID19.

Social and world development. Values education in online learning promotes values that can help students remain to be human and socialize within the conventions and norms of online communication. Online values education still focuses on human life experience, culture, and social transformation. It can help produce students who are responsible, productive, and humane citizens of the world. Shaping the character and values of the students to

be useful in the society and in the bigger world as future leaders. Students whose values and moral fiber are formed can be of great help to others especially those in the peripheries of life.

Spiritual development. Values education not just aim for personal character formation and transforming the society and world for better, it is also very concerned with intensifying one's spirituality or relationship with the divine. In values education, they are being reminded of a faithful God and must go on with life patiently with a positive disposition. The online values education allowed a more personal encounter with God through online masses, online retreats, for students, faculty, and parents, online recollection, and online BEC or basic ecclesial community.

Teaching values education online is as challenging as it is done normally in a classroom setting. It might be even more challenging today because of the pandemic. And so, values education must be intensified during the time of the pandemic.

Table 5.

Values education possible impact to educational excellence during the pandemic.

<p>Values education can serve as a beacon of light and hope in these trying times. It can serve as an avenue for students to gain strength and security from their sighs and fears. It can serve as a stronghold for students to be better persons facing these new challenges.</p> <p>Values education can serve as an eye-opener to the real truths of reality. It may ignite the students' awareness not only in their academic endeavors but also their social and civic duties and responsibilities and provide a spark to nurture and give importance to their spiritual life.</p> <p>If consistent in teaching values, then it will have great impact to educational excellence of our school. Educational excellence is not just about the head, the hand, it must be balanced between the head, the hand, and the heart. Then it will complete our holistic education.</p> <p>Educational excellence will only be attained when young people are formed not only to be intelligent but people whose hearts beat for the service of other people. Only then we can say that the institution has attained educational excellence.</p> <p>Values education can help students to remember the values that are important for lifelong learning.</p>

Table 5.*Continued*

The school should be a venue for character and conscience formation. We cannot bring transformation to society unless our children are also transformed when it comes to values, attitudes, and principles.

Values education teachers are really challenged to be more patient, understanding, and creative to lead the students to a more engaging participation in the virtual classroom, to facilitate trust in the sharing despite the lack of personal touch in establishing relationship with the students. Building friendships with students to promote achievement of learning is vital. Students listen and participate to teachers whom they find interesting and likable.

Just as we teach for understanding and acquisition of knowledge, skills, and attitudes, we also teach our students how to thrive in this new normal.

Careful, systematic implementation of policies, projects, and activities in values education are elements that may attain educational excellence.

Webinars for parents of students are conducted to make sure that values formation continues even outside online education. Guidance program and a campus ministry spiritual activity also done online to help them reinforced student's values education.

The students or graduates can demonstrate the character of being a good person, of being a good citizen and if the students and graduates can concretize the values integrated in the subjects through their responses or actions on their life situations also on how they treat or relate with others amidst diversity and pandemic.

The transformation of students to be more caring and understanding, to feel the feelings of other people. And so, educational excellence can still be attained even in online education.

Students who embraced the school's values contribute to the society and in return, the schools generate less risk and more income opportunities because of the image projected

It has an impact on human development since the intellectual formation of the human person is still being addressed through blended learning despite the current situation. Last, but not the least, there is still a continuous formation on the Catholic faith of our students which contributes a lot to the stability of their life in this time of pandemic.

How we prepare the students for the future, that should be trademark of real education.

Allowing students get in touch with themselves through Values formation even in reliable virtual set up, supported by the authenticity, sincerity, and preparedness of a teacher, will help them appreciate the value of life, they gain not only excellent education but wisdom they would bring for life.

The formation of the heart grounded by the principles of different values can help produce educational excellence.

Measuring the true impact of values education on educational excellence needs to have a full grasp of what the students had become after receiving the value-based education. The students' life may reflect the quality of education received, and that requires time. It may seem difficult to measure the true impact of values education on academic excellence, it can still be known tentatively through its apparent assumptions as found in table 5. From the shared data of the research participants, the researchers arrived with values education possible impact to academic excellence under the following category:

Nature of Value-based Education. By the nature itself of values education, with all its intent, it can serve as a beacon of light and hope in these trying times. It can serve as an avenue for students to gain strength and security from their sighs and fears. It can serve as a stronghold for students to be better persons facing these new challenges. Values education can serve as an eye-opener to the real truths of reality. It may ignite the students' awareness not only in their academic endeavors but also their social and civic duties and responsibilities and provide a spark to nurture and give importance to their spiritual life. The formation of the heart grounded by the principles of different values can help produce educational excellence.

Availability of Needed Structures. Allowing students to get in touch with themselves through Values formation in a reliable virtual setup supported by the authenticity, sincerity, and even preparedness of a teacher, will help students appreciate the value of life, they gain not only excellent education but the wisdom they would bring for life. It has an impact on human development since the intellectual formation of the human person is still being addressed through blended learning despite the current situation. The school should be a venue for character and conscience formation. We cannot bring transformation to society unless our children are also transformed when it comes to values, attitudes, and principles.

Quality of Delivery. Careful, systematic implementation of policies, projects, and activities in values education are elements that may attain educational excellence. Continuous formation on the Catholic faith of our students which contributes a lot to the stability of their life in this time of the pandemic. If consistent in teaching values, then it will have a great impact on educational excellence of our school. Educational excellence is not just about the head, the hand, it must be balanced between

the head, the hand, and the heart. Then it will complete a holistic education. With value-based education, it is not limited to teaching for the acquisition of knowledge, skills, and attitudes, but also teaching the students how to thrive in this new normal. It should touch all the aspects of human life. As Catholic institutions, schools should be a venue for character and conscience formation. They cannot bring transformation to society unless our children are also transformed when it comes to values, attitudes, and principles. Values education teachers are really challenged to be more patient, understanding, and creative to lead the students to a more engaging participation in the virtual classroom, to facilitate trust in the sharing despite the lack of personal touch in establishing relationship with the students. Building friendships with students to promote achievement of learning is vital. Students listen and participate to teachers whom they find interesting and likable.

Dynamic Support System. Conducting webinars for parents of students make sure that values formation continues even outside online education. Guidance program and campus ministry spiritual activities are also done online helped the student's reinforced their values education. By this, we can refer again to the question, "What Knowledge is of most worth?" (Liu, et.al. 2017) We might also ask this every time we craft our own curriculum, in our institutional goals, and in the way we implement this in our classrooms face-to face or virtual.

Conclusions

This research endeavored to know the value or importance of values education in an online learning during this time of the pandemic. Specifically, it explored the values of education being taught and the specific values being incorporated in every subject through online instruction among private schools, both sectarian and non-sectarian. Also, it examined the importance of these values in carrying out an integrated lesson through online instruction brought about by the pandemic. This research tried even reflecting on the possible impact and contribution of values education delivered in online learning to educational excellence and mission.

The researchers had used the narrative descriptive method and strategy in analyzing the data collected through the digital data approach. On the question of what practices helped ensure values education of the

students during online instruction, the practices or course of actions taken can be categorized into Pre-Online Practices (PrOP), At the Moment Practices (AMP), and Post-Online Practices (POP). The practices or courses of action taken ensuring values education delivery in online learning even starts before the actual virtual classroom learning. There are practices that can be observed that may ensure the delivery of values education during online learning. An example of these is giving a set of rules and guidelines during the course orientation, the netiquette and other house rules may set the tone for a quality learning experience. Some practices done outside the actual online learning may be considered beneficial in ensuring the delivery of values education in an online learning. These practices may reinforce the values of education of the students. As regards the specific values incorporated in online instruction, this research found they are many of them, they are all positive or higher values, and they can be loosely classified either as institution-based core-values, religious charism-based values, and faith-based values if not personal biased based values. All the cited specific values of the research participants are all necessary, but during this pandemic period there are appropriate values that must be promoted and intensified. the following values are needed to be emphasized, these are some of them, sensitivity, self-care, courage, perseverance, discipline, respect, accountability, faith, justice, peace, honesty, humility, and love. Answering the question on how valuable values education in the online instruction, the data yielded several points which can be categorized into personal character development, social and world development, and spiritual development. Lastly, this research reflected on the impact of value-based education on academic excellence. It may seem difficult to measure the true impact of values education on academic excellence, it can still be known tentatively through its apparent assumptions as expressed by the four categories, nature of the value-based education, availability of much needed structures, quality of delivery, and dynamic support system.

The limitation of this research is mainly focused on the importance of value-based education in online learning during this pandemic time, the particular values incorporated in online education, and the impact of value-based education on educational excellence. All these are based only a limited size of participants from several sectarian and non-sectarian higher educational institutions. Therefore, the study yielded only an initial result. It needs to be conducted in a bigger size of participants from a diverse research environment to come up with a more integral result about the essence of value-based education given in the online classroom.

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