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## TEACHERS' CLASSROOM MANAGEMENT STYLE AND VALUES INTEGRATION AMONG ELEMENTARY LEARNERS

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### **ABSTRACT**

This study examined the relationship between Social Studies teachers' classroom management styles and their values integration practices in selected public elementary schools in the Lantapan West District, Schools Division of Bukidnon during the school year 2025–2026. Specifically, it determined the level of classroom management styles in terms of authoritative, authoritarian, permissive, and indifferent approaches, as well as the level of values integration in Social Studies instruction in terms of cognitive, affective, behavioral, and contextual integration. The study employed a descriptive–correlational research design. Data were gathered from Social Studies teachers handling Grades 5 and 6 using an adopted questionnaire based on the Behavior and Instructional Management Scale and established values integration frameworks. The collected data were analyzed using mean, standard deviation, and Pearson product–moment correlation. The findings revealed that classroom management styles were generally practiced at a very high level, with authoritative management emerging as the most prominent approach. Values integration in Social Studies instruction was also practiced at a high level, particularly through contextual and affective strategies that connect lessons with real-life situations and emotional engagement. Furthermore, the analysis revealed a significant relationship between classroom management styles and values integration practices, indicating that the way teachers manage their classrooms influences how moral values are incorporated into instruction. These findings highlight the importance of effective classroom management and purposeful values integration in fostering meaningful learning environments in Social Studies education.

**KEYWORDS:** *classroom management style, values integration, Social Studies instruction, moral education, elementary teachers.*

## **INTRODUCTION**

The moral development of elementary learners is a critical component of basic education, particularly in Social Studies, where value formation is a core objective. However, despite the strong emphasis on values education in the Philippine curriculum, reports of declining moral behavior among students persist. This raises significant concerns about the effectiveness of teaching strategies, particularly the classroom management style and values integration practices employed by Social Studies teachers. Thus, this study seeks to determine the correlation between Social Studies teachers' classroom management styles and values integration approaches and the level of moral reasoning among elementary learners. The goal is to assess whether and how these two variables influence students' ability to make ethical decisions, judge right from wrong, and practice moral behavior in real-life contexts.

Recent international studies emphasize the crucial role of teacher behavior and classroom environment in shaping students' moral development. According to Fives et al. (2021), classroom management is not merely about maintaining order but also about fostering a safe, respectful, and inclusive learning environment where students can reflect on moral dilemmas and ethical values. Teachers who adopt democratic and supportive management styles encourage open discussions and critical thinking, which are essential for moral reasoning development. In contrast, authoritarian classroom practices may suppress student voice, reducing opportunities for value-laden discussions and moral reflection (Chen, 2022). This highlights the importance of management styles aligned with moral and ethical learning goals.

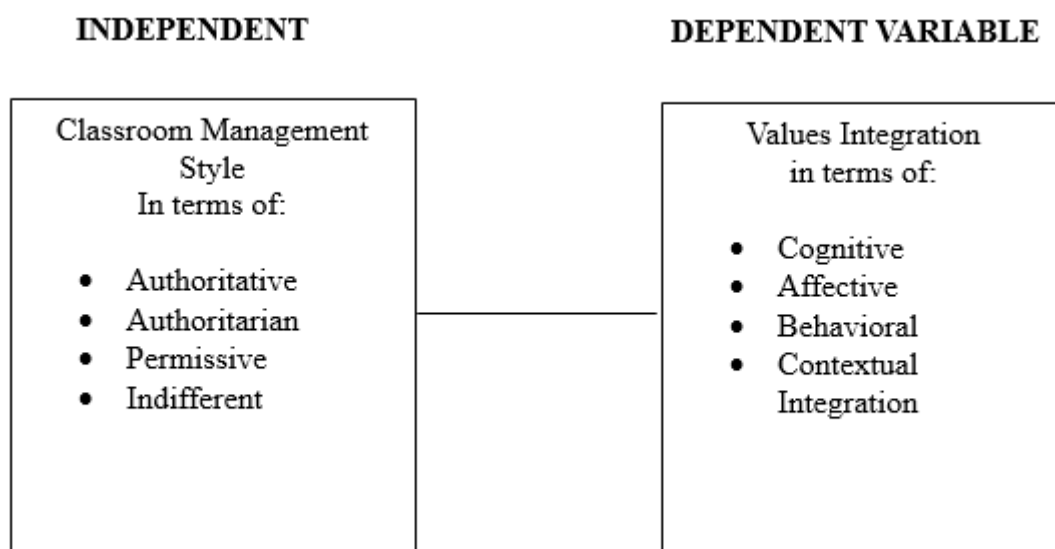
In the local context, the Philippine Department of Education promotes the integration of core values such as *makatao*, *makakalikasan*, *makabansa*, and *may pananagutan* in all subject areas, especially Araling Panlipunan (DepEd Order No. 31, s. 2012).

### ***Theoretical Framework***

This study is grounded in Kohlberg's Theory of Moral Development, which explains how individuals progress through different levels of moral reasoning: pre-conventional, conventional, and post-conventional. The theory posits that moral development is influenced by cognitive growth and social experiences, particularly interactions within structured environments such as the classroom. This framework provides a lens to understand how

classroom-based factors like management style and values integration affect the development of learners' moral reasoning.

This study is anchored on the interrelationship between Social Studies teachers' classroom management styles and values integration practices, and their influence on the moral reasoning of elementary learners. The framework views classroom management and values integration as critical instructional variables that shape students' ethical thinking and decision-making in the learning environment.



*Figure 1. Schematic Diagram of the Study.*

### **SCOPE**

This study focuses on examining the correlation between Social Studies teachers' classroom management styles and perception of values integration practices with the moral reasoning of elementary learners. It specifically covers public elementary schools in the Lantapan West District, Schools Division of Bukidnon, during the school year 2025–2026. The respondents of the study include elementary Social Studies teachers in key stage 2, as they are at a developmental stage where moral reasoning becomes more evident and measurable.

The scope of the study is limited to two main variables: (1) classroom management style, with sub-variables such as authoritative, authoritarian, permissive, and indifferent styles; and (2) values integration, which includes cognitive, affective, behavioral, and contextual approaches, based on Kohlberg's stages of moral development: pre-conventional, conventional, and post-conventional. The study aims to determine the levels of each variable

and the significant relationships among them. It does not intend to explore other possible influences on moral reasoning, such as home environment, peer influence, religious upbringing, or media exposure.

This study is also delimited by its reliance on self-reported data through surveys and questionnaires. Thus, it is subject to social desirability bias, where respondents, particularly teachers and learners, may answer in a manner that they perceive to be favorable or acceptable rather than truthful. For instance, teachers might overstate their use of values integration strategies or positive management styles, while learners may respond in ways that reflect what they believe their teachers or parents expect of them. While efforts will be made to ensure anonymity and encourage honest responses, this potential bias is acknowledged as a limitation to the accuracy of the data.

### **Review of the Literature**

This chapter presents a review of related local and international literature that supports the investigation of how these instructional variables influence the moral reasoning of elementary learners. It is organized thematically to address the major and sub-variables of the study, establish theoretical grounding, and identify research gaps that this study seeks to address within the context of public elementary schools in Lantapan West District, Schools Division of Bukidnon.

#### ***Classroom Management Style in Social Studies Instruction***

To begin with, classroom management plays a foundational role in ensuring that effective teaching and learning occur, especially in values-laden subjects like Social Studies. It refers to the strategies teachers use to maintain order, promote student engagement, and create a positive classroom climate. In the context of Social Studies instruction, management style not only ensures discipline but also sets the tone for value formation, respectful discourse, and ethical learning experiences. Emmer and Evertson (2016) emphasized that effective classroom management fosters a climate of respect and fairness, which is essential in shaping learners' behavior and moral attitudes.

Moreover, Martin and Sass (2010) categorized classroom management styles into four types: authoritative, authoritarian, permissive, and indifferent. Each style reflects a combination of teacher control and support. The authoritative style, characterized by high control and high support, encourages structure while promoting open communication and empathy, making it the most conducive to moral and social development. In contrast, the authoritarian style

maintains strict discipline with minimal emotional support, often limiting learners' opportunity for moral reasoning and self-expression (Chen, 2022). The permissive style, marked by low control but high warmth, may create a friendly environment but often lacks the structure needed for consistent behavior expectations. Lastly, the indifferent style low in both control and support can result in a chaotic learning environment where moral guidance is absent, which negatively impacts learners' ethical growth (Fives et al., 2021).

In the Philippine setting, classroom management is especially significant due to the values-oriented nature of the K to 12 curriculum, which emphasizes the formation of values such as *makatao*, *makakalikasan*, *makabansa*, and *may pananagutan* (DepEd Order No. 31, s. 2012). Teachers are expected not only to deliver content but also to model behavior and manage the classroom in a way that supports these core values. Local studies, such as that of Lorenzo and Gonzales (2021), found that Filipino elementary teachers who adopted an authoritative classroom management style reported higher learner participation, respect, and cooperation, all of which are associated with stronger moral reasoning.

Furthermore, recent research stresses the influence of teacher-learner relationships embedded within management styles on moral development. Fives, Barnes, and Gregoire (2021) concluded that classrooms characterized by fairness, mutual respect, and consistent discipline provide the psychological safety necessary for learners to engage in moral reflection and decision-making. This supports the notion that how a classroom is managed beyond the subject matter greatly contributes to learners' ability to reason morally, especially in subjects like Social Studies that inherently deal with justice, civic responsibility, and ethics.

In summary, the literature confirms that classroom management style is not merely about controlling student behavior but is deeply intertwined with the development of learners' moral reasoning. Authoritative and well-structured classroom environments foster dialogue, empathy, and ethical thinking, key outcomes in Social Studies education. This further justifies the study's focus on examining the influence of management styles on the moral development of elementary learners in the Lantapan West District.

### ***Values Integration in the Teaching of Araling Panlipunan (Social Studies)***

To begin with, values integration is a core component of Araling Panlipunan (Social Studies) instruction in the Philippine basic education curriculum. It refers to the intentional infusion of moral and ethical values in classroom content, activities, and interactions to support the holistic development of learners. According to DepEd Order No. 31, s. 2012, Social Studies served as a key platform for instilling nationalistic, moral, and civic values among Filipino

students. This approach aligns with the K to 12 curriculum's goal of producing functionally literate, morally upright, and socially responsible citizens.

Moreover, values integration in Social Studies is multidimensional. One key dimension is cognitive integration, which involves incorporating values through the discussion of historical events, civic duties, and social issues. Teachers guide learners to understand concepts such as justice, human rights, and respect for diversity. As Garcia and Dumlao (2021) emphasized, Araling Panlipunan teachers who provide analytical discussions on Filipino heroes and national struggles help students form value-based judgments and deepen their moral understanding.

In addition, affective integration focuses on engaging learners' emotions to cultivate empathy, compassion, and patriotism. Through storytelling, reflective writing, or community-based projects, students connect emotionally to historical and contemporary social issues. Espina and San Luis (2020) noted that emotional engagement during Social Studies lessons leads to better internalization of values, especially when students are allowed to share personal insights or family experiences related to societal problems.

Furthermore, behavioral integration involves modeling and reinforcing value-driven behaviors within the classroom. Teachers serve as role models who demonstrate respect, honesty, and responsibility in daily interactions. Learners are also encouraged to practice these values through class rules, peer collaboration, and participation in civic-oriented activities. According to Narvaez and Lapsley (2020), modeling and habituation are essential strategies in moral education, as consistent reinforcement helps embed values into daily behavior.

Another important dimension is contextual integration, which relates to linking values instruction to real-life situations, local traditions, and community challenges. Social Studies teachers who make lessons relevant to learners' lives, such as discussing barangay issues, environmental concerns, or indigenous practices, help students see the importance of values in action. Alibutud and Sabanal (2022) emphasized that culturally relevant values education fosters critical thinking and civic engagement among Filipino learners, especially in rural or multicultural communities.

Lastly, the integration of values in Araling Panlipunan goes beyond textbook instruction. As international studies suggest, values education must be embedded in the curriculum and classroom culture to be effective. McGrath and Jones (2021) concluded that values integration should not be taught in isolation but within meaningful contexts and supported by

the teacher's consistent practice of those values. This highlights the need for alignment between what is taught and what is modeled.

In summary, values integration in Social Studies involves cognitive, affective, behavioral, and contextual strategies that shape learners' moral and civic development. When effectively implemented, these approaches nurture not just knowledge, but also ethical thinking and responsible behavior. This literature strongly supports the present study's focus on examining how value integration practices in the classroom contribute to the moral reasoning of elementary learners.

### ***Moral Reasoning Development Among Elementary Learners***

To begin with, moral reasoning refers to a learner's ability to make ethical decisions based on values, social norms, and personal principles. It is considered a critical developmental milestone in middle to late childhood, as learners begin to think about fairness, justice, and empathy. Rooted in Lawrence Kohlberg's theory of moral development, moral reasoning is categorized into three levels: pre-conventional, conventional, and post-conventional. Each level reflects a progressively more complex way of thinking about right and wrong (Narvaez & Lapsley, 2020). This framework is central to this study, as it allows for a structured analysis of learners' ethical thinking in relation to classroom influences.

At the pre-conventional level, typical of younger children, moral decisions are based on avoiding punishment and seeking personal gain. In this stage, learners tend to obey rules to avoid negative consequences or to receive rewards. According to Narvaez and Bock (2021), this level is closely tied to external control, and authority figures enforce discipline or reward compliance. In the classroom, learners may follow instructions not because they understand the value behind them, but because they fear punishment or desire teacher approval. Therefore, external factors such as teacher discipline and reward systems have a direct influence on children's moral behavior at this level.

Progressing to the conventional level, learners begin to internalize societal norms and expectations. They follow rules not merely to avoid punishment but to maintain relationships, fulfill duties, and gain social approval. At this stage, moral reasoning is shaped by classroom interactions, peer influence, and the desire to be seen as a "good student." Research by Fives et al. (2021) indicates that learners in well-managed, supportive classrooms are more likely to reach this stage, as they are encouraged to reflect on the consequences of actions for others and are guided by classroom values such as respect, responsibility, and fairness.

Reaching the post-conventional level, the most advanced stage of Kohlberg's theory, learners begin to reason based on universal ethical principles, even if they conflict with rules or authority. While uncommon among younger children, elements of this stage can be nurtured through exposure to ethical dilemmas, reflective discussions, and critical thinking activities. McGrath and Jones (2021) emphasize that promoting moral dialogue and encouraging learners to justify their decisions can help them begin to think beyond conventional norms, a process often influenced by the values-based instructional methods of the teacher.

In the Philippine context, moral reasoning development is strongly tied to both classroom practices and cultural expectations. A study by Reyes and Dumandan (2021) found that Filipino elementary learners show varying levels of moral reasoning depending on how teachers model values and manage classroom interactions. The study concluded that the more learners are engaged in classroom discussions involving fairness, honesty, and community responsibility, the more likely they are to progress in their moral reasoning stages.

### **Research Methodology**

This chapter outlined the procedures and techniques used to gather and analyze data to address the research questions. Specifically, it describes the research design, the locale of the study, which includes selected public elementary schools in Lantapan West District, Schools Division of Bukidnon, the respondents of the study, the sampling procedure employed, the scoring procedure used for each part of the research instrument, and the statistical treatments applied to analyze the data collected.

### **Findings**

The findings of the study were summarized according to the research questions presented in the Statement of the Problem.

First, the study determined the level of classroom management style practiced by Social Studies teachers in terms of authoritative, authoritarian, permissive, and indifferent approaches. The results revealed that classroom management practices among the teacher-respondents were generally very high. Among the different management styles, authoritative classroom management emerged as the most prominent approach, followed by authoritarian and indifferent styles, while permissive management appeared slightly less emphasized.

**Table 3. Level of Authoritative Classroom Management Practiced by Social Studies Teachers**

<b>Indicator</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1. I set clear rules and expectations while showing care and support for my students.	4.66	0.628	Very High
2. I explain the reasons behind classroom rules and consequences.	4.66	0.628	Very High
3. I balance firmness with flexibility when managing classroom behavior.	4.38	0.880	Very High
4. I encourage student input when making classroom decisions.	4.26	0.601	Very High
5. I guide students to self-regulate rather than rely solely on discipline.	4.11	0.906	High
Overall	4.41	0.574	Very High

Table 3 presents the level of authoritative classroom management practiced by Social Studies teachers as reflected in the responses of the teacher-respondents. The indicators describe practices that emphasize balanced discipline, clear expectations, and supportive teacher–student relationships, which are essential in promoting a structured yet responsive classroom environment.

**Table 4. Level of Authoritarian Classroom Management Practiced by Social Studies Teachers.**

<b>Indicator</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1. I expect students to strictly follow rules without questioning them.	4.81	0.395	Very High
2. I enforce discipline immediately without explaining the reason.	4.61	0.792	Very High
3. I use strict control to maintain order in my classroom.	4.55	0.516	Very High
4. I discourage student input in classroom rule-setting.	4.32	0.467	Very High
5. I rely heavily on punishment to correct misbehavior.	3.32	1.353	Moderate
Overall	4.32	0.417	Very High

Table 4 shows the level of authoritarian classroom management practiced by Social Studies teachers. The data highlight teaching behaviors characterized by strict control, rule enforcement, and limited student participation in classroom decision-making.

**Table 5. Level of Permissive Classroom Management Practiced by Social Studies Teachers.**

<b>Indicator</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1. I allow students to make most decisions regarding class rules and routines.	4.45	0.798	Very High
2. I rarely enforce rules strictly, even when they are	4.32	0.467	Very High

broken.			
3. I avoid confronting misbehavior to maintain a relaxed atmosphere.	4.29	0.474	Very High
4. I prefer to negotiate rules with students rather than enforce them.	3.82	0.879	High
5. I give students more freedom than structure in classroom tasks.	3.63	0.934	High
Overall	4.10	0.538	High

Table 5 displays the level of permissive classroom management practiced by Social Studies teachers. The indicators illustrate classroom practices where teachers provide considerable freedom to learners, often allowing flexibility in rules and decision-making processes.

**Table 6. Level of Indifferent Classroom Management Practiced by Social Studies Teachers.**

Indicator	Mean	SD	Interpretation
1. I do not consistently enforce rules or routines in my classroom.	4.63	0.503	Very High
2. I rarely involve myself in students' behavior unless it becomes severe.	4.62	0.791	Very High
3. I show minimal interest in maintaining classroom order.	4.31	0.776	Very High
4. I let students manage themselves with little guidance or intervention.	3.94	0.584	High
5. I provide limited feedback or attention to student behavior and progress.	3.32	1.353	Moderate
Overall	4.16	0.431	Very High

Table 6 presents the level of indifferent classroom management practiced by Social Studies teachers. This table reflects teacher behaviors associated with minimal supervision, limited intervention in student behavior, and reduced involvement in maintaining classroom structure. In the context of Social Studies instruction, teacher guidance remains essential because discussions of social issues and values require direction to ensure that learners develop responsible attitudes and respectful interactions.

**Table 7. Overall Level of Classroom Management Styles Practiced by Social Studies Teachers.**

Variables	Mean	SD	QD
Authoritative Classroom Management	4.41	0.574	Very High
Authoritarian Classroom Management	4.32	0.417	Very High
Permissive Classroom Management	4.10	0.538	High
Indifferent Classroom Management	4.16	0.431	Very High
GRAND MEAN	4.25	0.490	Very High

Table 7 summarizes the overall level of classroom management styles practiced by Social Studies teachers by consolidating the results of the four management approaches: authoritative, authoritarian, permissive, and indifferent. This provides a general picture of how teachers manage classroom behavior and learning conditions within the Social Studies setting.

**Table 8. Level of Cognitive Values Integration in Social Studies Instruction.**

Indicator	Mean	SD	Interpretation
1. I integrate value-based discussions in Social Studies lessons.	4.30	0.784	Very High
2. I use real-life issues to teach moral values.	4.11	0.708	High
3. I encourage critical thinking about moral dilemmas.	3.82	0.410	High
4. I relate lesson content to values like justice and fairness.	3.68	0.756	High
5. I ask questions that promote ethical reflection.	3.62	0.927	High
Overall	3.91	0.477	High

Table 8 presents the level of cognitive values integration in Social Studies instruction. The indicators focus on how teachers incorporate ethical discussions, critical thinking, and value-based reflection into lesson content.

**Table 9. Level of Affective Values Integration in Social Studies Instruction.**

Indicator	Mean	SD	Interpretation
1. I provide opportunities for students to express their feelings on moral issues.	4.64	0.482	Very High
2. I use stories and activities that touch students emotionally.	4.45	0.798	Very High
3. I encourage empathy through class discussions.	4.43	0.807	Very High
4. I connect lessons to students' personal experiences.	4.03	0.564	High
5. I allow students to share their values and beliefs.	2.96	1.111	Moderate
Overall	4.10	0.378	High

Table 9 shows the level of affective values integration in Social Studies instruction. The table highlights teaching strategies that encourage emotional engagement, empathy, and personal reflection among learners when discussing social and moral issues.

**Table 10. Level of Behavioral Values Integration in Social Studies Instruction.**

Indicator	Mean	SD	Interpretation
1. I model positive values through my behavior.	4.43	0.807	Very High
2. I recognize and praise students' value-driven actions.	4.01	0.091	High
3. I encourage students to apply values in daily	3.87	0.365	High

activities.			
4. I implement classroom routines that reflect respect and responsibility.	3.65	0.718	High
5. I promote collaboration and teamwork in value-based tasks.	3.45	0.732	High
Overall	3.88	0.264	High

Table 10 presents the level of behavioral values integration in Social Studies instruction. The indicators describe how teachers model values, reinforce positive actions, and encourage students to demonstrate ethical behavior during classroom activities.

**Table 11. Level of Contextual Values Integration in Social Studies Instruction.**

Indicator	Mean	SD	Interpretation
1. I link classroom values to community and cultural practices.	4.79	0.428	Very High
2. I use local examples when teaching moral lessons.	4.60	0.803	Very High
3. I involve students in community-based learning activities.	4.24	1.167	Very High
4. I highlight Filipino values in Social Studies topics.	4.00	0.130	High
5. I connect historical events to present-day moral issues.	3.13	1.315	Moderate
Overall	4.15	0.529	High

Table 11 displays the level of contextual values integration in Social Studies instruction. The data reflect the extent to which teachers connect classroom lessons with real-life experiences, cultural practices, and community-related situations.

**Table 12. Overall Level of Values Integration in Social Studies Instruction.**

Variables	Mean	SD	QD
Cognitive Integration	3.91	0.477	High
Affective Integration	4.10	0.378	High
Behavioral Integration	3.88	0.264	High
Contextual Integration	4.15	0.529	High
GRAND MEAN	4.01	0.41	High

Table 12 summarizes the overall level of values integration in Social Studies instruction by combining the results from cognitive, affective, behavioral, and contextual integration. This table provides a comprehensive view of how values are incorporated into Social Studies teaching practices.

**Table 13. Significant Relationship Between Classroom Management Styles and Values Integration.**

Variable	r	p-value	Interpretation
Authoritative Classroom Management	.833	.000	Significant
Authoritarian Classroom Management	.810	.000	Significant
Permissive Classroom Management	.715	.000	Significant
Indifferent Classroom Management	.902	.000	Significant
Overall	.864	.000	Significant

Table 13 presents the significant relationship between classroom management styles and values integration. The table determines whether variations in teachers' classroom management approaches are statistically associated with the extent to which values are integrated into Social Studies instruction.

## CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions were drawn.

First, the classroom management styles practiced by Social Studies teachers in terms of authoritative, authoritarian, permissive, and indifferent approaches were implemented at a generally high level. The results indicated that teachers frequently used structured discipline, clear expectations, and supportive interaction in organizing classroom behavior. The prominence of authoritative management suggested that teachers attempted to maintain a balanced classroom environment where discipline and learner participation were both considered important. However, the presence of other management styles also indicated that teachers adjusted their approaches depending on classroom situations and instructional demands.

Second, the values integration practices in Social Studies instruction in terms of cognitive, affective, behavioral, and contextual dimensions were generally implemented at a high level among the teacher-respondents. Teachers incorporated values into lessons by connecting academic content with moral concepts, emotional reflection, behavioral modeling, and real-life experiences. Contextual and affective approaches were particularly evident, suggesting that teachers frequently linked classroom discussions with real-world issues and encouraged emotional engagement when discussing social values. These practices highlighted the role of Social Studies as an important platform for developing learners' ethical awareness and civic responsibility.

Third, a significant relationship existed between classroom management style and values integration in Social Studies instruction. The findings indicated that the way teachers structured classroom routines, maintained discipline, and interacted with learners was closely associated with how values were incorporated into teaching practices. A well-managed classroom environment appeared to support the effective integration of moral and civic values within instructional activities. This relationship underscores the importance of classroom climate and teacher behavior in promoting meaningful values education in Social Studies.

Despite these findings, the results should be interpreted with caution due to certain limitations of the study. The research relied primarily on self-reported responses from teachers, which may have been influenced by social desirability bias. Additionally, the study was limited to selected public elementary schools in the Lantapan West District, which may restrict the generalizability of the findings to other contexts. Nevertheless, the results provide useful insights into the instructional practices of Social Studies teachers and their role in integrating values education within classroom environments.

Based on the conclusions drawn from the findings of the study, the following recommendations are proposed.

First, Social Studies teachers may continue to strengthen the use of balanced classroom management approaches that promote both discipline and learner participation. Greater emphasis may be placed on strategies that encourage learner responsibility, self-regulation, and collaborative classroom decision-making. Professional development activities focusing on effective classroom management strategies may also help teachers refine their instructional practices in maintaining productive learning environments.

Second, teachers may further enhance values integration in Social Studies instruction by expanding opportunities for reflective discussion, critical thinking, and real-life application of moral principles. Instructional activities that connect historical events, community experiences, and social issues with ethical reflection may help deepen learners' understanding of values and civic responsibility. Schools may also encourage collaborative programs that support values-based education within the curriculum.

Third, school administrators and educational leaders may consider supporting teachers through training programs and instructional supervision that emphasize both classroom management and values integration practices. Strengthening these areas of instruction may

help ensure that Social Studies classrooms continue to serve as spaces for developing ethical awareness, responsible citizenship, and meaningful social understanding among learners. Finally, future researchers may conduct similar studies in other districts or educational levels to further examine the relationship between classroom management and values integration. Additional studies may also explore other factors influencing values education, such as learner characteristics, school culture, and community involvement, to broaden the understanding of how moral development is fostered within educational settings.

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