



TEACHING COMPETENCIES OF NON-MAJOR VALUES EDUCATION TEACHERS IN THE DIVISION OF BATANGAS PROVINCE

MARICHELLE S. BASCO

This study aimed to enhance the teaching competencies of non-major Values Education teachers in the Division of Batangas, focusing on their preparedness, instructional strategies, classroom management, and assessment practices. It also investigated how teachers without formal training in this subject matter adapt to content and pedagogical skills, learning environment and assessment and reporting. Using descriptive- research design, the researcher collected quantitative data through survey questionnaire as the main data gathering instrument of 107 junior high school teachers from schools in the Division of Batangas during the school year 2024-2025.

The respondents' demographic profile revealed that most were female, single, in their early stage of career with 0-5 years teaching experiences and holds Bachelor's Degree in Education. The result showed that while many non-major values education teachers are doing their best and performing well in general teaching areas, they often face difficulties in teaching the deeper, more personal aspects of values and character education. Additionally, it was found out that there are no statistically significant differences in teaching competency levels when grouped according to the profile variables of values education teachers in the Division of Batangas Province during the school year 2024 – 2025.

To enhance the teaching competencies of non – major values education teachers, the researcher proposed an action plan that emphasize the importance of equipping the teachers with the right resources and skills so they can confidently and effectively guide students not just academically, but morally and ethically as well. This enhancement of competencies is expected to foster a more engaging, reflective, and transformative learning environment. It also aimed to provide structured and sustainable opportunities for professional growth through training workshops, peer learning, mentoring, and integration of best practices.

Key Words: Competencies, Values Education, Teaching skills, Non-Major teachers

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