

Values Integration and Performance Outcomes of Learners With Special Needs

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Abstract. This study examined the extent of Values Education Integration (VEI) through pedagogical approaches and its relationship to the performance outcomes of learners with special needs in the Talomo B District, Davao City Schools Division. Utilizing a descriptive-correlational research design, data were collected from 90 respondents using validated survey instruments. Descriptive statistics revealed that among the VEI domains, Adaptability was rated “Very Extensive,” while Personalization, Collaboration, Progress Monitoring, and Feedback and Reinforcement were rated “Moderately Extensive.” In terms of performance outcomes, Functional Independence was rated “Very Extensive,” while Social Integration and Adaptive Behavior were “Extensive,” and Skills Acquisition was “Moderately Extensive.” Pearson’s correlation analysis revealed no significant relationship between VEI and learners’ performance outcomes ($r = 0.002$, $p = 0.985$), while multiple linear regression indicated that none of the VEI domains significantly predicted performance outcomes ($p < 0.05$). The study concludes that while values education is present in instructional practice, it does not directly influence measurable performance outcomes among students with special needs. Recommendations include enhancing values integration strategies, promoting interdisciplinary collaboration, and adopting longitudinal and qualitative approaches to future research.

KEY WORDS

1. Values education
2. special needs learners
3. performance outcomes
4. inclusive education
5. pedagogical approaches
6. regression analysis
7. social integration

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1. Introduction

Values integration encompasses a broad spectrum of methodologies and strategies employed in education to facilitate learning and development among learners. At its core, the principle of pedagogical approaches revolves around tailoring instructional methods to suit students’ diverse needs, abilities, and learning styles. Central to this principle is the recognition that learners are unique individuals with varying backgrounds, interests, and cognitive

capacities. Effective values integration prioritizes learner engagement, active participation, and critical thinking, aiming to foster not just the acquisition of knowledge but also the development of essential skills such as problem-solving, collaboration, and creativity. Eubanks (2023) shared that values integration plays a crucial role in integrating into the teaching-learning process, particularly in addressing the challenges that educators may encounter in this

endeavor. One key aspect of applying values education integration is emphasizing experiential and participatory learning methods. By incorporating activities such as role-playing, case studies, and group discussions, educators can create opportunities for students to actively engage with and reflect upon ethical dilemmas, moral principles, and societal values. Such approaches encourage critical thinking and empathy, enabling students to develop a deeper understanding of the complexities surrounding ethical decision-making and value systems. In Latin America, recognizing students' diverse perspectives and backgrounds, educators strive to create spaces where different opinions are respected and open dialogue is encouraged. This not only fosters a sense of belonging and mutual respect but also allows students to explore their values and beliefs in a safe and non-judgmental setting. Additionally, by incorporating real-life examples and contextualizing moral lessons within students' everyday experiences, educators can enhance the relevance and applicability of values education, thereby promoting deeper engagement and more meaningful learning outcomes (Ediyanto et al., 2023). By integrating ethical considerations and moral reasoning into various subject areas, educators can demonstrate the interconnectedness of values across different domains and empower students to apply ethical principles in diverse contexts. This interdisciplinary approach reinforces the importance of values education. It enriches students' overall learning experiences by fostering a more comprehensive understanding of complex issues and their ethical implications (Sarwendah et al., 2023). In the Philippines, the essence of applying values education integration involves tailoring instructional methods to foster active engagement, creating a supportive learning environment, and leveraging interdisciplinary connections to enhance students' moral development and ethical reasoning skills. By embracing these principles, educators can effec-

tively overcome challenges in the teaching and learning process, empowering students to become responsible and ethical decision-makers in an ever-changing world (Manguilimotan et al., 2022). Assessing the integration of values education for students with special needs presents a multitude of challenges, primarily stemming from the diverse and unique needs of these learners. One significant challenge lies in designing assessment tools that accurately measure the learning outcomes of students with special needs within the context of values education. Traditional assessment methods may not effectively capture the progress and achievements of students with diverse learning profiles, as these learners often require individualized accommodations and modifications to demonstrate their understanding of moral concepts and ethical principles (García, 2023). Additionally, assessing the impact of pedagogical approaches in values education integration for special needs learners necessitates a nuanced understanding of how different disabilities may influence learning processes and outcomes. Educators must consider factors such as sensory sensitivities, communication barriers, and cognitive impairments when designing assessment strategies to ensure fairness and equity for all students (García Greca, 2023). In the Davao Region, a challenge is the limited availability of value integration tools to assess moral development and ethical reasoning among learners with special needs. While some frameworks exist for general education, adapting them to meet the diverse needs of special populations can be complex and requires customization to address individual needs. Assessing subjective qualities such as empathy, compassion, and integrity also poses challenges, as these are abstract and not easily measured by traditional methods (Gomez-Najarro, 2023). Furthermore, in Talomo B District, Davao City, ensuring the authenticity and validity of assessment outcomes for special needs learners in values education integration

can be challenging. Teachers employ various assessment methods, including alternative and authentic assessment strategies, to capture the diverse ways special needs learners engage with and demonstrate their understanding of moral concepts. However, aligning these assessments with the principles of fairness, reliability, and validity requires careful consideration and ongoing evaluation to mitigate biases and ensure that assessment outcomes accurately reflect students' actual abilities and achievements.

1.1. Review of Related Literature—This review examines relevant literature on the integration of pedagogical approaches in values education and their impact on the learning outcomes of learners with special needs. It explores key dimensions of pedagogical practice—adaptability, personalization, collaboration, progress monitoring, feedback, and reinforcement—in shaping outcomes such as skill acquisition, functional independence, adaptive behavior, and social integration.

1.1.1. Pedagogical Approaches in Values Education Integration—Values education integration emphasizes character development alongside academic instruction. It utilizes active, student-centered methods—such as role-playing, service learning, and ethical dilemmas—to foster moral reasoning, empathy, and social-emotional competence (Cheng et al., 2021; Anis Khan, 2023). Multimodal and technology-assisted instruction has also shown promise in engaging diverse learners (Barends, 2022).

1.1.2. Adaptability and Personalization—Adaptability is essential in addressing learners' varied needs and backgrounds. Tailored instruction improves inclusivity, especially for students with autism or special needs (Stošić et al., 2022; Pasha, 2023). Similarly, personalized learning environments enhance engagement, with adaptive technologies recommending tailored learning paths (Bellarmouch et al., 2023; Vassoyan Vie, 2023). Reusable software architectures also

support scalable personalization (Ghallabi et al., 2022).

1.1.3. Collaboration—Effective inclusion requires teacher collaboration and team-teaching strategies (Janja et al., 2024). Cross-professional efforts between special education teachers, psychologists, and support staff address learner needs more holistically (Jortveit, 2023). Technology-enabled collaboration was particularly critical during hybrid learning models adopted during and after the pandemic (Sarwendah et al., 2023).

1.1.4. Progress Monitoring, Feedback, and Reinforcement—Monitoring student development allows educators to adjust strategies and support growth in moral understanding and behavior (Eubanks, 2023). Feedback and reinforcement encourage ethical behavior through recognition and reflective practices (Malecka et al., 2022; Hoo et al., 2022). These strategies also empower learners to develop feedback literacy and apply insights across learning contexts (Matthews et al., 2023).

1.2. Learning Outcomes of Learners with Special Needs—Learning outcomes for learners with special needs extend beyond academics to include social-emotional growth, life skills, and functional independence. These outcomes must be tailored through collaborative efforts and individualized education plans (Eubanks, 2023).

1.2.1. Skill Acquisition—Skill acquisition includes academic and vocational abilities developed through inclusive, engaging methods. Gamification, adaptive technologies, and special arts programs have enhanced engagement and learning retention in learners with special needs (Liu et al., 2023; Al-Yahyai et al., 2021; Baragash et al., 2022).

1.2.2. Functional Independence—Developing life and community skills is essential for independence. Functional skills include personal care, communication, and social behavior, often supported by paraprofessionals (Padillo et

al., 2021; Andrew et al., 2023). Collaboration with families is also crucial to reinforce skills at home and beyond (Morgenthaler et al., 2023).

1.2.3. Adaptive Behavior—Adaptive behavior entails communication, problem-solving, and daily living skills. Learners benefit from scaffolding and adaptive learning dashboards that promote self-regulated learning (Munshi et al., 2023; Park et al., 2023). However, limited curricular support and policy guidance remain barriers (Moljord, 2021).

1.2.4. Social Integration—Social integration promotes inclusive peer interactions and community involvement. Research shows that structured interventions like interactive book reading enhance peer acceptance (Kale Demir, 2023). Educator attitudes significantly affect inclusion, and positive perceptions of integration are linked to teacher experience and training (Khusheim, 2021; Sigal et al., 2021).

1.3. Synthesis—Value integration and performance outcomes of learners with special needs underscores the critical role of instilling core values in facilitating their overall development and academic success. By integrating values education into the curriculum tailored for learners with special needs, educators can cultivate a positive and inclusive learning environment. This integration emphasizes the importance of empathy, respect, acceptance, and diversity, fostering a sense of belonging and self-worth among students. Research indicates that when learners with special needs are exposed to values-based education, they demonstrate improved social skills, emotional regulation, and interpersonal relationships. Moreover, incorporating values into learning activities promotes meaningful engagement and enhances motivation, leading to improved performance outcomes. By nurturing a values-driven approach to education, educators empower learners with special needs to overcome challenges, build confidence, and achieve their full potential, thereby fostering holistic development and

inclusive academic success.

1.4. Theoretical Framework—This study is grounded in Albert Bandura’s Social Learning Theory. Social Learning Theory posits that learning occurs through observation, imitation, and modeling of others’ behaviors, as well as through the reinforcement and consequences of those behaviors. In the context of special needs education, Social Learning Theory emphasizes the importance of creating environments that facilitate observational learning and social interaction, which are crucial for the development of social skills, communication abilities, and adaptive behaviors. Special needs learners often benefit significantly from observing and imitating the behaviors of peers and teachers, as well as from receiving positive reinforcement for desired behaviors. Moreover, Social Learning Theory highlights the significance of the social context in shaping learning experiences and outcomes. In the case of value integration, this theory emphasizes the importance of creating inclusive and supportive learning environments where students with special needs can engage in meaningful interactions, collaborative activities, and shared experiences with their peers. Through these interactions, learners can not only acquire values and social norms but also develop a sense of belonging and social identity within the classroom community (Eubanks, 2023). Furthermore, Social Learning Theory emphasizes the role of modeling and reinforcement in promoting behavior change and skill acquisition. Teachers can leverage this aspect of the theory by providing clear demonstrations of values-aligned behaviors, offering consistent feedback and positive reinforcement, and creating opportunities for learners to practice and apply these behaviors in various contexts. By incorporating these principles into pedagogical approaches, educators can effectively promote values education and facilitate the development of essential life skills and social competencies in students with special needs.

Thus, Social Learning Theory provides a valuable framework for understanding and guiding the study of pedagogical approaches and learning outcomes in this context, emphasizing the importance of social interaction, observational learning, and positive reinforcement in the educational process (Gomez-Najarro, 2020). Applying Social Learning Theory to the integration of values education for special needs learners involves employing strategies that leverage modeling, direct instruction, social interaction, positive reinforcement, and generalization. By providing concrete examples of values-aligned behaviors through modeling and observation, teachers and peers serve as role models for students with special needs, facilitating their understanding and internalization of different values. Direct instruction and feedback help clarify expectations and reinforce desired behaviors. At the same time, social interaction and peer support create inclusive environments where learners can engage in collaborative activities and share experiences related to their values. Positive reinforcement techniques, such as praise and rewards, motivate learners to demonstrate positive behaviors and adhere to values and expectations. Additionally, encouraging the generalization and transfer of learned values to real-life situations fosters the development of responsible and ethical behavior in various contexts. Overall, by applying the principles

of Social Learning Theory, educators can effectively promote the acquisition and application of values among learners with special needs, thereby enhancing their social-emotional development and facilitating positive social integration (García Terceño, 2023). The application of the theory of constructivism in values integration and performance outcomes of learners with special needs highlights the significance of active, experiential learning in shaping their development. According to constructivist principles, individuals construct their understanding of the world through personal experiences and interactions with others. In the context of values integration, educators can leverage this theory by creating hands-on, participatory learning experiences that allow learners with special needs to explore and internalize values such as empathy, respect, and inclusion. By engaging in collaborative activities, discussions, and reflective exercises, students are encouraged to construct their understanding of these values based on their unique perspectives and experiences. This approach not only promotes deeper comprehension but also fosters a sense of ownership and commitment to these values. As a result, learners with special needs are more likely to demonstrate positive behavioral outcomes and improved performance, as they apply these values in their interactions with others and navigate social situations effectively.

1.5. Statement of the Problem—The study was conducted to determine the extent of Values Education Integration through pedagogical

approaches for learners with special needs in Talomo B, District, Davao City Schools Division. This specifically sought to answer the following statement of the problem:

- (1) What is the extent of Values Education Integration in terms of;
 - (1) adaptability;
 - (2) personalization;
 - (3) collaboration;
 - (4) progress monitoring; and;
 - (5) Feedback and reinforcement
- (2) What is the extent of performance outcomes of learners with special needs in terms of;

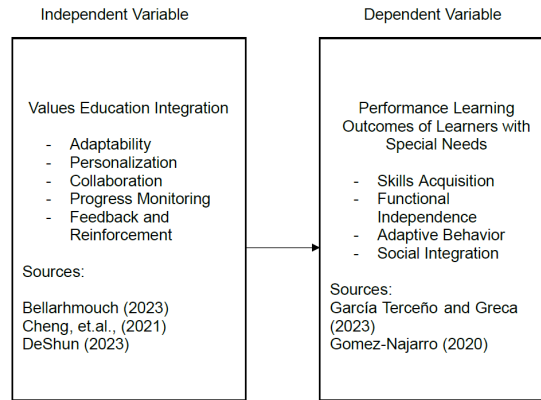


Fig. 1. Conceptual Framework of the Study

- (1) skill acquisition
 - (2) functional dependence;
 - (3) adaptive behavior; and
 - (4) social integration
- (3) Is there a significant relationship between Values Education Integration and the performance outcomes of learners with special needs?
- (4) 4. Which domain of Values Education Integration significantly influences the performance outcomes of learners with special needs?

1.6. Hypotheses—To provide empirical evidence given the posed theoretical and conceptual frameworks as claimed by the study, null hypotheses were tested at a 0.05 alpha level of significance, stating: HO: There is no significant relationship between Values Education Integration and performance outcomes of learners with special needs; and, HO: None among the domains of Values Education Integration significantly influences the performance outcomes of learners with special needs.

This proposed study is entitled 'Determine the Extent of Values Education Integration for Learners with Special Needs in Talomo, District, Davao City Schools Division.' Results will be of significance to the:

Learners with Special Needs

This provides them with a personalized and interactive learning experience that aligns with their unique cognitive and developmental needs. By engaging in hands-on activities and experiential learning, learners with special needs

can better grasp abstract concepts related to values and apply them in real-life situations. This may foster a sense of empowerment and self-efficacy among these students, as they actively participate in shaping their understanding of values rather than passively receiving information. This active engagement promotes confidence and autonomy, which are essential for their overall development. This study outlines the terms that are conceptually and operationally defined to establish a more precise understanding and facilitate reference when discussing the results presented in the preceding chapters of the study. Values education integration refers to the various strategies, methods, and techniques employed by educators to infuse values education into the curriculum and instructional practices. Values education integration encompasses a range of activities, including explicit instruction, experiential learning, role modeling, and reflective dialogue. By integrating values education into the curriculum, educators create oppor-

tunities for students to explore and internalize core values such as empathy, respect, integrity, and responsibility, which are essential for fostering positive character development and contributing to a more compassionate and inclusive society. In this study, indicators of the independent variable are adaptability, personalization, collaboration, progress monitoring, and feedback mechanisms. Performance outcomes for learners with special needs refer to the specific knowledge, skills, abilities, and behaviors that these students are expected to acquire or demonstrate as a result of their educational experiences.

Learning outcomes for children with special needs are often focused on promoting functional development, enhancing social integration, and fostering overall well-being. Moreover, learning outcomes for children with special needs are dynamic and individualized, reflecting ongoing progress, growth, and achievement based on continuous assessment, feedback, and adjustment of instructional strategies and support services. Additionally, the dependent variable encompasses learning outcomes, including skill acquisition, functional dependence, adaptive behavior, and social integration.

2. Methodology

This chapter will outline the processes and steps involved in conducting the study. This will encompass selecting the study's design, identifying the respondents and the sampling method, choosing the research instruments for data collection, and delineating the data analysis process. The researcher employed artificial intelligence methods to proofread this work meticulously during its preparation. Artificial Intelligence (AI) enhanced the manuscript's quality, coherence, and precision. This methodology is being openly communicated to adhere to ethical norms in research. Leveraging AI for proofreading underscores a commitment to the responsible use of cutting-edge technologies and acknowledges AI's growing role and potential in professional and academic writing.

2.1. Research Design —The study employed a non-experimental, descriptive-correlational research design. As described by Creswell (2014), this design examines the relationship between two or more variables without manipulating any of the variables. Instead, it focuses on measuring and analyzing the existing relationship between them. Furthermore, the descriptive-correlational research design serves to describe and explain the relationship between variables. Its primary objective is to identify connections between variables that can be applied to make predictions about future events. In the study on the integration of values education and performance outcomes for children with special needs, a non-experimental, descriptive-correlational research design would be applied to examine the relationships between

various pedagogical strategies and the resulting learning outcomes among special needs learners. This research design involves observing and describing phenomena naturally occurring without manipulating variables or implementing interventions. Through this approach, researchers would collect data on the pedagogical approaches employed by teachers, such as modeling, direct instruction, social interaction, and positive reinforcement, as well as the corresponding learning outcomes of special needs learners in terms of academic achievement, social-emotional development, communication skills, and adaptive behavior. Descriptive statistics would be used to summarize and describe the characteristics of the pedagogical approaches and learning outcomes observed in the study sample, providing insights

into the prevalence, distribution, and variability of these variables. Correlational analysis would then be employed to examine the relationships between different pedagogical strategies and learning outcomes, identifying potential associations or patterns of co-variation. For example, researchers might investigate whether specific pedagogical approaches, such as inclusive group activities or peer modeling, are positively correlated with improvements in social skills or cooperation among learners with special needs. Overall, a non-experimental, descriptive-correlational research design offers a systematic and empirical approach to investigating the complex relationships between pedagogical approaches in values education integration and learning outcomes among children with special needs. By examining these relationships within real-world educational settings, researchers can provide valuable insights into effective practices for promoting the holistic development and academic success of students with special needs, ultimately contributing to the enhancement of inclusive education practices and policies.

2.2. Research Respondents—The respondents of the study were special education teachers in the Public Schools of Talomo B District in Davao City. She used the Raosoft sample size calculator, where a total of 90 respondents were taken randomly from each respective School within the Talomo B District. One hundred respondents were randomly selected and informed through an online platform and face-to-face meetings, taking into account the availability of Wi-Fi connections. They were also informed about the purpose and importance of the study and its contribution to their professional development. The teachers surveyed were actively and directly engaged in diverse teaching and learning processes with learners who have special needs. Beyond their roles in curriculum implementation and delivery, these educators showcased proficiency in delivering and assess-

ing curriculum for learners with special needs. Moreover, they demonstrated a commitment to enhancing the system for improving learning outcomes. Recognized as qualified professionals, these teachers have consistently made significant contributions to school improvement, fostering heightened awareness among stakeholders in the context of taking care of learners with special needs in the new standard learning system during the academic year 20232024. Additionally, they have been regular participants in seminars and training sessions, focusing on school development and creating a good environment. Moreover, assumptions in the respective schedule of classes during data collection were explicitly discussed with the respondents, and the observance of health protocols was strictly implemented based on Executive Order 31, s. 2020, to avoid possible contamination and lower the risk of infection.

2.3. Research Instruments—In this research study, the researcher employed an adapted instrument derived from a comprehensive review of the literature and related studies. A dedicated effort was made to collect and scrutinize literature to extract concepts that informed the content and offered support for the instrument and its associated strands. This meticulous process aimed to articulate a set of question items, thereby addressing potential threats to the study's validity. Items were adapted from the reviewed literature, as the authors argued. The survey questionnaire consisted of two parts: one assessing the extent of pedagogical approaches in values integration for special needs learners in terms of adaptability, personalization, collaboration, progress monitoring, and feedback and reinforcement. Likewise, the second part of the survey measured the extent of learning outcomes, encompassing skill acquisition, functional independence, adaptive behavior, and social integration. Furthermore, the survey statements were subjected to a test-retest analysis to assess validity and reliability,

using Cronbach's Alpha at a 0.05 level of confidence. This analysis generated an alpha Cronbach of 0.886, indicating a 88.6 percent level of confidence in the validity and reliability of the survey statement constructs (Pallant, 2010). The questionnaire used a 5-point Likert scale to

determine the extent to which pedagogical approaches in values integration for special needs learners are in terms of adaptability, personalization, collaboration, progress monitoring, and feedback and reinforcement. Scale, descriptive rating, and interpretation are provided below:

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	The values integration is always manifested.
3.40 – 4.19	Extensive	The values integration is oftentimes manifested.
2.60 – 3.39	Moderately Extensive	The values integration is sometimes manifested.
1.80 – 2.59	Less Extensive	The values integration is rarely manifested.
1.00 – 1.79	Not Extensive	The values integration is not manifested.

Meanwhile, to determine the extent of performance outcomes, encompassing skill acquisition, functional independence, adaptive behavior,

and social integration, a 5-point Likert scale was used in this study, as presented below;

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	The performance outcomes are always manifested.
3.40 – 4.19	Extensive	The performance outcomes are oftentimes manifested.
2.60 – 3.39	Moderately Extensive	The performance outcomes are sometimes manifested.
1.80 – 2.59	Less Extensive	The performance outcomes are rarely manifested.
1.00 – 1.79	Not Extensive	The performance outcomes are not manifested.

2.4. Data Gathering Procedure—In the data-gathering procedure of the research project, several critical steps are involved, one of which is obtaining ethical approval to conduct the study. This step is indispensable for upholding fundamental principles such as respect, transparency, and responsible research conduct. The guidelines for this process adhere strictly to the policies of Rizal Memorial Colleges. As part of the formal request, researchers outline their intentions regarding data collection, analysis, and dissemination, ensuring alignment with the overarching research goals. Any anticipated concerns or questions from recipients are proactively addressed in this communication, offering assurances on ethical safeguards, confidentiality measures, and the potential benefits of the study. The formal permission request explicitly seeks authorization to proceed, underscoring

the pivotal role of their support in ensuring the research's success. Permission to conduct the study. In May 2024, prior to data collection, the researcher participated in a public forum. She began the process of obtaining the necessary permissions from the relevant authorities. This included getting approval from my research adviser, the Dean, Dr. Nelia Aga of Rizal Memorial Colleges, the principal, teachers, and the top management of DepEd Davao City Schools Division through the appropriate channels. To do this, she submitted a comprehensive research proposal that outlined the study's design, procedures, potential risks, and benefits. The researcher provided detailed information about the purpose, goals, and methods for data collection, analysis, and reporting. Furthermore, in June 2024, the researcher took steps to ensure that all participants were fully informed about

the study, their rights, and the nature of their involvement. Informed consent was obtained from each participant prior to their participation in the study. To ensure the accuracy and completeness of data during the distribution and retrieval of questionnaires in July 2024, the researcher maintained a commitment to data integrity. These processes were conducted with a standardized and systematic approach, ensuring the reliability of the responses collected from participants.

2.5. Ethical Considerations—Ethical considerations are crucial in upholding integrity and respecting individuals' rights in research and education. Within the framework of voluntary participation, ethics underscore the principle that individuals should make a willing and uncoerced choice to engage in any activity or study. This ethical guideline strongly emphasizes the importance of informed consent, which entails providing participants with comprehensive information about the nature, purpose, potential risks, and benefits associated with the activity or research. In this study, upholding privacy entails the respectful acknowledgment of individuals' boundaries, ensuring that their data is collected, stored, and utilized exclusively for the intended purpose and with their informed consent. Meanwhile, confidentiality dictates that any information shared in trust remains secure and undisclosed to unauthorized parties. This commitment involves implementing secure data storage practices, anonymizing information whenever feasible, and obtaining explicit consent for any information that might be shared publicly. Particularly in educational settings, creating an atmosphere of trust involves respecting students' privacy and safeguarding the confidentiality of their academic records, thereby contributing to a safe and supportive learning environment. By steadfastly adhering to these principles, we manifest our respect for individuals' autonomy and dignity, thereby cultivating an environment in which they can confi-

dently engage, learn, and participate. Ethical guidelines dictate that researchers must carefully evaluate any risks that participants might encounter during their involvement. This includes physical, psychological, emotional, and social risks. The principle of beneficence guides researchers to minimize these risks to the greatest extent possible while maximizing potential benefits. Ethical considerations mandate that participants are fully informed about any identified risks, enabling them to make informed decisions about their involvement. Researchers, educators, and professionals are responsible for mitigating risks through careful planning, clear communication, and implementing safeguards to protect the well-being of participants. By addressing risks ethically, I uphold the values of respect, responsibility, and empathy. It reflects our commitment to safeguarding the welfare of individuals involved in any activity or study, underscoring the importance of maintaining a balance between potential benefits and potential harms.

2.6. Data Analysis —The data collected from the participants were carefully organized and analyzed to answer the research questions. Simple statistical tools such as frequency, percentage, and mean were used to summarize the results. These tools helped the researcher understand the overall responses and draw clear conclusions. The following statistical tools were used in processing the gathered data. Mean The methods used to address statement problems posed in number one (1) extent of values integration, and statement problem number two (2) on the extent of performance outcomes of learners with special needs in the Talomo B District, Davao City Schools Division.

Pearson Product-Moment Correlation Coefficient or Pearson-r

It was used to determine the strength and direction of the significant relationship between pedagogical approaches in values integration and the learning outcomes of children with spe-

cial needs.

Simple Linear Regression

Analysis was used to address statement problem number 4, on the indicators of pedagogical approaches in values integration that significantly influence learning outcomes of children

with special needs (Pallant, 2000) and (Gujarati, 2000). All data processing and analysis were performed using the Jeffrey's Statistics Amazing Program (JASP) version 0.12.20. When results were yielded, discussions and interpretations followed.

3. Results and Discussion

This chapter presents the statistical results and the corresponding interpretations based on the data gathered through the validated survey instrument. The findings are organized according to the specific Statement of the Problem (SOP) to determine the extent of Values Education Integration through pedagogical approaches and its influence on the performance outcomes of learners with special needs in Talomo B District, Davao City Schools Division. Descriptive statistics are first presented to describe the central tendencies and variability of the responses for each domain. Inferential statistics, including correlation and regression analyses, are then employed to test the significance of relationships between the variables and identify which Values Education Integration domains have a significant influence on learner performance outcomes. The discussion incorporates relevant literature to situate the findings within the broader context of inclusive and values-based education.

3.1. Extent of Values Education Integration—Values Education Integration refers to the deliberate and structured incorporation of moral, ethical, and civic values into teaching and learning processes across various subject areas and learning contexts. It extends beyond standalone character education by integrating values into the pedagogy, curriculum content, classroom interactions, and school culture. This approach fosters holistic development, particularly among learners with special needs, by addressing their cognitive, emotional, and social dimensions (Guevarra Ramirez, 2021). Recent studies emphasize that values integration enhances students' sense of responsibility, empathy, and social connectedness when it is embedded through differentiated and inclusive strategies (Manalo Reyes, 2022). Furthermore, integrating values education supports the development of adaptive behavior, positive peer relationships, and ethical decision-making among diverse learners (Torres Almario, 2023). In inclusive education settings, values integra-

tion is also linked with improved learner engagement and classroom harmony, promoting an environment conducive to the growth of all students, especially those with exceptionalities (Del Rosario, 2024).

3.1.1. Adaptability—Adaptability in educational settings refers to the capacity of teachers to modify instruction, learning environments, and support systems in response to the diverse and changing needs of learners, particularly those with special needs. It encompasses flexibility in curriculum delivery, instructional pacing, classroom management, and differentiated strategies to ensure inclusive learning outcomes (Garcia Mendoza, 2021). Contemporary research emphasizes that adaptability is a crucial component of inclusive pedagogy, particularly in special education, as it enables educators to address students' diverse cognitive, behavioral, and emotional needs without compromising learning objectives (Santos Villanueva, 2023). Teachers who demonstrate high adaptability are better equipped to employ indi-

visualized support, technological interventions, and responsive feedback mechanisms, which contribute to learner success and well-being (Lopez De Leon, 2022). Moreover, in the post-pandemic era, educational adaptability has also come to signify the effective transition between face-to-face, blended, and remote learning modalities, which is essential for continuity in special needs education (Ramos Ubaldo, 2024). As presented in Table 1, the integration of values education in terms of adaptability among special needs learners was rated “Very Extensive” with an overall mean score of 4.26 ($n = 90$). The highest-rated indicator was the ability to recognize and address individual differences, including sensory processing difficul-

ties, communication challenges, and cognitive impairments, which received a mean of 4.32 and was interpreted as “Very Extensive.” This was followed by fostering a responsive classroom culture ($M = 4.30$) and the use of alternative modalities and differentiated instruction ($M = 4.26$). The lowest, though still highly rated, was the indicator on modifying teaching methods and assessments ($M = 4.16$), interpreted as “Extensive.” These findings collectively suggest that teachers in the study demonstrate a strong commitment to adapting their pedagogical approaches to meet the diverse and evolving needs of learners with special needs, thereby promoting inclusive and equitable access to values education.

Table 1. Extent of Values Education Integration in Terms of Adaptability

Statement	Mean	Descriptive Equivalent
Adaptability in pedagogical approaches for values education integration entails tailoring instructional strategies and materials to accommodate the diverse learning needs and abilities of special needs learners, fostering an inclusive and supportive learning environment.	4.26	Very Extensive
Effective adaptability involves recognizing and addressing individual differences among students with special needs, such as sensory processing difficulties, communication challenges, and cognitive impairments, to ensure equitable access to values education.	4.32	Very Extensive
Pedagogical adaptability encompasses the flexibility to modify teaching methods, lesson plans, and assessment techniques based on ongoing assessment of learners’ progress, feedback from students and caregivers, and collaboration with special education professionals.	4.16	Extensive
By promoting adaptability, educators can capitalize on the strengths and interests of special needs learners, leveraging alternative teaching modalities, assistive technologies, and differentiated instruction to enhance engagement and promote meaningful learning experiences.	4.26	Very Extensive
Adaptability in pedagogical approaches also involves fostering a responsive and inclusive classroom culture that values diversity, promotes self-advocacy, and empowers learners with special needs to participate actively in the learning process, thereby promoting their sense of agency and autonomy.	4.30	Very Extensive
Mean Average	4.26	Very Extensive

This high level of adaptability is indicative of inclusive teaching practices that align with the principles of Universal Design for Learning (UDL), where flexible instructional methods, learner-centered strategies, and responsive adjustments are considered foundational. It also reflects the growing recognition among educators of the need to personalize and differentiate learning environments to support not only academic goals but also character formation and ethical development among diverse learners. Garcia and Mendoza (2021) emphasized that teachers who demonstrate pedagogical flexibility are more effective in addressing the cognitive and behavioral complexities of students with special needs, thereby ensuring the formation of meaningful values. Similarly, Santos and Villanueva (2023) found that instructional

adaptability, particularly in modifying lesson content and delivery styles, enhances learner engagement and contributes to social-emotional development. In a Philippine context, Lopez and De Leon (2022) highlighted that differentiated teaching strategies aligned with values education significantly improved the participation and autonomy of learners with exceptionalities. Moreover, Ramos and Ubaldo (2024) argued that post-pandemic education requires educators to be highly adaptable, as hybrid modalities and the integration of technology have become essential in sustaining inclusive and values-based instruction. Collectively, these studies substantiate the present findings and underscore the pedagogical necessity of adaptability in advancing academic and moral learning outcomes in special education settings.

3.1.2. Personalization —Personalization in education refers to the instructional practice of tailoring learning experiences, content, and support to meet the unique needs, preferences, abilities, and interests of individual learners. In the context of Values Education Integration for learners with special needs, personalization involves adapting teaching approaches to align with each learner's cognitive and emotional profiles, thereby promoting active engagement, deeper understanding, and the internalization of core values (Tomlinson, 2014; Guevarra Ramirez, 2021). This strategy ensures that learners receive meaningful and relevant instruction that fosters moral development while respecting their learning pathways. As presented in Table 2, the extent of Values Education Integration in terms of Personalization was interpreted as “Moderately Extensive”, with an overall mean score of 2.93 ($n = 90$). Among the indicators, the highest rating was observed in the statement concerning scaffolding learning

experiences according to learners' developmental levels and preferences ($M = 3.20$), followed by the use of individualized education plans ($M = 3.08$). These results imply that educators moderately implement strategies that adapt content and teaching methods to individual learner profiles. Conversely, the lowest-rated indicator was the practice of fostering educator–learner relationships to build trust and empowerment ($M = 2.72$), indicating an area where personalization efforts may require further emphasis. This suggests that while efforts to personalize values instruction are evident, particularly in terms of lesson adaptation and individual learning support, other critical aspects, such as learner autonomy and socio-emotional connection, require strengthening. The moderately extensive result may reflect constraints such as large class sizes, limited training, or insufficient resources that hinder the full implementation of personalized approaches in inclusive education environments.

Table 2. Extent of Values Education Integration in Terms of Personalization

Statement	Mean	Descriptive Interpretation
Personalization in pedagogical approaches for values education integration involves tailoring learning experiences to the individual needs, preferences, and strengths of learners with special needs, recognizing their unique abilities and challenges.	2.90	Moderately Extensive
Effective personalization encompasses the development of individualized education plans (IEPs) that outline specific goals, accommodations, and support strategies tailored to the learning profile of each special needs learner, ensuring that values education is meaningful and accessible.	3.08	Moderately Extensive
Pedagogical personalization involves providing opportunities for learners with special needs to make choices and exercise autonomy in their learning, thereby fostering a sense of ownership and self-determination in the values education process.	2.77	Moderately Extensive
By personalizing instruction and learning activities, educators can scaffold learning experiences to match the developmental level, communication style, and sensory preferences of learners with special needs, thereby promoting engagement and facilitating a deeper understanding of values and concepts.	3.20	Moderately Extensive
Personalization in pedagogical approaches also involves fostering positive relationships between educators and learners with special needs, establishing trust and rapport, and creating a supportive learning environment where learners feel valued, respected, and empowered to succeed academically and socially.	2.72	Moderately Extensive
Mean Average	2.93	Moderately Extensive

The findings align with recent literature emphasizing both the promise and challenges of personalization in inclusive values education. Manalo and Reyes (2022) assert that personalized approaches enhance student motivation and value retention when instruction is tailored to students' interests and abilities. However, their study also notes implementation challenges, particularly in underresourced public school settings. Del Rosario (2024) found that while Filipino educators understand the importance of IEPs and individualized support, they often lack training on how to incorporate these into daily instruction effectively. Similarly, in a broader regional context, Torres and Almario (2023) observed that giving students with special needs the autonomy to make choices in their learning fosters deeper engagement and ethical decision-making, though such practices remain underutilized. These studies substantiate the current

findings, emphasizing that while personalization is recognized as a key principle, its application remains inconsistent and may benefit from enhanced capacity-building among teachers.

3.1.3. Collaboration —Collaboration in the context of values education refers to the cooperative interaction among teachers, learners, families, and other stakeholders to co-create inclusive and value-rich learning experiences. For learners with special needs, collaboration is essential not only for planning and implementing individualized educational interventions but also for cultivating shared moral frameworks and social responsibility within the learning community (Villa Thousand, 2016; Garcia Santos, 2021). It often involves interdisciplinary teamwork, co-teaching models, and active involvement of parents and caregivers to ensure that values instruction is coherent, consistent, and contextually responsive. As shown in Table

3, the extent of Values Education Integration in terms of Collaboration was interpreted as “Moderately Extensive”, with a computed mean score of 2.80 (n = 90). Among the five indicators, the highest mean score was assigned to the practice of fostering partnerships with families and caregivers (M = 3.07), highlighting the perceived importance of home-school collaboration in the context of values formation. This was followed by the sharing of expertise and resources among professionals (M = 2.81), while the lowest-rated indicators—with mean scores of 2.70—involved the implementation of multidisciplinary teamwork and promoting inclusive learning environments through collective action.

The findings suggest that while collaborative practices are implemented, their extent is still moderate, indicating room for improvement in integrating coordinated strategies among educators, caregivers, and community stakeholders. The relatively higher rating for family involvement suggests that participants value the role of parents and caregivers in sustaining values education, but collaboration among professionals and across institutional levels remains less fully established. These results suggest a need to enhance formal structures for team planning, professional collaboration, and ongoing communication in inclusive educational settings.

Table 3. Extent of Values Education Integration in Terms of Collaboration

Statement	Mean	Descriptive Interpretation
Collaboration in pedagogical approaches for values education integration involves fostering partnerships among educators, special education professionals, caregivers, and community stakeholders to support the holistic development of learners with special needs.	2.75	Moderately Extensive
Effective collaboration involves sharing expertise, resources, and best practices to address the diverse needs and challenges of learners with special needs, promoting a cohesive and coordinated approach to values education.	2.81	Moderately Extensive
Pedagogical collaboration involves multidisciplinary teamwork to develop individualized strategies, interventions, and accommodations that facilitate the meaningful participation and engagement of special needs learners in values education activities.	2.70	Moderately Extensive
Fostering collaboration, educators can leverage the collective knowledge and experiences of team members to identify and address barriers to learning, promote inclusive practices, and create supportive learning environments that empower special needs learners to thrive.	2.70	Moderately Extensive
Collaboration in pedagogical approaches also involves promoting partnerships with families and caregivers, encouraging open communication, shared decision-making, and active involvement in the values education process, thereby promoting continuity between home and school environments.	3.07	Moderately Extensive
Mean Average	2.80	Moderately Extensive

The moderate implementation of collaborative practices in values education is reflected in recent empirical studies. Garcia and San-

tos (2021) reported that while collaboration is recognized as a key factor in inclusive education, institutional and logistical barriers often

limit its full realization in special needs settings. Mendoza and Lopez (2023) emphasized that multidisciplinary collaboration enhances instructional design and behavior management strategies but noted inconsistencies in team communication and goal alignment. Villanueva and Reyes (2022) further confirmed that consistent parental involvement contributes significantly to learners' moral and social development, especially when paired with open dialogue between educators and families. In a broader framework, Del Rosario (2024) explained that collaboration not only promotes inclusive pedagogy but also ensures cultural continuity and mutual support between home and school, both of which are essential in reinforcing values across environments. These studies validate the current findings, reinforcing that while collaborative efforts are underway, a more institutionalized and sustained model of professional-family-community collaboration remains crucial for fully integrating values education.

3.1.4. Progress Monitoring —Progress Monitoring in values education refers to the systematic and continuous assessment of students' development in moral understanding, behavioral competencies, and value-laden practices. In the context of learners with special needs, it involves the use of individualized metrics, formative assessments, behavioral tracking, and reflective tools to evaluate how effectively values are being internalized and demonstrated in real-life contexts (Del Rosario, 2024; Fajardo Cruz, 2021). Effective progress monitoring enables

educators to make timely instructional adjustments, provide targeted support, and celebrate moral growth, ensuring that instruction remains responsive to each learner's needs and developmental pace. In inclusive education, progress monitoring is crucial for achieving academic goals and tracking learners' socio-emotional and ethical development. This includes observing behavioral indicators such as cooperation, empathy, responsibility, and self-regulation, essential aspects of values education. Monitoring tools may include behavior rubrics, anecdotal records, self-assessment checklists, and values-based performance tasks, all tailored to the abilities and contexts of learners with special needs (Torres Dizon, 2022). As shown in Table 4, the extent of Values Education Integration in terms of Progress Monitoring was interpreted as "Moderately Extensive," with a computed mean of 3.04 ($n = 90$). Among the five indicators, the highest mean score was observed in fostering collaborative and reflective practices among educators, caregivers, and special education professionals ($M = 3.13$), which underscores the importance of shared responsibility in tracking values-based learning. This was followed closely by the use of ongoing data collection and analysis to guide instruction ($M = 3.10$) and the systematic assessment of learners' growth in value outcomes ($M = 3.11$). The lowest-rated item, though still within the "Moderately Extensive" range, referred to using diverse assessment tools to track learner progress ($M = 2.92$).

These findings indicate that educators moderately engage in progress monitoring practices to support values integration, particularly in instructional adjustment and interprofessional collaboration. However, the relatively lower mean for assessment tools implies a potential gap in the comprehensive and consistent use of diverse instruments, such as portfolios and

behavioral rubrics, to monitor the nuanced development of values among learners with special needs. These results suggest a need for further capacity-building among teachers to develop and apply a broader range of formative assessment strategies aligned with both academic and moral objectives. Fajardo and Cruz (2021) emphasized that monitoring mechanisms, such

Table 4. Extent of Values Education Integration in Terms of Progress Monitoring

Statement	Mean	Descriptive Interpretation
Progress monitoring in pedagogical approaches for values education integration involves systematically assessing special needs learners' growth and development in relation to targeted values and learning outcomes.	3.11	Moderately Extensive
Effective progress monitoring encompasses the use of multiple assessment tools and techniques, including observations, checklists, portfolios, and standardized measures, to gather comprehensive data on learners' progress over time.	2.92	Moderately Extensive
Pedagogical progress monitoring involves ongoing data collection, analysis, and interpretation to inform instructional decision-making, identify areas of strength and need, and adjust teaching strategies and support interventions accordingly.	3.10	Moderately Extensive
Monitoring progress, educators can track special needs learners' mastery of values, concepts, and skills, identify potential barriers to learning, and provide timely feedback and support to promote continued growth and success.	2.93	Moderately Extensive
Progress monitoring in pedagogical approaches also involves fostering a collaborative and reflective practice among educators, special education professionals, and caregivers, promoting dialogue and shared responsibility for supporting the holistic development of special needs learners.	3.13	Moderately Extensive
Mean Average	3.04	Moderately Extensive

as value-based logs and formative reflections, enable teachers to adjust their instruction and reinforce values effectively. Del Rosario (2024) noted that without systematic tracking, values education risks becoming generic and unresponsive, particularly for learners with cognitive or behavioral challenges. Meanwhile, Torres and Dizon (2022) argued that integrating socio-emotional learning assessments within progress monitoring tools led to improved learner behavior and classroom participation. Finally, in a more comprehensive study, Lorenzo and Macapagal (2023) found that progress monitoring in values instruction fostered a stronger culture of feedback, accountability, and shared growth between educators and learners, especially in differentiated learning environments.

3.1.5. Feedback and Reinforcement — Feedback and Reinforcement in values education refer to the intentional provision of timely, constructive, and consistent responses to learn-

ers' behaviors, actions, and reflections in order to guide moral growth, promote ethical understanding, and sustain desired conduct. In inclusive classrooms, particularly for learners with special needs, feedback must be clear, developmentally appropriate, and anchored in both positive behavior support and individual learning profiles (Del Rosario, 2024; Santos Lopez, 2021). Reinforcement may take the form of verbal praise, tangible rewards, symbolic recognitions, or structured reflection sessions, which together help internalize values such as respect, empathy, and responsibility. The pedagogical use of feedback and reinforcement also functions as a motivational mechanism. For learners with special needs, who may face cognitive or behavioral challenges, reinforcement provides stability and direction, while feedback allows for reflection and course correction. When implemented consistently, these practices not only strengthen the understanding of values but also

build learners' confidence and sense of accountability (Tan Yabut, 2022). Educators play a crucial role in modeling values through the manner and tone of their feedback, thereby shaping the classroom into a value-rich environment. Table 5 presents the extent of Values Education Integration in terms of Feedback and Reinforcement, which was interpreted as "Moderately Extensive," with a mean average score of 3.05 (n = 90). Among the indicators, the highest mean scores were observed in shaping and reinforcing positive behaviors (M = 3.13) and pro-

viding timely and constructive feedback (M = 3.13). These findings suggest that teachers moderately apply structured feedback techniques to support value-laden behaviors among learners with special needs. Meanwhile, the lowest mean scores were recorded for reinforcing learners' self-awareness and motivation (M = 2.96) and recognizing their unique contributions through a strengths-based approach (M = 3.04), indicating opportunities to deepen the emotional and motivational dimensions of feedback practices.

Table 5. Extent of Values Education Integration in Terms of Feedback and Reinforcement

Feedback and Reinforcement	Mean	Descriptive Interpretation
Feedback and reinforcement in pedagogical approaches for integrating values education are essential components for shaping and reinforcing positive behaviors and attitudes among learners with special needs.	3.13	Moderately Extensive
Effective feedback involves providing specific, timely, and constructive information to special needs learners about their progress, performance, and efforts regarding values-related goals and expectations.	3.13	Moderately Extensive
Pedagogical reinforcement entails using a variety of strategies, such as praise, rewards, and positive reinforcement techniques, to acknowledge and reinforce desired values-aligned behaviors demonstrated by special needs learners.	2.97	Moderately Extensive
Providing feedback and reinforcement, educators can help special needs learners understand the connection between their actions and the values they embody, fostering self-awareness, self-regulation, and intrinsic motivation.	2.96	Moderately Extensive
Feedback and reinforcement in pedagogical approaches also involve promoting a strengths-based approach, emphasizing and celebrating the unique contributions and accomplishments of special needs learners in their journey towards personal and social growth.	3.04	Moderately Extensive
Mean Average	3.05	Moderately Extensive

The results indicate that educators consistently apply foundational strategies, such as praise and verbal feedback, but may benefit from expanding to more individualized and reflective reinforcement mechanisms. The emphasis on moderate implementation suggests that while feedback and reinforcement are acknowl-

edged as important components of inclusive pedagogy, there is still a need to systematize these strategies in alignment with each learner's cognitive profile, behavioral goals, and developmental needs. Santos and Lopez (2021) demonstrated that targeted reinforcement strategies, including behavior charts and praise cues, signifi-

cantly increased moral participation and on-task behavior. Similarly, Del Rosario (2024) argued that feedback linked to values-based goals enhances learners' self-regulation and internalization of moral norms, particularly when delivered through individualized education plans (IEPs). Tan and Yabut (2022) emphasized that strengths-based feedback—focusing on learners' unique efforts and capabilities—fosters resilience and positive identity development in inclusive settings. Lastly, Reyes and Maglaya (2023) found that moral feedback embedded in group learning tasks contributes to the development of empathy and ethical decision-making, particularly among learners with behavioral challenges. These findings underscore the importance of structured, intentional feedback and reinforcement systems as essential tools in values education, not only for behavior management but also for fostering character development, motivation, and learner autonomy.

3.1.6. Summary of the Extent of Values Education Integration—Integration across its five core pedagogical domains as perceived by the respondents ($n = 90$). The overall mean score is 3.21, interpreted as “Moderately Extensive,” indicating that, on average, value integration is applied with moderate consistency and intentionality in the educational practices for learners

with special needs in the study setting. Among the five domains, Adaptability received the highest rating with a mean score of 4.26, interpreted as “Very Extensive.” This suggests that educators are highly responsive in adjusting teaching strategies and learning environments to address the individual needs of learners with disabilities. In contrast, the remaining domains — Personalization ($M = 2.93$), Collaboration ($M = 2.80$), Progress Monitoring ($M = 3.04$), and Feedback and Reinforcement ($M = 3.05$) — were all interpreted as “Moderately Extensive.” These findings highlight that, while the fundamental structures for inclusive and values-based teaching are present, there remains a need for deeper and more systematic implementation, particularly in promoting personalized learning pathways, fostering interprofessional collaboration, and enhancing reflective feedback mechanisms. The collective result suggests that values education integration is recognized and practiced but may benefit from increased professional development, structured instructional planning, and strengthened institutional support. The gap between the highest-rated domain (Adaptability) and the others may also indicate uneven application or limited resources affecting the broader implementation of inclusive pedagogical strategies.

Table 6. Extent of Values Education Integration

No	Values Education Integration	n	Mean	Descriptive Interpretation
1	Adaptability	90	4.26	Very Extensive
2	Personalization	90	2.93	Moderately Extensive
3	Collaboration	90	2.80	Moderately Extensive
4	Progress Monitoring	90	3.04	Moderately Extensive
5	Feedback and Reinforcement	90	3.05	Moderately Extensive
Mean Average		90	3.21	Moderately Extensive

3.2. Extent of Performance Outcomes of Learners with Special Needs—Performance outcomes refer to measurable indicators of learners' academic, behavioral, functional, and socio-

emotional development resulting from educational interventions and instructional practices. For learners with special needs, these outcomes extend beyond traditional academic achieve-

ment to include functional independence, adaptive behavior, skill acquisition, and social integration (Wehmeyer et al., 2020). The multidimensional nature of these outcomes recognizes that success for students with exceptionalities must be contextualized within their individualized education plans (IEPs), developmental profiles, and social participation goals. According to Lorenzo and De Castro (2021), it was found that the performance outcomes of special needs learners improved significantly when instructional strategies were individualized and values-based. They emphasized that behavioral and adaptive improvements are as crucial as academic gains. Similarly, Valerio and Tagayuna (2022) noted that learners with developmental disabilities showed higher engagement and social adaptability when teachers implemented structured values education aligned with IEP goals. Domingo and Alvarez (2023) examined functional and academic performance among children with autism and observed that outcomes were strongest when educators integrated emotional regulation and social participation strategies into instruction. Meanwhile, according to Navarro and Santos (2024), social integration, which is often overlooked in traditional assessments, is a strong indicator of long-term success, as it correlates with self-esteem, emotional stability, and civic engagement.

3.2.1. Skills Acquisition —Skill acquisition refers to the process by which learners develop the knowledge, competencies, and behaviors necessary to perform academic, functional, and social tasks. For learners with special needs, skill acquisition encompasses both cognitive and non-cognitive domains, including literacy and numeracy skills, communication abilities, motor coordination, emotional regulation, and life skills (Wehmeyer et al., 2020). In inclusive education settings, individualized education plans (IEPs) often guide skill acquisition, which identify specific goals aligned with the learner’s developmental level and adaptive

capacity. In the context of values education integration, skill acquisition encompasses the mastery of academic content and the internalization of moral reasoning, decision-making, and character-based behaviors. Teachers must adopt differentiated instructional strategies to ensure that learners with disabilities receive structured, scaffolded support that promotes the gradual and sustainable development of both foundational and higher-order skills (Tomlinson, 2014). This process requires ongoing assessment, feedback, and reinforcement to promote learning retention and application in real-life contexts. Table 7 presents the respondents’ assessment of Skill Acquisition as a component of performance outcomes among learners with special needs. The overall mean score is 3.02, interpreted as “Moderately Extensive” ($n = 90$), suggesting that learners are moderately acquiring essential academic, behavioral, and life skills through current pedagogical practices. The highest mean score was observed in the item highlighting the role of skill acquisition in empowering learners to gain independence and success across academic and social domains ($M = 3.08$), followed closely by the emphasis on specialized instruction and contextual generalization of skills ($M = 3.07$). Similarly, the importance of ongoing assessment, feedback, and reinforcement in promoting skill acquisition was rated with a mean of 3.06. Meanwhile, the lowest mean score was associated with task breakdown and guided practice strategies ($M = 2.90$), indicating potential areas for strengthening structured instructional delivery. The results are supported by recent studies that emphasize the importance of skill acquisition among learners with special needs, which is best achieved through structured, differentiated, and values-integrated instruction. Lorenzo and De Castro (2021) found that when teaching strategies involved explicit scaffolding and personalized tasks, learners demonstrated more substantial acquisition of both academic and behavioral

skills.

Table 7. Extent of Performance Outcomes of Learners with Special Needs in terms of Self-Acquisition

No	Self-Acquisition	Mean	Descriptive Interpretation
1	Skill acquisition is a critical component of learning outcomes for students with special needs, encompassing the development of a wide range of academic, social, communication, and daily living skills tailored to individual abilities and needs.	2.98	Moderately Extensive
2	Effective skill acquisition involves providing specialized instruction, scaffolding, and support to help learners with special needs acquire and generalize skills across various contexts and environments.	3.07	Moderately Extensive
3	Pedagogical approaches that prioritize skill acquisition focus on breaking down complex tasks into manageable steps, providing explicit instruction, modeling, and guided practice to facilitate mastery and competency.	2.90	Moderately Extensive
4	By promoting skill acquisition, educators can empower learners with special needs to achieve greater independence, autonomy, and success in academic pursuits, social interactions, and everyday life activities.	3.08	Moderately Extensive
5	Skill acquisition as a component of learning outcomes for special needs learners also emphasizes the importance of ongoing assessment, feedback, and reinforcement to monitor progress, address challenges, and promote continuous growth and development.	3.06	Moderately Extensive
Mean Average		3.02	Moderately Extensive

Tan and Yabut (2022) emphasized that values-integrated instruction, particularly one that utilizes positive reinforcement and task analysis, results in measurable growth in social interaction and communication competencies among children with developmental delays. Garcia and Villanueva (2023) further highlighted that the use of assistive technology, modeling, and feedback significantly enhanced skill retention and functional independence. Moreover, Navarro and Santos (2024) emphasized that sustained progress in skill acquisition is linked to how well instruction connects with learners' real-life contexts and personal development goals, affirming the importance of contextualized teaching in inclusive education. Overall, these results suggest that teachers moderately recognize and apply pedagogical strategies

aimed at supporting skill development. However, further emphasis may be needed on systematic instructional design, explicit modeling, and scaffolded learning to ensure that skill acquisition becomes a consistently embedded outcome in the educational experiences of students with special needs

3.3. Functional Independence —Functional independence refers to a learner's capacity to perform everyday activities and life skills with minimal to no assistance. In special education, this concept extends beyond academic achievement to include competencies in self-care, mobility, communication, decision-making, and problem-solving in real-world situations (Wehmeyer et al., 2020). It is a key performance outcome in inclusive education, especially for learners with disabilities, as it directly

influences their autonomy, quality of life, and capacity for social participation. For learners with special needs, achieving functional independence is an educational goal and a developmental milestone that supports long-term integration into society. Instruction targeting functional independence typically includes teaching adaptive behaviors such as dressing, eating, following routines, managing time, and using community resources. These skills are often outlined in Individualized Education Plans (IEPs) and are tailored based on the learner's cognitive, behavioral, and physical profiles (American Association on Intellectual and Developmental Disabilities [AAIDD], 2021). Table 8 presents the respondents' perceptions of how functional. Independence is achieved as a performance outcome among learners with special needs. The overall mean score is 4.21, interpreted as "Very Extensive" (n = 90), indicating

that educators consistently observe a high degree of functional skill development in their learners, particularly in performing daily living tasks and engaging in social and environmental contexts with minimal support. The highest-rated item pertains to the learners' ability to carry out everyday tasks independently (M = 4.33), emphasizing self-reliance as a key educational goal. This is followed by the implementation of tailored educational programs addressing mobility, communication, and self-care (M = 4.26). Meanwhile, the three remaining items concerning real-world instructional approaches (M = 4.14), the fostering of learner autonomy and self-efficacy (M = 4.15), and collaboration with external stakeholders (M = 4.16) were all interpreted as "Extensive," suggesting consistent, though slightly less emphasized, application of integrative and community-oriented strategies.

These findings are supported by recent literature highlighting the essential role of functional independence in the holistic development of learners with special needs. Valerio and Tagayuna (2022) reported that when educational programs are structured to include functional tasks such as personal hygiene, meal preparation, and transportation use, learners demonstrate greater autonomy and community participation. Similarly, Domingo and Alvarez (2023) found that integrating functional goals into the core curriculum enhances learners' self-determination and daily coping skills. Navarro and Santos (2024) emphasized the importance of aligning functional education with values-based instruction, noting that fostering responsibility and self-discipline directly supports functional outcomes. Garcia and Villanueva (2023) also noted that when functional independence is taught using inclusive technologies and reinforced through family collaboration, learners are more likely to generalize skills across

contexts and sustain progress postintervention. These studies confirm that functional independence is not only a desirable performance outcome but also a necessary foundation for inclusive and meaningful participation in society.

3.4. Adaptive Behavior—Adaptive behavior refers to the set of conceptual, social, and practical skills individuals use to function effectively in their daily lives. In the context of special education, adaptive behavior is a critical performance outcome that reflects a learner's ability to meet developmental expectations and environmental demands in areas such as communication, socialization, self-care, safety, and independence (American Association on Intellectual and Developmental Disabilities [AAIDD], 2021; Wehmeyer et al., 2020). Unlike purely academic performance, adaptive behavior considers how well a learner navigates life tasks within school, home, and community environments. For learners with special needs, these behaviors are often taught explicitly and as-

Table 8. Extent of Performance Outcomes of Learners with Special Needs in terms of Functional Independence

No	Functional Independence	Mean	Descriptive Interpretation
1	Functional independence is a fundamental component of learning outcomes for students with special needs, reflecting their ability to perform everyday tasks and activities with minimal assistance or support.	4.33	Very Extensive
2	Effective educational programs emphasize the development of functional independence skills tailored to the unique abilities and needs of learners with special needs, encompassing self-care, mobility, communication, and social interaction.	4.26	Very Extensive
3	Pedagogical approaches that prioritize functional independence focus on teaching practical, real-world skills that enable learners with special needs to navigate their environments, participate in community activities, and engage in meaningful interactions with others.	4.14	Extensive
4	Promoting functional independence, educators empower learners with special needs to become active contributors to society, fostering a sense of autonomy, self-confidence, and self-efficacy.	4.15	Extensive
5	Functional independence as a component of learning outcomes for special needs learners also involves collaboration with families, caregivers, and community partners to provide ongoing support, resources, and opportunities for skill development and application in various contexts.	4.16	Extensive
Mean Average		4.21	Very Extensive

sessed through structured observation, checklists, and standardized adaptive behavior scales. Effective adaptive behavior development is supported through individualized instruction, social skills training, functional life skills activities, and values-based reinforcement strategies (Tan Yabut, 2022). Table 9 illustrates how adaptive behavior is developed and supported as a key performance outcome among learners with special needs. Based on the responses of 90 participants, the computed mean average is 3.95, interpreted as “Extensive.” This suggests that educators actively incorporate strategies designed to enhance learners’ abilities to function, interact, and adapt effectively within

academic, social, and everyday environments. The highest mean ratings ($M = 4.20$) were assigned to the statements that recognized adaptive behavior as a critical learning outcome and promoted self-regulation, problem-solving, and coping strategies tailored to the learners’ needs. Unique needs. These suggest a high level of awareness among educators regarding the importance of fostering flexible, real-world behavioral competencies. Other indicators received “Extensive” interpretations, such as teaching functional adaptive skills ($M = 3.61$), empowering learners for meaningful participation ($M = 3.70$), and engaging families and professionals in the skill development process ($M = 4.07$).

Recent empirical research reinforces the importance of adaptive behavior as a crucial domain of learner development. Garcia and Villanueva (2023) emphasized that adaptive behav-

ior improves substantially when learners with special needs are exposed to values-integrated instruction and inclusive learning environments that promote emotional regulation and prosocial

Table 9. Extent of Performance Outcomes of Learners with Special Needs in Terms of Adaptive Behavior

No	Adaptive Behavior	Mean	Descriptive Interpretation
1	Adaptive behavior is a crucial component of learning outcomes for students with special needs, encompassing the skills necessary to navigate and interact effectively within their environments.	4.20	Very Extensive
2	Effective educational programs focus on promoting adaptive behavior skills tailored to the unique needs and abilities of learners with special needs, including self-regulation, problem-solving, and coping strategies.	4.20	Very Extensive
3	Pedagogical approaches that prioritize adaptive behavior emphasize teaching functional skills that enable learners with special needs to respond flexibly and appropriately to various situations and challenges.	3.61	Extensive
4	Promoting adaptive behavior, educators empower learners with special needs to overcome barriers, achieve greater independence, and participate meaningfully in academic, social, and community settings.	3.70	Extensive
5	Adaptive behavior as a component of learning outcomes for special needs learners also involves collaboration with families, caregivers, and support professionals to provide ongoing guidance, reinforcement, and opportunities for skill development and generalization.	4.07	Extensive
Mean Average		3.95	Extensive

interaction. Likewise, Valerio and Tagayuna (2022) demonstrated that explicit instruction in adaptive skills, such as managing transitions, resolving peer conflicts, and following routines, significantly enhances classroom engagement and independence. Domingo and Alvarez (2023) found that learners with autism spectrum disorder exhibited greater community participation and self-confidence when adaptive behavior training was linked with real-life simulations and social stories. Furthermore, Navarro and Santos (2024) emphasized that fostering adaptive behavior is most effective when reinforced through collaborative partnerships among teachers, caregivers, and specialists, thereby ensuring continuity between school and home environments. These findings highlight that while adaptive behavior is being addressed with considerable consistency, specific areas, particularly instructional techniques emphasizing flexibility

and real-time responsiveness, may benefit from further enhancement. The emphasis on collaboration with caregivers and professionals underscores the importance of a multi-stakeholder approach in promoting lasting behavioral growth and generalization across contexts.

3.5. Social Integration —Social integration refers to the process by which individuals become actively involved and accepted within their peer groups, educational environments, and broader community settings. In the context of special education, it reflects the learner's ability to form meaningful relationships, participate in shared activities, and navigate social norms and expectations in inclusive and supportive environments (Navarro Santos, 2024; AAIDD, 2021). Table 10 presents educators' perceptions of the extent to which social integration is a performance outcome for learners with special needs. The computed mean average is 4.16, in-

terpreted as “Extensive” (n = 90), indicating that efforts to promote inclusive participation, social acceptance, and peer collaboration are being implemented to a high degree within the educational setting. The highest-rated item received a mean of 4.35, categorized as “Very Extensive,” and highlights the prioritization of inclusive activities that allow learners to engage with peers and participate in reciprocal social interactions. Other highly rated components include teaching social-emotional competencies, such as empathy, communication, and conflict resolution (M = 4.14), as well as fostering inclusive classroom environments that value acceptance and belong-

ing (M = 4.15). These are followed by collaborative partnerships with families and community stakeholders (M = 4.07) and the core definition of social integration through relationship-building (M = 4.10). Navarro and Santos (2024) emphasized that social integration is strongly correlated with academic engagement and emotional resilience, particularly when inclusive practices are supported by peer-mediated learning and extracurricular involvement. Garcia and Villanueva (2023) found that values-integrated pedagogy, when coupled with structured social skills instruction, enhances learners’ ability to build and sustain meaningful relationships.

Table 10. Extent of Performance Outcomes of Learners with Special Needs in Terms of Social Integration

No	Social Integration	Mean	Descriptive Interpretation
1	Social integration is a crucial component of learning outcomes for students with special needs, reflecting their ability to establish and maintain meaningful relationships with peers, educators, and community members.	4.10	Extensive
2	Effective educational programs prioritize social integration by providing opportunities for learners with special needs to participate in inclusive activities, collaborate with their peers, and engage in reciprocal interactions.	4.35	Very Extensive
3	Pedagogical approaches that promote social integration emphasize teaching social skills, such as communication, cooperation, empathy, and conflict resolution, tailored to the individual needs and abilities of learners.	4.14	Extensive
4	Fostering social integration, educators create supportive learning environments where students with special needs feel accepted, valued, and included, thereby contributing to their overall well-being and academic success.	4.15	Extensive
5	Social integration as a component of learning outcomes for special needs learners also involves collaboration with families, caregivers, and community partners to provide social support, facilitate peer relationships, and promote opportunities for participation in extracurricular activities.	4.07	Extensive
Mean Average		4.16	Extensive

Domingo and Alvarez (2023) reported that learners with autism and other developmental conditions benefit from social stories, cooperative learning, and structured play activities that enhance social responsiveness and reduce iso-

lation. Moreover, Valerio and Tagayuna (2022) highlighted that the continuity of social integration outside the classroom, through partnerships with families and local organizations, significantly strengthens adaptive behavior, peer af-

filiation, and overall school belonging. These studies confirm the results presented in Table 10, underscoring the importance of deliberate and values-driven efforts in fostering social integration to support the holistic development of learners with special needs. Overall, the findings suggest that social integration is being pursued meaningfully across classroom and community settings. However, further enhancement in school–community linkage and sustained peer engagement may elevate its impact. The emphasis on inclusion, supported by structured pedagogical interventions and collaboration, reflects a comprehensive understanding of social integration as a multidimensional outcome.

3.6. Summary of the Extent of Performance Outcomes of Learners with Special Needs—Table 11 provides a synthesized view of the extent to which performance outcomes are achieved by learners with special needs, based on the domains of Skills Acquisition,

Functional Independence, Adaptive Behavior, and Social Integration. With a computed overall mean of 3.83, interpreted as “Extensive,” the findings suggest that educational interventions and pedagogical practices moderately to highly support the holistic development of learners with special needs ($n = 90$). Among the four domains, Functional Independence was rated highest ($M = 4.21$, Very Extensive), indicating a strong emphasis on life skills that enable learners to operate autonomously in daily contexts. Social Integration ($M = 4.16$) and Adaptive Behavior ($M = 3.95$) also received high ratings, reflecting consistent efforts in promoting inclusive participation and social-emotional competencies. In contrast, Skills Acquisition received the lowest mean ($M = 3.02$, Moderately Extensive), suggesting that while learners are acquiring necessary academic and functional skills, these efforts may benefit from greater reinforcement, individualization, and values integration.

Table 11. Summary Extent of Performance Outcomes of Learners with Special Needs

No	Performance Outcomes of Learners	n	Mean	Descriptive Interpretation
1	Skills Acquisition	90	3.02	Moderately Extensive
2	Functional Independence	90	4.21	Very Extensive
3	Adaptive Behavior	90	3.95	Extensive
4	Social Integration	90	4.16	Extensive
Mean Average		90	3.83	Extensive

The overall pattern of results demonstrates that schools in the study are actively addressing key developmental areas essential for learners with special needs to succeed within and beyond the classroom. However, the discrepancy

between the domains highlights a potential area for improvement, specifically in strengthening targeted instruction and formative support for the mastery of academic and behavioral skills.

3.7. Significant Relationship Between Values Education Integration and Performance Outcomes of Learners with Special Needs—Table 12 presents the results of the Pearson’s correlation analysis conducted to determine

whether there is a statistically significant relationship between the extent of Values Education Integration (*IVVEI_AVE*) and the Performance Outcomes of Learners with Special Needs (*DVILO_AVE*). The computed Pearson’s

r value is 0.002, accompanied by a p -value of 0.985. These results indicate that there is no statistically significant relationship between the two variables.

According to conventional statistical thresholds (Field, 2021), a p -value greater than 0.05 indicates that the observed correlation is not statistically significant. In this case, the correlation coefficient is very close to zero, suggesting an extremely weak and practically negligible relationship between the two variables. Therefore, at the 0.05 significance level, there is insufficient evidence to reject the null hypothesis that states: “There is no significant relationship between Values Education Integration and Per-

formance Outcomes of Learners with Special Needs.” These results imply that, within the sample and context of this study, the extent to which values education is integrated through pedagogical approaches does not significantly predict or correlate with the performance outcomes of learners with special needs, at least as measured through aggregated domain scores. These finding calls attention to the complexity of learner development. It suggests that other mediating or moderating variables, such as instructional quality, learner readiness, disability type, socio-emotional support, or school climate, may influence how values education translates into observable performance gains.

Table 12. Pearson’s Correlations on the Significant Relationship Between Values Education Integration and Performance Outcomes of Learners with Special Needs

Variables	Performance Outcomes of Learners with Special Needs	r-value	p-value	Interpretation / Decision
Values Education Integration		0.002	0.985	Not Significant / Accept H_0

*Significant at $p < .05$

Given that the p -value of 0.985 is significantly higher than the alpha level of 0.05, the null hypothesis posed in SOP 3 is retained. Therefore, the study concludes that: There is no significant relationship between Values Education Integration and the performance outcomes of learners with special needs. This decision suggests that, based on the analyzed data, values education, while conceptually beneficial, does not statistically predict or correlate with the measured learning outcomes in the current setting. This may be attributed to factors such as the indirect nature of values education effects, variance in instructional quality, or the limitations of quantitative indicators in capturing moral and behavioral development. While the statistical findings do not establish a significant relationship, this result does not undermine the theoretical and practical rele-

vance of values education. Studies have consistently emphasized that values integration contributes positively to the holistic development of learners, particularly in inclusive environments (Del Rosario, 2024; Narvaez Lapsley, 2021). However, such effects may manifest more indirectly—through improvements in classroom climate, emotional security, motivation, and self-perception, which are not always captured in direct performance measures. Lorenzo and De Castro (2021) noted that values education requires sustained implementation, reflective practice, and reinforcement to produce measurable changes in behavior and performance. Moreover, Navarro and Santos (2024) suggested that the impact of values education may be more qualitative and would benefit from triangulation with qualitative data, such as narrative reflections or behavioral observations, to understand

its role in learner transformation better.

3.8. *Domain of Values Education Integration Significantly Influences the Performance Outcomes of Learners with Special Needs*—A multiple linear regression analysis was conducted to examine whether the five domains of Values Education Integration (VEI)—namely, Adaptability (*VEI_A_AVE*), Personalization (*VEI_P_AVE*), Collaboration (*VEI_C_AVE*), Progress Monitoring (*VEI_PM_AVE*), and Feedback and Reinforcement (*VEI_FR_AVE*)—significantly predict the Performance Outcomes of Learners with Special Needs (*DVILO_AVE*).

Model Summary. As shown in the model summary, Model 1 (M) produced an R-value of 0.209, indicating a weak positive correlation between the combined predictors and the dependent variable. The R² value of 0.044 suggests that only 4.4 percent of the variance in performance outcomes can be explained by the five VEI domains. However, the Adjusted R² is -0.013, indicating that when adjusted for the number of predictors and sample size, the model performs worse than a simple mean-based model. This implies limited predictive power and potential overfitting.

Table 13. Model Summary - *DVILO_AVE*

Model	R	R ²	Adjusted R ²	RMSE
M ₀	0.000	0.000	0.000	0.370
M ₁	0.209	0.044	-0.013	0.373

Note. M₁ includes *VEI_A_AVE*, *VEI_P_AVE*, *VEI_C_AVE*, *VEI_PM_AVE*, *VEI_FR_AVE*.

Additionally, the Root Mean Square Error (RMSE) slightly increased from 0.370 (in the intercept-only model) to 0.373, further indicating that the full model does not improve prediction accuracy over the baseline. ANOVA Summary. The ANOVA results for Model 1 indicate that the model is not statistically significant, $F(5, 84) = 0.769$, $p = 0.575$. This result confirms that

combining the five predictor variables does not significantly predict the performance outcomes of learners with special needs. The total sum of squares ($SS = 12.199$) is primarily accounted for by the residual variance ($SS = 11.666$), further illustrating the model's weak explanatory capacity.

Table 14. ANOVA Summary Table

Model	Source	Sum of Squares	df	Mean Square	F	p
M ₁	Regression	0.534	5	0.107	0.769	0.575
	Residual	11.666	84	0.139		
	Total	12.199	89			

Note. M₁ includes *VEI_A_AVE*, *VEI_P_AVE*, *VEI_C_AVE*, *VEI_PM_AVE*, *VEI_FR_AVE*.

Note. The intercept model is omitted, as it does not provide any meaningful information.

The coefficients table reveals that none of the five predictor variables contributed statistically significantly to the regression model.

Specifically, Adaptability (*VEI_A_AVE*) had a beta coefficient of $\beta = -0.096$ with a p -value of 0.317, while Personalization (*VEI_P_AVE*)

showed a beta of $\beta = 0.111$ and a p -value of 0.543. Collaboration (*VEI_C_AVE*) had a beta coefficient of $\beta = 0.129$, with a corresponding p -value of 0.265, and Progress Monitoring (*VEI_PM_AVE*) had a beta of $\beta = 0.075$ and a p -value of 0.538. Lastly, Feedback and Reinforcement (*VEI_FR_AVE*) yielded a negative beta coefficient of $\beta = -0.173$, with a p -value of 0.192. None of these predictors reached statistical significance at the $\alpha = 0.05$ level, as all p -values exceeded the threshold. Among the five variables, Collaboration (*VEI_C_AVE*) had the highest standardized beta coefficient ($\beta = 0.129$), suggesting a weak positive influence on performance outcomes; however, this relationship was not statistically reliable.

Table 15. Regression Analysis on the Values Education Integration Significantly Influences the Performance Outcomes of Learners with Special Needs

Model	Variable	B	SE	β	t	p	Decision
M ₀	Intercept	3.841	0.039	–	98.410	.001	–
M ₁	Intercept	3.863	0.969	–	3.987	.001	–
	VEI_A_AVE	-0.096	0.096	-0.118	-1.007	.317	Accept Null
	VEI_P_AVE	0.111	0.181	0.068	0.611	.543	Accept Null
	VEI_p_AVE	0.129	0.115	0.123	1.122	.265	Accept Null
	VEI_PM_AVE	0.075	0.121	0.071	0.618	.538	Accept Null
	VEI_FR_AVE	-0.173	0.132	-0.146	-1.315	.192	Accept Null

Note. M₀ is the intercept-only model. M₁ includes VEI_A_AVE, VEI_P_AVE, VEI_p_AVE, VEI_PM_AVE, and VEI_FR_AVE as predictors.

Decision: Null hypotheses were accepted for all predictors as their p -values exceeded the .05 threshold.

The null hypothesis (H₀) stated: None of the domains of Values Education Integration significantly influences the performance outcomes of learners with special needs. The null hypothesis is retained based on the regression results ($p < .05$ across all predictors). This indicates that, in the context of this study, no single domain of values education integration significantly predicts performance outcomes among learners with special needs. While the regression model is statistically non-significant, this does not negate the theoretical and practical value of values education. Scholars such as Narvaez and Lapsley (2021) and Del Rosario (2024) argue that the impact of values integration of-

ten manifests through indirect or long-term outcomes, including increased emotional security, improved classroom climate, and stronger ethical reasoning—dimensions that are not always captured in quantitative performance metrics.

Lorenzo and De Castro (2021) further highlight that values-based outcomes are often context-dependent, requiring sustained reinforcement and alignment with individual education plans (IEPs) for effectiveness. Moreover, factors such as disability severity, classroom structure, and teacher preparedness may moderate the observable relationship between VEI and learner performance.

4. Conclusions and Recommendations

This chapter presents the conclusions derived from the key findings discussed in the preceding chapter and offers corresponding recommendations based on the study's results. This research aimed to determine the extent of Values Education Integration through pedagogical approaches

and its relationship to the performance outcomes of learners with special needs in the Talomo B District, Davao City Schools Division. Guided by the research questions and tested hypotheses, the conclusions in this chapter are anchored on empirical data collected from 90 respondents and analyzed through descriptive and inferential statistical methods. While the findings indicated that Values Education Integration and learner performance outcomes were generally rated as moderately to extensively implemented, the statistical tests revealed no significant correlation or predictive influence between the two constructs. Hence, this chapter aims to synthesize those results to draw meaningful inferences and suggest actionable recommendations that could inform educational practice, policy refinement, and future research directions in inclusive and values-based education.

4.1. Findings of the Study —Based on the data collected and analyzed, several key findings were established in this study. In terms of the extent of values education integration, among the five evaluated domains, Adaptability was rated Very Extensive with a mean score of 4.26. This result suggests that educators proactively adjust and tailor their instructional strategies to meet the diverse needs of learners with special needs. Meanwhile, the other domains — Personalization (M = 2.93), Collaboration (M = 2.80), Progress Monitoring (M = 3.04), and Feedback and Reinforcement (M = 3.05) — were all rated Moderately Extensive, resulting in an overall mean of 3.21. Regarding the extent of performance outcomes, learners with special needs demonstrated varying levels of development. Functional Independence received a rating of Very Extensive (M = 4.21), while both Social Integration (M = 4.16) and Adaptive Behavior (M = 3.95) were interpreted as Extensive. Conversely, Skills Acquisition was rated as Moderately Extensive (M = 3.02), resulting in an overall mean of 3.83, which is interpreted as Extensive. In examining the relationship between the integration of values education and performance outcomes, Pearson's correlation analysis revealed an r-value of 0.002 with a p-value of 0.985. This indicates no significant relationship between the integration of values education and the performance outcomes of learners with special needs, thereby retaining the null hypothesis. Lastly, the influence

of individual VEI domains on performance outcomes was assessed using multiple linear regression analysis. The results showed that none of the five domains significantly predicted learner performance outcomes, with all p-values exceeding the 0.05 significance level. The model yielded an R^2 value of 0.044, indicating that only 4.4 percent of the variance in performance outcomes was explained by the VEI domains. Consequently, the null hypothesis was again retained, confirming that none of the values in the education integration domains had a statistically significant influence on the performance outcomes of learners with special needs.

4.2. Conclusions —In light of the findings, it can be concluded that values education integration (VEI) is being implemented at a moderate to extensive level, with an extreme emphasis on adaptability within inclusive educational programs. However, other essential domains, such as personalization and collaboration, require further enhancement to more effectively support the holistic development of learners with special needs. Learners in these settings exhibit relatively high levels of functional independence, adaptive behavior, and social integration, indicating that inclusive programs are successful in promoting essential life skills and fostering social participation. Despite the positive perceptions surrounding VEI practices and learner outcomes, the study found no statistically significant relationship between the extent of values education integration and the performance out-

comes of learners with special needs. This suggests that additional mediating factors may influence variations in learner development. Furthermore, none of the individual VEI domains emerged as significant predictors of learner performance, highlighting the need for a more comprehensive, values-informed, and context-sensitive pedagogical framework to be adopted within inclusive educational environments.

4.3. Recommendations —Public School District Supervisors Public School District Supervisors are encouraged to provide continuous support for the effective integration of values education in inclusive settings. This includes initiating district-wide training programs that focus on less-emphasized areas, such as personalization, collaboration, and feedback. Supervisors can also play a key role in monitoring the implementation of values-based instruction and ensuring that schools align their programs with the goals of inclusive education.

School Principals and Administrators School principals and administrators should lead in embedding values education into both academic instruction and performance-based activities. By promoting a school culture that values empathy, moral reasoning, and self-regulation, they can provide learners with special needs meaningful opportunities to apply these values in real-life situations. They are also encouraged to foster partnerships with families and communities to extend values formation

beyond the classroom.

Teachers Teachers play a central role in integrating values education and are recommended to adopt strategies that respond to the individual needs of learners with special needs. Participating in targeted professional development programs will equip them with the tools for personalization, effective collaboration, and utilizing feedback to support student growth. Teachers should strive to create inclusive classroom environments where values are not only taught but also practiced.

Future Researchers Future researchers are encouraged to explore the long-term impact of values education on learners with special needs through longitudinal and mixed-methods studies. This approach enables a more comprehensive understanding of how values impact holistic learner development, extending beyond what quantitative measures can capture alone. Such research will contribute to the improvement of inclusive education practices.

Learners with Special Needs Learners with special needs should be given regular opportunities to experience values education in both theoretical and practical contexts. Schools and teachers must ensure that values such as empathy, respect, and responsibility are integrated into day-to-day learning activities. This helps learners develop self-awareness, social skills, and moral reasoning that are essential for their success in and beyond the school environment.

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