

Awareness of the existential predicament in children's stories and value clarification teaching practices

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Abstract

Insights gained by children in reading stories are essential in formulating their ideas about social norms, personal etiquette, and social relations relative to conflicts involving race, class, and gender issues. The question of how these conflicts or presented predicaments in children's stories and the values found in these narratives should be taught is still central to any educational debate on teaching children's literature. Awareness and understanding of existential predicament in children's stories and value clarification teaching practices remain of great importance to pre-service and in-service elementary teachers as they are expected to positively mold pupils' personalities through the teaching of children's literature. Using the descriptive method, this study examined pre-service elementary teachers' awareness of existential predicament and consideration of value clarification teaching practices in dealing with children's stories. The results of the study reveal that the pre-service elementary teachers' consideration of valuing processes in teaching children's stories can help pupils decide on the values to exhibit or possess as members of a community. This consideration of value clarification teaching practices was likely influenced by the pre-service elementary teachers' awareness of existential predicament, as affirmed by the Pearson r value obtained when the two variables were correlated. This study proposes a course of action to revitalize pre-service elementary teachers' value clarification teaching practices while sustaining their awareness of existential predicaments in children's stories.

Keywords: children's stories, existential predicament, literary pedagogy, value clarification

Introduction

For children to grow maturely, they are expected to overcome challenges involving disappointments, dilemmas, rivalries, and the like in order for them to adapt and adjust to



difficult life situations. These adaptation and adjustment in responding to life adversities necessitate consciousness and recognition of problematic situations causing anxieties and violent tendencies among children. Bettelheim (2010) reiterates the importance of children's familiarity and understanding of existential predicament or inevitable crises and circumstances that can expose them into trouble. These commonly existing predicaments in children's lives are important in the development of their psychological maturity and self-worth. Comprehending troublesome encounters and experiences in children's lives will enable them to appropriately respond to these challenges, making them realize that exposure to these adversities is beneficial in shaping value, character, and conduct that are essential to the development of children's personalities and are considered the core of value education.

In school education, the term "value education" refers to the study of the formation of vital values in students and the promotion of these values through suggested actions. In its broadest sense, value education encompasses the development of moral, cultural, and spiritual virtues, as well as the ability to form and internalize appropriate value judgments. It is an education for "becoming" that encompasses the complete personality of the individual. The essence of value education is "Man Making" and "Character Building." According to Dewey (2001), "value means basically to appreciate, esteem, appraise, and estimate." It refers to the act of cherishing something, holding it dear, as well as the act of evaluating nature and amounts of value in comparison to another (p. 246)."

On June 25, 2020, President Rodrigo Duterte signed legislation making Good Manners and Right Conduct (GMRC) and Values Education key courses in public and private schools. GMRC and Values education replaced the Edukasyon sa Pagpapakatao (EsP) topic under Republic Act (RA) 11476. GMRC will be taught as a separate subject in Grades 1–6 and integrated into kindergarten pupils' everyday learning activities. According to the law:

The Department of Education (DepEd) shall introduce GMRC through clear, distinct, specific, and concrete character-building activities such as role playing in the classroom, community immersion activities, teacher-parent collaborative learning activities, school-initiated values formation activities, simulated activities, and other forms of experiential learning...

The revival of GMRC in Philippine basic education through RA 11476 can be viewed as the country's initiative in reorienting Filipino children about responsible citizenship for social transformation. This also aims to minimize the egocentric tendencies among children brought by the influence of social and popular media (Cingel & Krcmar, 2014). This

curricular initiative is expected to reform Filipino children value orientation, encouraging them to be responsible to themselves and other people within their community. Children can be inculcated with good values and the ability to withstand life's difficulties through the use of well crafted value formation activities and other experiential learning methods. Consequently, the new law stipulates that DepEd conduct proper training for teachers and educators on GMRC and Values Education and equip them with suitable and relevant instructional resources to enhance their ability to teach the topic.

In addition to direct experiences gained through experiential learning, children's value formation and personality can also be molded by reading stories. Stories that are consistently read in the classroom have the potential to serve as a vehicle for young children's value education. Children learn their own and others' religious, social, and cultural values. They question it, consider it, and decide how to proceed. They learn how to be morally responsible individuals who not only adhere to rational activities, but also understand why and how to behave. Story patterns are seen as an additional layer of language. A type of meta-grammar influenced by and influencing the predominant character types, narratives, and social-rule issues. Through reading stories, children can learn to speak effectively and build their interpersonal ties, according to Rana et al. (2014). By listening to and reading about outstanding personalities, kids engage in role-taking behavior, which involves imagining how another person thinks, feels, and acts. Thus, the teaching of children's stories plays a crucial role in molding the value formation and personality of young people. Through the simulation of experiences provided by these stories, youngsters grow aware of the numerous challenges that they may confront in their own lives. They are also given examples of how to fix these issues, which are revealed towards the conclusion of each story.

Through story-based instruction, children have the opportunity to be mentally present with the material. They may relate to it and be influenced by it, allowing them to establish their own opinions. This engaging and interpretive method of instruction engages and engages students. It encourages students to seek their own answers rather than being forced to regurgitate a list of emotionless facts. The stories penetrate more deeply and linger longer, creating "implicit memories" (Gottschall, 2013). Stories aid in the formation of implicit memory in children. The stories remain in the minds of children, allowing them to become adaptable concepts that may be applied to numerous elements of daily life.

Many children lack admirable and relatable role models. By reading or listening to narratives, individuals discover identity sources that meet their requirements and inspire them to shape their selves. In these stories with positive role models, the protagonist shares characteristics with the child and demonstrates realistic thinking and problem-solving,

taking into account thoughts, emotions, and behaviors. This helps children develop insight into their challenges and provides them with practical solutions. An individual consistently pursues the values he or she deems essential; these values, in turn, shape the individual's attitude, influence their way of thinking, and serve as their fundamental guiding principles.

To encourage learning and instill values in students, a teacher may employ several strategies and methods. Today, educators attempt to educate children academically, physically, and morally, with a growing emphasis on moral education (Sommerville, 2010). To be a good educator, one must understand the power of the 'story form' so that it can facilitate classroom learning. Teachers play a crucial role in helping youngsters comprehend stories and grasp their meaning. Teachers should be encouraged to investigate the content of stories and assist children in making connections to their own experiences and lives.

According to Mary and Suganya (2016), a person's worth is what he or she considers to be correct or good. Through value clarification, a person will have the opportunity to reflect on personal moral difficulties and have his or her values investigated and explained. Value clarification states that behavior is neither morally good nor evil, but rather consists of behaviors that are either wise or dumb, depending on the time and location. A child's moral growth is an essential component of value clarification in education. Typically, children in schools with value confusion underachieve in all areas of schooling. Teachers have a crucial role in shaping students into productive members of society. To ensure that value-confused students improve, value explanation in education becomes vital. Clarification of values in education facilitates decision-making, self-exploration, freedom of thought and behavior, and tolerance and self-assurance in children.

The pictures and concepts formed in the children's minds result from reading stories found in textbooks. The "readers" contributed to formulating their ideas about social norms, personal etiquette, and the social relations and conflicts involving race, class, and gender issues. The question is how the presented predicaments and values found in the children's stories should be taught. Awareness and understanding of the existential predicament in children's stories and value clarification teaching practices will help pre-service elementary teachers be good facilitators of learning. As the respondents will be one to introduce Children's literature to their pupils and find possible ways to enhance their understanding regarding the predicament in children's stories and value clarification teaching practices.

Purpose of the research

The study determined the awareness of the existential predicament in children's



stories and value clarification teaching practices of the pre-service elementary teachers in Batangas State University JPLPC-Malvar at Malvar, Batangas, Philippines. Specifically, the study described the respondents' level of awareness of existential predicament in children's stories; their value clarification teaching practices guiding learners' beliefs and behavior in terms of choosing, prizing, and acting anchored on the processes of values by Williams (1972); the relationship between the respondents' awareness of predicament on children's stories and their value clarification teaching practices; and course of action proposed to sustain the respondents' awareness of predicament on children's stories and their value clarification teaching practices.

Conceptual/Theoretical Framework of the Study

Clarification of values (VC) builds upon character education. Instead of drilling students in specific actions, Easterbrooks and Scheetz (2004) argue that learners must engage in "deep, critical inquiry about certain modes of being" (p. 255) When addressing values clarification in the classroom, teachers must be cognizant of four important factors: (1) value-laden topics; (2) the central question associated with the inherent value; (3) the context or strategy for clarifying the value; and (4) the skills or processes for clarifying the value.

When conducting a VC lesson, the teacher may select a topic or moral concern linked to friendship, family, health, job, love, sex, drugs, leisure time, personal time, politics, or leisure time. The teacher next presents a question linked with the value, followed by an appropriate activity, also referred to as a VC approach, to encourage participants to think, read, write, and discuss the topic. During the exercise and conversation, the instructor ensures that all perspectives on the topic are handled with respect and that a psychologically secure environment permeates the classroom. Finally, the instructor encourages students to integrate value clarifying approaches into their responses to a variety of troublesome life situations. This strategy for establishing value contains three primary steps: (1) selecting, (2) valuing, and (3) acting (Bariyyah et al., 2019; Witteman et al., 2016). Considering the repercussions of their decisions allows youngsters to select an appropriate response to a challenging circumstance from a variety of options. Rewarding entails accepting their decisions and creating an appreciation for their worth and value. Acting, meanwhile, is incorporating the gratifying decisions they have made into their daily routines. These stages of value clarification influence children's critical thinking and decision-making abilities, transforming them into accountable individuals.

Methodology

The study employed descriptive research methodology, namely correlational study. This is to establish the degree of association between two characteristics, behaviors, or



occurrences. Changes in one are connected with changes in the other when they are determined to be correlated (Stangor & Walinga, 2014). The purpose of this research is to examine if there is a correlation between the respondents' knowledge of predicament in children's stories and their value clarification teaching approaches.

Participants of the Study

The respondents of the study consisted of 25 first year, 21 second year, and 19 third year pre-service elementary teachers at the Batangas State University JPLPC-Malvar, Philippines. This teacher education institution served as the locale of the study as it trained pre-service elementary teachers to be agents of social transformation through designing lessons that can develop pupils' character and conduct through vicarious experiences obtained from teaching children's stories. The number of respondents was obtained with the help of Raosoft sample size calculator to specify the sufficient number needed for the study relative to the entire population. Moreover, the lottery method was used in determining the respondents from each year level to provide equal and independent chance of inclusion in the sample. The respondents were chosen for they were trained in incorporating children's stories for value formation in one of their major courses in their academic program. As prospective elementary school teachers, they were also expected to design age-appropriate interdisciplinary learning activities in the promotion of good manners and right conduct in the basic education. Hence, they provided reliable data needed in the study.

Table 1. Distribution of the Respondents

Year Level	Pre-service Elementary Education Teachers	
	Population	Sample
1st Year	30	25
2nd Year	25	21
3rd Year	23	19
Total	78	65

Research Instruments

The researchers gathered relevant information about the study and a formulated questionnaire which served as the main instrument. This researcher-made questionnaire measures the awareness of pre-service elementary teachers on existing predicaments in

children's stories and their value clarification teaching practices. In constructing items for determining pre-service elementary teachers' awareness of existing predicaments in children's stories, the researchers considered Bettelheim's (2010) argument on the importance of conflicts presented in stories in helping children master psychological problems of growing up. Meanwhile, they based the construction of items about value clarification teaching practices on the main stages of value clarification expounded by Witteman et al., (2016). The questionnaire is divided into two parts. The first part describes the respondents' level of awareness of the existential predicament in children's stories. The second part is composed of 15 items or statements that show how the respondents' practice value clarification teaching along the main stages of values such as choosing, prizing, and acting in guiding learners' beliefs and behaviors. Every category consists of five items or statements.

Consultation with the adviser for the revisions and corrections of the formulated questionnaire was taken into consideration. Comments and suggestions of one early childhood education practitioner, one doctorate degree holder in educational management, and one master's degree holder in teaching the English language became a great help in assuring its validity. Pilot testing of the questionnaire to a group of 30 pre-service teachers who were not part of the respondents was also conducted to test the internal consistency of its item statements covering the first and the second part. The computed Cronbach's alpha coefficient values of 0.92 and 0.91 respective to the parts of the questionnaire were found greater than 0.70 affirming that the constructed item statements for both parts were sufficiently reliable.

Data analysis

To be able to interpret the computed mean and the overall mean, the following mean ranges with their corresponding descriptive interpretations were used: 3.50-4.00 Highly Aware/Highly Practice; 2.50-3.49 Aware/Practice; 1.50-2.49 Slightly Aware/Slightly Practice; and 1.00-1.49 Not Aware/ Not Practice.

Ethical consideration

After the research title was approved, the researchers acquired material that helped them conceptualize, analyze, and establish their own opinions about the study. Before performing the study, permission from the Dean of the College of Teacher Education was requested to use pre-service primary teachers as respondents. In this context, a letter requesting permission to distribute the questionnaire to the intended respondents was drafted. Google forms were used to disperse the questions. The researcher briefed respondents on the goal of the study and instructions for completing the questionnaire,



assuring them that their responses would be kept confidentially.

Results and Discussion

Awareness of Existential Predicaments in Children's Stories

This portion presents the respondents' level of awareness of existential predicaments in children's stories. It reveals the computed mean and standard deviation for each indicator with its corresponding interpretation.

The table shows that the respondents were aware of the existential predicaments present in children's stories, further obtained by the overall mean of 3.45. With the highest mean of 3.66, the respondents were highly aware that children's stories contain characters whose flaws can lead to realization of their worth. Obtaining the lowest mean of 3.22, the respondents were aware that children's stories introduce children to difficult and awkward situations they may encounter.

Table 2. Level of Awareness of Existential Predicaments in Children's Stories

Indicators	Mean	Standard Deviation	Descriptive Interpretation
1. Children's stories contain characters whose flaws can lead to realization of their worth.	3.66	0.51	Highly Aware
2. Children's stories discuss the problematic nature of life and living.	3.43	0.59	Aware
3. Children's stories introduce children to difficult and awkward situations they may encounter.	3.22	0.62	Aware
4. Children's stories present opposite polarity in characters such as good and evil.	3.45	0.69	Aware
5. Children's stories contain numerous moments of crisis, characters make moral decisions and contemplate the reasons for their decisions.	3.48	0.56	Aware
Overall	3.45	0.59	Aware

The result implies that the pre-service elementary teachers were aware of the existential predicament in children's stories. This awareness of existing predicaments in children's stories can be attributed to the pre-service elementary teachers' exposure to this literary genre as instructive resources in honing children's decision making in responding to

life adversities. With conflicts as the core of these stories, teachers may present how the protagonists of the different stories dealt with their respective conflicts which can be the basis of children's decision and actions when exposed to similar problems. Likewise, Colon-Aguirre (2012), reiterates that conflicts, predicaments, trials, coincidences and crises in fiction can stimulate readers' decision making.

Value Clarification Teaching Practices

This part of the study determined the respondents' value clarification teaching practices in terms of choosing, prizing and acting. These three main stages of value clarification anchored on the notion of Witteman et al., (2016) were considered as they provide techniques in which teachers can integrate value clarification for learners' value formation and character development which are the primary aims of value education in the Philippine elementary schools. Hence, these three stages of value constitute the ideal value clarification teaching practices by pre-service elementary teachers. These are found on the succeeding tables.

Choosing

Table 3 presents the respondents' value clarification teaching practices in terms of choosing. It reveals the computed mean and standard deviation for each indicator with its corresponding interpretation.

The respondents highly practiced each item obtaining the overall mean of 3.63. The respondents highly practiced helping children in choosing values to exhibit or possess in their lives through children's stories, they provide activities that require pupil to indicate their position on an issue in an overt and explicit manner and they accept responses without judgment or evaluation and discourages any attempts by learners to challenge or mock each other's position with the highest mean of 3.68. Garnering the lowest mean of 3.52, the pre-service elementary teachers highly practiced helping children in choosing values to exhibit or possess in their lives through children's stories, they begin the lesson with "opening up" activities which focus on low-risk issues.

The respondents allow their pupils to reflect upon their own thinking and the views given by others. It is essential that whatever the children choose should be based only upon their own choices and not under any kind of pressure from elders or their peers.

Table 3. Value Clarification Teaching Practices in terms of Choosing

Indicators	Mean	Standard Deviation	Descriptive Interpretation
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1. <i>Begin the lesson with “opening up” activities which focus on low-risk issues.</i>	3.52	0.53	<i>Highly practiced</i>
2. <i>Give freedom to select to which perspective to adhere.</i>	3.65	0.51	<i>Highly practiced</i>
3. <i>Provide activities that require pupils to indicate their position on an issue in an overt and explicit manner.</i>	3.68	0.56	<i>Highly practiced</i>
4. <i>Accept responses without judgment or evaluation and discourage any attempt by learners to challenge or mock each other’s position.</i>	3.68	0.53	<i>Highly practiced</i>
5. <i>Explain or provide reasons for holding a specific value position.</i>	3.63	0.52	<i>Highly practiced</i>
Overall	3.63	0.53	<i>Highly practiced</i>

According to Gautam (2015), students must be able to choose their own ideals without external pressure. The facilitator must create an environment conducive to participants freely expressing and choosing their values, free from peer pressure and ridicule.

Prizing

Table 4 presents the respondents’ value clarification teaching practices in terms of prizing. It reveals the computed mean and standard deviation for each indicator with its corresponding interpretation.

In helping children in prizing values to exhibit or possess in their lives through children’s stories, the respondents highly practiced letting pupils to express their views freely with the highest mean of 3.88. With the lowest mean of 3.68, the pre-service elementary teachers strongly practiced in helping children in prizing values to exhibit or possess in their lives through children’s stories, they asked pupils to clarify why they gave some values more significance than others and also why they accepted some values and rejected others.

Table 4. Value Clarification Teaching Practices in terms of Prizing

Indicators	Mean	Standard	Descriptive
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		Deviation	Interpretation
1. <i>Let pupils express their views freely.</i>	3.88	0.33	<i>Highly practiced</i>
2. <i>Refrain from giving comments on what the pupils say.</i>	3.71	0.49	<i>Highly practiced</i>
3. <i>Ensure that no pupil makes fun of other pupils' comments.</i>	3.83	0.38	<i>Highly practiced</i>
4. <i>Ask pupils to clarify the reason when accepting or rejecting some values.</i>	3.68	0.47	<i>Highly practiced</i>
5. <i>Act as facilitators that provide suitable conditions and situations in which children themselves become aware of the values which they consider valid and worth being followed.</i>	3.69	0.50	<i>Highly practiced</i>
Overall	3.76	0.43	<i>Highly practiced</i>

It is crucial for individuals to reflect on themselves and become aware of the ideals they deem important. This can begin with a session in which youngsters engage in a variety of activities so that they become acquainted with one another and are willing to express their opinions. Then, they may be presented with some moral difficulties and asked to describe their perspectives on the subjects.

The teachers serve as facilitators who provide the appropriate settings and scenarios for students to recognize their own ideals as acceptable and worthy of emulation (Gautam 2015).

Acting

Table 5 presents the respondents' value clarification teaching practices in terms of acting. It reveals the computed mean and standard deviation for each indicator with its corresponding interpretation.

With the highest mean of 3.85, the respondents highly practiced motivating pupils to behave in a way to reflect the values that they choose to cherish in helping them in prizing values to exhibit or possess in their lives through children's stories. Meanwhile, they highly practiced helping pupils communicate openly and honestly with others about their values garnering the lowest mean of 3.75.

Table 5. Value Clarification Teaching Practices in terms of Acting

Indicators	Mean	Standard Deviation	Descriptive Interpretation
1. Motivate pupils to reflect the values that they 'choose' to 'cherish'.	3.85	0.36	Highly practiced
2. Observe how pupils integrate their choices into the pattern of their own lives.	3.77	0.49	Highly practiced
3. Help pupils use both rational thinking and emotional awareness to examine their personal feelings, values, and behavior patterns.	3.77	0.42	Highly practiced
4. Assist pupils to communicate openly and honestly with others about their values.	3.75	0.47	Highly practiced
5. Act based on the beliefs to become a role model to other pupils.	3.77	0.42	Highly practiced
Overall	3.78	0.43	Highly practiced

Students are encouraged to represent the principles they choose to cherish in their behavior. They are encouraged to explain and compare their own values with those of others, as well as to uphold the values they find significant and valuable.

For the values clarification approach to be successful, it is crucial that children have an environment in which they can freely and fearlessly share their opinions on the various subjects presented. Here, the teacher's job becomes extremely vital and crucial. He/she must maintain decorum and guarantee that each student freely expresses his/her opinions and listens without prejudice to what others have to say (Gautam, 2015).

Relationship between the Respondents' Awareness of Existential Predicaments in Children's Stories and their Value Clarification Teaching Practices

Table 6 presents the relationship between the respondents' awareness of existential predicaments in children's stories and their value clarification teaching practices. The correlation of the variables was tested using the Pearson r formula.

Table 6. Relationship between the Respondents' Awareness of Existential Predicaments in Children's Stories and their Value Clarification Teaching Practices

Variables	Computed r	Verbal Interpretation	p value	Decision Ho	Interpretation
<i>Awareness of Existential Predicament in Children's Stories and Value Clarification Teaching Practices</i>	0.513	<i>Moderate Correlation</i>	0.000	<i>Reject</i>	<i>Significant</i>

The table above disclosed the test of significant relationship between the respondents' awareness of existential predicament in children's stories and their value clarification teaching practices guiding learners' beliefs and behavior. It can be seen that when the respondents' awareness of existential predicament in children's stories was correlated with their value clarification teaching practices, the computed r value of 0.513 with respect to its p value of 0.000 yields a moderate correlation.

The result made the researchers reject the null hypothesis signifying that there is a significant relationship between the respondents' level of awareness of existential predicament in children's stories and their value clarification teaching practices. This implies that the respondents' awareness of existential predicament in children's stories affect their value clarification teaching practices guiding learners' beliefs and behavior. As the pre-service elementary teachers become aware of the existing predicaments in children's stories, they are able to design learning opportunities that can hone children's character and conduct through a wide array of value clarification techniques and practices. Existing predicaments in children's stories can function as a vehicle of moral education for young children as they challenge themselves to question, think, and choose what to act whenever they are exposed to similar conflicts or problematic situations. With appropriate guidance of teachers in dealing with existential predicaments in stories, children learn how to be responsible moral persons who not only do good things but know why and how to act (Rahim & Rahiem, 2012).

Course of Action to sustain the awareness of pre-service elementary teachers to the existential predicament on children's stories and their value clarification teaching practices

The researchers prepared a course of action that is illustrated in Table 7. This aims to sustain the pre-service elementary teachers' awareness of the existential predicament in children's stories and their value clarification teaching practices. This course of action specifies the objectives to be met in sustaining and promoting pre-service elementary teachers' value clarification teaching practices through awareness of predicament in children's stories, strategies to be employed in the realization of each objective, person/s involved who will materialize and implement each objective and strategies, target date in which activities will be implemented, and the expected output or outcome.

Table 7. Course of Action to Sustain the Respondents' Awareness of Existential Predicament on Children's Stories and their Value Clarification Teaching Practices

Objectives	Strategies	Persons Involved	Target Date	Expected Output/Outcome
<i>To enhance the knowledge of pre-service elementary teachers on introducing children to difficult and awkward situations they may encounter in certain stories.</i>	<i>Conducting seminar on the art of storytelling</i>	<ul style="list-style-type: none"> • Pre-service elementary teachers 	<i>Entire school year</i>	<i>Enhanced knowledge of pre-service elementary teachers on introducing children to difficult and awkward situations they may encounter in certain stories.</i>
<i>To strengthen the awareness of pre-service elementary teachers in beginning the lesson with "opening up" activities that focus on low-risk issues in helping children in choosing values to exhibit or possess in their lives through children's stories.</i>	<i>Conducting seminars on the art of storytelling and the role of vicarious experience in reading children's stories in helping children to overcome challenges in their lives.</i>	<ul style="list-style-type: none"> • Pre-service elementary teachers • Guidance counselor • Elementary teacher 	<i>Entire school year</i>	<i>Strengthened awareness of pre-service elementary teachers in beginning the lesson with "opening up" activities that focuses on low-risk issues in helping children in choosing values to exhibit or possess in their lives through children's stories.</i>
<i>To enhance the skills of pre-service elementary teachers in helping their pupils become</i>	<i>Lesson planning</i>	<ul style="list-style-type: none"> • Pre-service elementary teachers 	<i>Entire school year</i>	<i>Detailed lesson plan with clear value integration and enhanced art of</i>

<i>aware of their own and others' values.</i>			<i>questioning.</i>
<i>To increase the pre-service elementary teachers' awareness in helping pupils to communicate openly and honestly with others about their values.</i>	<i>Incorporating and presenting contrived or real value laden situations in the lesson planning.</i>	• <i>Pre-service elementary teachers</i>	<i>Entire school year</i> <i>Detailed lesson plan incorporating reflective teaching and learning</i>

Conclusion

Based on the findings of the study, the following conclusions were drawn. The respondents are aware of the predicaments that exist in the children's stories. The pre-service elementary teachers are aware of the valuing processes namely choosing, prizing, and acting. There is a significant relationship between the respondents' level of awareness of existential predicament in children's stories and their value clarification teaching practices. The course of action made by the researchers can be used to enhance and strengthen the respondents' level of awareness of existential predicament and value clarification teaching practices.

Recommendations

In the light of the study's findings and conclusions, the researchers were able to construct the following recommendations. (1) The pre-service elementary teachers are encouraged to enhance their knowledge of introducing children to complex and awkward situations that they may encounter in certain stories by attending a seminar about the art of storytelling. (2) The respondents of the study may continuously implement a value clarification approach in helping children identify what values to exhibit or possess in their lives through children's stories. (3) The course of actions proposed by the researchers may be implemented, monitored, and evaluated to ensure its effectiveness in enhancing pre-service elementary teachers' awareness of existential predicaments in children's stories and value clarification teaching practices.

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