ARTICLE

Validation of learning session teaching guide for De La Salle University Integrated School teachers and coaches

Edelmar R. Servo, Princess Gissel D. Servo*, Leonell L. Esleta, Perlita T. Padua, Gil M. Ramos, and Chito C. Macababbad

De La Salle University Integrated School, Biñan City, Laguna, Philippines

ABSTRACT

This study focused on validating a learning session teaching guide designed for teachers and coaches at the De La Salle University (DLSU) Integrated School. The guide integrates Socio-Emotional Learning (SEL) theory with Expected Lasallian Graduate Attributes (ELGA) to enhance learning sessions for junior high school students and athletes. Using a descriptive developmental method and following Torres' (2005) three-phase approach of planning, development, and validation, the study evaluated the guide through expert review. Ten experts, each with at least ten years of professional experience in sports and values education, reviewed the guide using a Learning Session Guide Evaluation Checklist, focusing on four key components: objectives, content, mode of presentation, and general comments.

The study found strong positive ratings across all components, with grand weighted means of 3.70 for objectives (SD=0.063), 3.70 for content (SD=0.141), 3.71 for mode of presentation (SD=0.125), and 3.78 for general comments (SD=0.147). Experts particularly commended the guide's clear emphasis on faith formation, its solution-oriented thinking approach, and the effective integration of SEL competencies with ELGAs. The guide organized values into three themes: building strong character, building a strong community, and building personal and professional success, each aligned with specific SEL competencies and Lasallian graduate attributes.

Recommendations for improvement included reducing the emphasis on reflection in favor of more action-oriented applications, clarifying expected student outcomes, and adjusting the volume of activities per session. Experts noted that the guide effectively promotes student engagement through collaborative activities and multi-modal approaches but suggested minimizing competitive elements that could hinder teamwork. Overall, the findings affirm that the teaching guide is applicable, functional, and effective for DLSU Integrated School's learning sessions, successfully integrating values and SEL to foster holistic development among students and athletes.

*Corresponding author
Email Address: princess.servo@dlsu.edu.ph
Date received: 27 May 2025
Dates revised: 03 October 2025, 15 November 2025, 17 November 2025
Date accepted: 26 November 2025
DOI: https://doi.org/10.54645/2025182DYV-87

INTRODUCTION

Instructional materials play a pivotal role in enhancing the teaching and learning process by providing structured guidance, improving instructional delivery, and aligning pedagogical practices with the diverse needs of learners. Several studies have focused on developing and validating teaching resources across various disciplines in the Philippine educational landscape. For instance, Balbio (2008) made a swimming manual grounded in expert inputs and a literature review, while Soro (2006) created an illustrated Sepak Takraw guide for coaches and teachers. Similarly, Torres (2005) developed a manual to support physical fitness instruction, and Dela Cruz (2002) focused on a needs-based training program

KEYWORDS

teaching guide validation, socio-emotional learning, Lasallian education, instructional materials, holistic development, ELGAs

to elevate female table tennis players' competitive abilities. Sevilla (2002) and Dianna (1996) designed manuals for track and field and rhythmic gymnastics, respectively, while Ocapan (1993) produced a laboratory manual in Agricultural Biology—all validated by experts to ensure accuracy and relevance. These works underscore the importance of validation as a critical phase in instructional material development.

Moreover, the Department of Education (1997), through the Bureau of Physical Education and School Sports (BPESS), published the "Manual ng Guro sa Pagtuturo ng Edukasyon sa Pagpapalakas ng Katawan" to guide Grade 6 teachers in implementing physical activities. However, limitations in content—such as insufficient drills in baseball—highlighted the need for sport-specific materials This identified gap inspired the present study to design and validate a learning session guide explicitly tailored to baseball while simultaneously integrating Socio-Emotional Learning (SEL) and the Expected Lasallian Graduate Attributes (ELGAs).

While many earlier studies adopted a content-driven, direct instruction approach, the present research offers a unique contribution by incorporating SEL and ELGA 2.0 within its teaching guide. Integrating SEL enhances critical qualities such as self-awareness, relationship building, and responsible decision-making, all of which contribute to personal growth and academic achievement (Arieny, Kartika, & Tibrani, 2023; Falco, 2023). CASEL (2020) states that good SEL programs help kids improve their emotional regulation, empathy, and school connectedness. In support, De La Salle University (2024) defines ELGAs as knowledge, skills, and values that reflect the university's objective of developing holistic and compassionate individuals. Research by Bardhoshi et al. (2022) and Anthony et al. (2021) highlights the need to evaluate learning tools to ensure alignment with educational goals and reliable evaluation of intended outcomes. Further, Soojin et al. (2023) and Belay & Dejene (2024) affirm the need for culturally contextualized, research-based educational strategies to develop learners' emotional intelligence and cognitive capabilities in tandem.

Validation is a necessary process to ensure that the materials are relevant to students' actual needs and not merely an intellectual exercise. While Alonzo and Kim (2016) underlined the importance of feedback in improving educational tools, Shulman (1986) stressed the need for pedagogical content knowledge. Knight's (2007) view that instructional coaching is essential to implementing educational change is also cited in this study. Within this context, teachers and coaches at De La Salle University Integrated School (DLSU IS) are not just users but collaborators in developing an innovative teaching guide that integrates SEL principles and Lasallian values.

The developed teaching guide for DLSU IS is designed to support junior high school students and athletes by fostering holistic growth. Its practicality—defined as the guide's usefulness, relevance, and applicability in supporting both student development and effective teaching practices—is highlighted by its alignment with SEL theory and ELGAs. The study ensures this practicality by validating the material through feedback from experienced educators and coaches, focusing on how well it addresses student needs, the strengths and areas for improvement identified, and its potential to enhance both academic performance and personal development.

Ultimately, this research addresses the question: How practical is the learning session guide for students at DLSU IS, considering pedagogical standards, diverse learner needs, and instructional delivery improvement by teachers and coaches? While the guide has undergone validation through expert feedback, it remains in the pre-implementation stage and has yet to be piloted in actual junior high school classroom or athletic training contexts. Its effectiveness will be further evaluated once it is implemented with junior high school students and athletes at DLSU IS. Through rigorous validation and alignment with best practices in educational research, the study contributes a practical, values-based resource that strengthens teaching competencies and supports learners' readiness to meet the challenges of the 21st century, particularly in the evolving landscape of Industrial Revolution 4.0. It also extends its value to teachers, students, coaches, researchers, and the broader DLSU Integrated School community by promoting innovation, relevance, and the embodiment of Lasallian educational values.

MATERIALS AND METHODS

Research Design

The present study focused on validating the learning session teaching guide for DLSU teachers and coaches. The researchers used the descriptive developmental method to reach the objectives above. Gay (1976) defined descriptive research as a method involving data collection to answer the research questions stated in the problem The objectives of the present study focus not only on testing the hypotheses above but also on developing resource material to cater to the needs of students and athletes.

The researchers adopted Torres' (2005) steps in developing a manual to reach the objectives The present study followed three stages: planning, development, and validation.

Research Instrument

In this study, the researchers used the Learning Session Guide Evaluation Checklist to assess the validity of the learning session teaching guide. This checklist has been employed in previous studies, including those by Balbio (2008) and Ocapan et al. (1993), to validate similar training guides. To align it with the objectives of the current study, the researchers reviewed, revised, and refined the checklist. It d with organized into four components: (A) objectives, (B) content, (C) mode of presentation, and (D) general comments. Each statement was evaluated using a Likert-type scale with the following ratings: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). Ten experts with at least ten years of professional experience in sports and values education were selected to validate the teaching guide.

Validation Phase

The researchers outlined the three main objectives of the current study, which involved evaluating the developed learning session guide. These objectives were based on the perceived needs of the teachers and coaches and encompassed the guide's goals, contents, and presentation. The data were analyzed and interpreted using the mean and the standard deviation.

Statistical Treatment

The study employed **descriptive statistical methods** to analyze the data gathered from the respondents. In assessing the data collected from the respondents, the researchers analyzed the weighted mean and the standard deviation. The researchers used the following formulas shown below:

Mean	Standard Deviation
$Weighted\ Mean = \frac{\Sigma wf}{n}$ Wf – weighted frequency Σ – summation n – number of sample	$\sigma = \sqrt{\frac{\Sigma(X-\mu)^2}{N}}$ x – The Value in the data distribution μ – The population Mean N – The Number of Observations

The scales with the corresponding response categories were used in the study.

Learning Session Evaluation Checklist	
Scale	**Response Category**
3.50 – 4.0	Strongly Agree
2.50 – 3.49	Agree
1.50 – 2.49	Disagree
1.00 – 1.49	Strongly Disagree

RESULTS AND DISCUSSION

This study focused on validating the learning session teaching guide for DLSU teachers and coaches. The teaching guide aims to promote the development of skills and attitudes of students and athletes to enhance their adeptness in facing real-life struggles. The competencies and the values that students and athletes need to develop were identified in the first stage of the material development conducted by the researchers of this present study. The table below shows the alignment of the identified values, categorized into three themes: building strong character, building a strong community, and building personal and professional success, to the socio-emotional learning competencies and the Expected Lasallian Graduate Attributes.

Table 1: Socio-emotional Competencies and the Expected Lasallian Graduate Attributes (ELGA 2.0)

Values to be Developed	SEL Competencies	Expected Lasallian Graduate Attributes
Building Strong Character		
faith	Self-awareness	Reflective lifelong learner and competent self-nurturer
perseverance	Self-management	Culturally Sensitive Critical and Creative Thinker
kindness	Social awareness	Engaged and service-driven citizens
gratitude (gratefulness)	Relationship skills	Effective communicator
honesty	Responsible decision making	Virtue-guided decision maker
Building Strong Community		
love	social-awareness	Reflective lifelong learner and competent self-nurturer
empathy	Self-management	Culturally sensitive critical and creative thinker
compassion	Social-awareness	Engaged and self-driven citizens
teamwork	Relationship skills	Effective communicator
respect	Responsible decision making	Virtue- guided decision maker
Building Personal and Professional Success		
hard work	Self-awareness	Reflective lifelong learner and competent self-nurturer
effective communication	Relationship skills	Effective communicator
Responsibility (accountability)	Self-management	Culturally sensitive critical and creative thinker
leadership	Social -awareness	Engaged and service-driven citizens

integrity	Responsible decision making	Virtue-guided decision maker

These categorized and aligned competencies, values, and attributes are emphasized each term, following the institution's academic calendar, through activities that support students' and athletes' acquisition of the skills identified as essential elements of the learning session teaching guide.

Table 2: Elements of the Learning Session Teaching Guide for Students and Athletes

Theme	**Highlighted Value**	**SEL**	**ELGAS**
Lesson Title			
Objectives			
Topics for Discussion			
Engagement Activities	Introductory and Core Activities		
Self-Reflection Activities	Reflection Activities		

Table 2 shows the elements of the learning plan for classroom instruction. It includes the theme, which is the central focus or subject of the session; highlighted value, target socio-emotional learning competencies, and the Expected Lasallian Graduate Attributes. The learning objectives aim to be achieved in the sessions aligned with the theme, highlighted value, SEL, and ELGAs. The introductory activities motivate students, build on their prior knowledge, present key ideas, and establish the framework for more in-depth study. Critical thinking, understanding and empathy, concept exploration, collaboration, and introspection are encouraged by the core activities. Self-reflection helps students achieve the SEL competencies and the expected Lasallian Graduate Attributes by encouraging the development of social skills, personal growth, and goal-setting.

Experts with at least ten years of professional experience in sports and values education validated the developed learning plan using the refined Learning Session Guide Evaluation Checklist. The checklist, organized into four components: (A) objectives, (B) content, (C) mode of presentation, and (D) general comments, was aligned with the objectives of the present study. This paper sought to determine how effective and practical the learning session guide is for students at DLSU IS, considering pedagogical standards, diverse learner needs, and instructional delivery improvement by teachers and coaches. The main question was answered by answering the research-specific questions.

Research Question 1: How can the learning session teaching guide be evaluated to ensure it meets the student's needs according to Socio-Emotional Learning and Expected Lasallian Graduate Attributes?

The learning session teaching guide was evaluated through the learning session guide evaluation checklist that consists of statements that are rated using a Likert-type scale with the following ratings: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The mean was calculated to find the single value that represents the overall rating of the validators. The scales with the corresponding response categories were used in the study.

Scale	**Response Category**
3.50 – 4. 0	Strongly Agree
2.50 – 3.49	Agree
1.50 – 2.49	Disagree
1.00 – 1.49	Strongly Disagree

Table 3: Weighted Mean Distribution, Standard Deviation, and Verbal Interpretation of the Learning Sessions Teaching Guide in the Objectives Component

Objectives	**Weighted Mean**	**Standard Deviation**	**Verbal Interpretation**
The objectives are clearly stated.	3.70	0	Strongly Agree
The objectives reflect the goal of the teaching guide.	3.80	0.01	Strongly Agree
The objectives are consistent with the activities in the teaching guide.	3.70	0	Strongly Agree
The objectives are realistic, feasible, and attainable.	3.70	0	Strongly Agree
The objectives are measurable.	3.60	0.01	Strongly Agree
Grand Weighted Mean (GWM)	**3.70**	**0.063**	**Strongly Agree**

Table 3 presents the weighted mean distribution, standard deviation, and verbal interpretation of the Learning Session Teaching Guide in the objectives components. As shown in the table, the respondents strongly agree that the objectives are clearly stated, reflective of the goal of the teaching guide, consistent with the activities, realistic, attainable, and measurable. The obtained grand weighted mean is 3.70, which means that the evaluators strongly agree with the objectives of the learning session teaching

guide. The standard deviation of 0.063 shows that the data is tightly distributed, and there is minimal variability among respondents.

Table 4: Weighted Mean Distribution, Standard Deviation, and Verbal Interpretation of the Learning Sessions Teaching Guide in the Content Component

Contents	Weighted Mean	Standard Deviation	Verbal Interpretation
The topics are aligned with the learning objectives that the coaches and teachers need to cover in each session.	3.70	0	Strongly Agree
The contents are precise and provide comprehensive coverage of the subject matter.	3.80	0.01	Strongly Agree
The contents are appropriate to the objectives stated.	3.80	0.01	Strongly Agree
The contents are adequate for the requirements of the objectives identified.	3.80	0.01	Strongly Agree
The sample questions used in the material are clear and suitable, which would facilitate a student-centered learning approach.	3.40	0.09	Agree
The contents are suitable to the needs of the students and athletes.	3.70	0	Strongly Agree

Table 4 presents the weighted mean distribution and verbal interpretation of the Learning Session Teaching Guide in terms of content. This shows that the evaluators strongly agree that the contents are aligned with the objectives, precise, provide comprehensive coverage of the topics, appropriate and adequate for the requirements of the objectives, and suitable to the learners. The evaluators also agree that the questions used are clear and suitable to facilitate a student-centered learning approach. The obtained grand weighted mean is 3.70, which means that the evaluators strongly agree on the contents of the learning session teaching guide. The standard deviation of 0.141 shows that the data is tightly distributed, and there is minimal variability among respondents.

Table 5: Weighted Mean Distribution, Standard Deviation, and Verbal Interpretation of the Learning Sessions Teaching Guide in Mode of Presentation/Style Component

Mode of Presentation	Weighted Mean	Standard Deviation	Verbal Interpretation
The presentation of content is orderly and organized.	3.90	0.0361	Strongly Agree
The activities are suitable for junior high school students and athletes.	3.80	0.0081	Strongly Agree
The activities are sequenced so that after going through them, students & athletes can correctly apply the skills in their daily lives.	3.60	0.0121	Strongly Agree
The wording is precise and suitable for the target user.	3.50	0.0441	Strongly Agree
The illustration is well presented.	3.70	0.12	Strongly Agree
The procedures and directions for conducting the different activities are clearly presented and easy to follow.	3.70	0.12	Strongly Agree
The activities reflect the Socio-Emotional Approach and ELGA 2.0	3.80	0.0081	Strongly Agree
Grand Weighted Mean (GWM)	**3.71**	**0.125**	**Strongly Agree**

Table 5 presents the weighted mean distribution and verbal interpretation of the Learning Session Teaching Guide in terms of mode of presentation/style. This manifests that the evaluators strongly agreed that the presentation of contents is organized; activities are suitable, sequenced, clearly presented, and reflect the Socio-Emotional Approach and ELGA 2.0; Wordings are precise and suitable for the user, and illustrations are well presented. The obtained grand weighted mean is 3.70, which means that the evaluators strongly agree on the mode of presentation/style of the learning session teaching guide. The standard deviation of 0.125 shows that the data is tightly distributed, and there is minimal variability among respondents.

Table 6: Weighted Mean Distribution, Standard Deviation, and Verbal Interpretation of the General Comments on Learning Sessions Teaching Guide

General Comments	Weighted Mean	Standard Deviation	Verbal Interpretation
Socio-Emotional Learning and ELGA 2.0 are effective in enhancing skills	3.90	0.0144	Strongly Agree
The teaching guide will help the coaches and teachers facilitate or implement SEL and ELGA 2.0	3.90	0.0144	Strongly Agree
The coaches and teachers who will use the teaching guide as a reference will be able to organize SEL and ELGA 2.0 in learning sessions.	3.90	0.0144	Strongly Agree
The teaching guide is feasible and can be a good substitute for textbooks.	3.60	0.0324	Strongly Agree
I learned a new approach to help me become an effective teacher and coach	3.60	0.0324	Strongly Agree
Grand Weighted Mean (GWM)	3.78	0.147	Strongly Agree

Table 6 presents the weighted mean distribution and verbal interpretation of the general comments on the Learning Session Teaching Guide. The evaluators strongly agreed that Socio-Emotional Learning and ELGA 2.0 effectively enhance skills. The teaching guide can help coaches/teachers implement SEL and ELGA 2.0 and be a substitute for textbooks. The coaches/teachers who will use the teaching guide as a reference can organize SEL and ELGA 2.0 in learning sessions to become effective coaches/teachers. The obtained grand weighted mean is 3.78, which means that the evaluators strongly agree on the general comments on the learning session teaching guide. The standard deviation of 0.147 shows that the data is tightly distributed, and there is minimal variability among respondents.

The results indicate that the teaching guide conforms to the standards that educators should look for in instructional materials. According to Mijares (2023), teachers should look for a standardized tool that prioritizes correctness and visual attractiveness, alignment with standards and depth of knowledge, ease of use and support, engagement, and the ability to address student needs. The experts' strong agreement with the teaching guide's objectives, content, and presentation mode clearly demonstrates its adequacy to the target learners. Additionally, the integration of the socio-emotional learning competencies, aligned with the Expected Lasallian Graduate Attributes, is perceived to better equip students and athletes for life-long learning.

Research Question 2: What are the strengths and weaknesses of the learning session teaching guide as perceived by the respondents or experts?

Identifying the strengths and weaknesses of the teaching guide is vital because it enables researchers to refine the existing knowledge and skills that students need to develop. It also helps modify content and activities to achieve learning objectives (Ylimaki, 2022). The checklist provided an open-ended question asking respondents to identify the guide's strengths and weaknesses.

Respondents found the focus and objectives, content, and activities are the strengths of the teaching guide. They stated that it clearly focuses on the students' and athletes' faith formation. As one respondent stated, **"As a Catholic institution, more so as a Lasallian community, to start with the core value of faith is to emphasize the importance of encountering God in every moment like what we often pronounce that we are always in the presence of God."** Additionally, solution-oriented thinking has been seen as an impressive focus of the guide. One respondent commented that "**the self-reflection activities prompt students to not only identify issues but also generate solutions.**"

The objectives are seen by the respondents to be specifically outlined, focusing on the social-emotional growth that students and athletes need to accomplish to become committed individuals, competent professionals, and critical thinkers, as affirmed through incorporating the Lasallian core values: faith, service, and communion. Moreover, the objectives of promoting Social-Emotional Learning (SEL) and the Expected Lasallian Graduate Attributes (ELGAs) are considered to make a commendable framework for holistic development.

The content has also been marked as one of the strengths of the teaching guide. The activities are found to be engaging, promoting discussion, and encouraging personal reflection and collaboration. One respondent remarked, **"The structure of the lesson plan effectively fosters meaningful engagement by starting with a group activity or sharing, transitioning into self-reflection, and culminating with an assessment of learning."** They also appraised, **"the teaching guide can contribute significantly not only to the professional growth of the teachers but also help the learners be more adaptive and innovative to thrive in a dynamic, ever-changing world and be more globally competitive.**

On the other hand, respondents also identified areas for improvement, which the researchers can use as a basis for refining and enhancing the teaching guide. Overemphasis on reflection is pointed out, asserting that action-oriented applications of faith and resilience may be more beneficial for the students and athletes. Although it was commended that the objectives are clear, the need for a clearer expectation on what students should achieve was suggested. One stated, **"The teaching guide is good in delivering purposeful activity and understanding lessons but needs to have a vision and clear reason like message why the topic is essential, what higher purpose does it want to achieve."** One respondent also expressed concern about the number of activities that may be insufficient to be facilitated in one session.

The statements given by the respondents highlighted the importance of providing clear directions on what is expected from the students and athletes and what should be achieved. The

inclusion of activities that develop their personal development, social skills, and their response to real-world situations is acclaimed.

Research Question 3: What could be the impact of the learning session teaching guide aligned with the Socio-emotional learning theory and ELGAS 2.0, particularly regarding student engagement and academic performance as perceived by the respondents or experts?

The experts perceived that the learning guide promotes student engagement through collaboration among peers that aids in maintaining their attention on the values focused on the activities. They found the multi-modal approach useful for reaching a wide audience and keeping students engaged. **One respondent pointed out, "Collaborative activities are good venues to practice social skills. It can also be a venue to learn how to communicate positively despite factors that may trigger stressful emotions."** Small group sharing and class reflection foster a sense of community, highlighting the core value of communion in mission. However, one discouraged the competitive elements in classroom activities as they could shift the focus away from teamwork towards winning, potentially undermining the lesson's goals for students prone to prioritizing competition over collaboration. Interestingly, the experts did not mention academic performance as an end goal in the teaching guide or how it must be achieved using it. Respondents evaluated the teaching guide based on how it will be beneficial and relevant to the students' and athletes' personal growth and development, social engagement, and approaches to real-life situations.

Despite the weaknesses identified by the validators, the teaching guide is perceived to be applicable, functional, and useful in the learning sessions of DLSU Integrated School. Integrating values and SEL ensures education goes beyond academic knowledge, providing a clear roadmap toward developing the values and competencies relevant to preparing students for life, enhancing their ability to form meaningful relationships, navigating challenges, and contributing positively to communities. The teaching guide ensures these goals are systematically addressed, arming students with the attributes expected of Lasallian graduates.

CONCLUSION

Based on the analysis of research findings on validating the teaching guide for DLSU-IS teachers and coaches in delivering values education sessions to students and athletes, the following conclusions have been drawn:

The teaching guide received strong validation from experts. Experts have reviewed the guide and confirmed that it is practical and useful in important areas. The weighted means obtained were consistently high—3.70 for objectives, 3.70 for content, 3.71 for style of presentation, and 3.78 for overall comments—all interpreted as Strongly Agree. This means the guide's goals are clear, the content matches the objectives, the activities are appropriate, and the presentation fits well for junior high school students and athletes. The low standard deviations (0.063–0.147) also show that the reviewers had almost the same opinion, making the results more reliable. Because of this strong validation, the guide is proven to meet teaching standards and fit the needs of different learners.

Thematic integration of SEL and ELGA in Values Education fosters students' holistic growth. By blending SEL competencies with DLSU's ELGAs, the guide trains students to better understand their emotions and make decisions guided by values. Its three key themes—character formation, community involvement, and personal and professional success—provide a well-rounded learning experience that links classroom education with students' personal growth and future aspirations. Results from Tables 5 and 6 show that experts strongly agreed that the activities reflected SEL competencies and ELGA 2.0, with weighted means reaching 3.80 and 3.90. Reviewers especially commended the focus on faith, problem-solving, self-reflection, teamwork, and helping others, since these strongly support students' overall growth and development.

High-quality validated educational materials help close the perceived gap between theoretical models, such as SEL, and their practical application in the classroom. The teaching guide shows that theories work best when turned into clear and practical learning activities. Instead of forcing abstract skills into lessons, it's more effective to design activities that allow students practice these skills through hands-on tasks, group work, and reflection. The guide successfully turns SEL and ELGA frameworks into age-appropriate lessons that students can easily relate to.

Experts commended activities like group sharing, class reflections, and problem-solving tasks, which help students apply what they learn in real ways. The strong agreement ratings (3.60–3.90) on items such as the clarity of directions, appropriateness of content, and SEL/ELGA alignment prove that the guide makes theory practical and relevant for everyday teaching.

Solution-oriented thinking strengthens values-based problem-solving. Validator comments specifically noted that solution-oriented thinking is a key strength of the guide. This is especially true for self-reflection activities that help students identify issues and suggest constructive responses. By including problem-solving tasks within a values framework based on faith and Lasallian principles, the guide supports the social-emotional learning (SEL) skill of responsible decision-making. It also encourages compassionate and integrity-driven responses to challenges. This approach makes sure that problem-solving goes beyond technical aspects and is rooted in values.

The teaching guide serves as a practical resource for educators. The high overall ratings (weighted means of 3.70 to 3.78) show that experts see the guide as both practical and useful. Respondents mentioned its clarity, organization, and ability to meet learners' needs, confirming it serves as a solid framework for values education sessions. Key strengths include its connection with SEL and ELGA goals, engaging activities, and potential to replace textbooks, thus improving teaching strategies and boosting student engagement. Although there were minor suggestions for improvement, such as balancing reflection with hands-on tasks, the general agreement confirms its usefulness as a tool that supports educators and coaches in providing meaningful learning experiences.

ACKNOWLEDGMENT

The researchers would like to express their sincere gratitude to all who contributed to the completion of this study. First and foremost, their deepest appreciation goes to the homeroom advisers, Values Education teachers, and coaches who shared their time and expertise as validators of the modules, providing substantial feedback and suggestions. A heartfelt thanks is extended to their family and friends who provided support during the challenging times of this journey. Lastly, grateful acknowledgment is given to De La Salle University Integrated School, Laguna Campus, for providing resources and support that made this study possible.

CONFLICT OF INTEREST

The researchers declare that there are no conflicts of interest related to the conduct of this study or the publication of this paper.

CONTRIBUTIONS OF INDIVIDUAL AUTHORS

Edelmar Servo, Princess Gissel Dionela-Servo, Perlita Padua, Leonell Esleta, Gil Ramos, and Chito Macababbad contributed to the conceptualization and design of the study, development of the methodology, data collection and analysis, original draft preparation, and review and editing. All authors reviewed the findings and approved the final version of the manuscript.

REFERENCES

Alonzo AC, Kim J. Validation of assessment instruments: A review of the literature. *Educ Assess*. 2016;21(3):207–28. doi:10.1080/10627197.2016.1234567

Anthony CJ, Elliott SN, DiPerna JC, Lei PW. Initial development and validation of the Social Skills Improvement System—Social and Emotional Learning Brief Scales-Teacher Form. *J Psychoeduc Assess*. 2021;39(2):166–81. doi:10.1177/0734282920953240

Arieny M, Kartika D, Tibrani M. Implementation social and emotional learning (SEL): Promoting students' learning activities. *J Ilmiah Profesi Pendidik*. 2023;8(4):2210–21. doi:10.29303/jipp.v8i4.1414

Bardhoshi G, McDaniel SB, Um B, Kivlighan MD. Validation of the Social Emotional Learning Skills Class Assessment (SELS-CA). *Sch Community J*. 2022;32(2):[page numbers not provided].

Belay S, Dejene W. Testing and validating the Collaborative for Academic, Social, and Emotional Learning (CASEL) model in the context of Ethiopian secondary schools: Factorial analysis. *Soc Sci Humanit Open*. 2024;10:101128. doi:10.1016/j.ssaho.2024.101128

Collaborative for Academic, Social, and Emotional Learning (CASEL). Effective social and emotional learning programs: Preschool and elementary school edition. 2013 [cited 2025 Jul 14]. Available from: https://files.eric.ed.gov/fulltext/ED581699.pdf

De La Salle University Manila. Expected LaSallian Graduate Attributes (ELGAs). 2024 Oct 9 [cited 2025 Jul 14]. Available from: https://www.dlsu.edu.ph/colleges/gcoe/academic-departments/chemical-engineering/expected-lasallian-graduate-attributes-elgas/

Falco LD. Fostering social-emotional learning. *Learning A-Z*. 2023 Feb 17 [cited 2025 Jul 14]. Available from: https://www.learninga-z.com/site/resources/breakroom-blog/fostering-social-emotional-learning

Knight J. *Instructional coaching: A partnership approach to improving instruction*. Thousand Oaks (CA): Corwin Press; 2007.

Mijares B. Development and validation of supplementary learning material in Earth Science. *Int J Art Higher Educ*. 2023;12(1):56–76. doi:10.46360/cosmos.ahe.520231005

Shulman LS. Those who understand: Knowledge growth in teaching. *Educ Res*. 1986;15(2):4–14. doi:10.3102/0013189X015002004

Soojin K, Eunju J, Mikyung K, Myoung H, Kim J, Park. Validation of the Social and Emotional Competencies Questionnaire for Secondary School Students. *J Educ Eval*. 2023;36(1):1–30. doi:10.31158/jeev.2023.36.1.1

Ylimaki RM, Brunderman LA. Strength-based approaches to meeting culturally diverse student needs. In: *Studies in Educational Leadership*. 2021. p. 81–91. doi:10.1007/978-3-030-76837-9_

APPENDIX

Prototype Learning Plan

Encountering God in Every Moment of One's Life			
Theme	**Highlighted Value**	**SEL**	**ELGAS**
Building a Strong Character	**FAITH**	**Self-awareness**	**Reflective lifelong learner, Competent self-nurturer**
Objectives **At the end of the lesson, the students are expected to:**	• Explain the Lasallian core value of faith as the abounding God's presence in one's life; • Recall happy moments and sad moments in one's life through a timeline activity; and • Show gratitude to God and people who have stayed by their side during the lowest points in their lives.		
Engagement Activities	***Activity 1*: Story Analysis – The Mountain Climber Story-Trust God's Plan**	Facilitate analyzing the story using the given guide questions: • Cite one prayer request that God has not answered yet. How does this affect your faith in Him? • What personal prayer request has God answered already? How does this blessing strengthen your faith in Him? • Have you become blind to God's generosity? When does a man become blind to God's love?	
	***Activity 2*: Song Analysis, Footprints in the Sand**	Lead in analyzing the song with the given questions below: • What does the story suggest about faith and trust during difficult times? • How has God worked on your life during struggling moments? • How do these moments strengthen your faith in God?	
	***Activity 3*: My Lifeline Activity**	• Ask students to recall the high points and low points in their life.	

		• Ask them to trace back to these moments in their childhood until their current life. • Task them to identify at least three high points and another three low points in their life. • Tell them to state the month and year when it happened. • Instruct them to arrange these events using the timeline maker at https://timepath.co/.
	***Activity 4*: Small Group Sharing**	Divide the class into small groups. Task them to share with their group mates their output on the *My Lifeline activity*. Students can use the following questions as their guide for sharing: • What was your life's highest point? Its lowest point? • What have you learned from these experiences and from the people who were with you during those times?
	***Activity 5*: Class Reflection**	Call 2-3 students to share their low points and high points with the entire class. Then, lead them to a deeper reflection using the following guide question: • Who was with you during your lowest point in life? • How did their presence lighten the load you bore? • Was God with you during those moments?
	***Activity 6*: Making Conclusions**	Ask the students to share with the class what they have learned from the session. Lead them to realize the salient points of the session: • Life is a mixture of happy moments and sad moments.

<table>
<tr>
<td></td>
<td></td>
<td>

- Each moment in our life is a learning opportunity.
- During one's lowest points, there will be people who will support him.
- Our value of faith reminds us that God will always be by our side even during the saddest point in our life.

</td>
</tr>
<tr>
<td>Self-Reflection Activities</td>
<td><u>Activity 1</u>: Loving God in My Many Roles

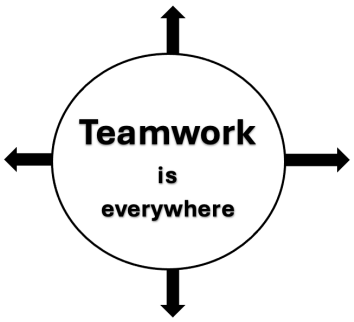
In a certain person are the various roles he is expected to play. Reflect on your different roles as a student, a son or a daughter, a brother or sister, a friend, and a member of your Church. In what concrete ways is God inviting you to love Him as you fulfill each role?</td>
<td>
<table>
<tr><td>Roles</td><td>Ways of Loving God</td></tr>
<tr><td>Son or Daughter</td><td></td></tr>
<tr><td>Brother or Sister</td><td></td></tr>
<tr><td>Friend</td><td></td></tr>
<tr><td>Student</td><td></td></tr>
<tr><td>Church Member</td><td></td></tr>
<tr><td>Citizen</td><td></td></tr>
</table>
</td>
</tr>
<tr>
<td></td>
<td><u>Activity 2</u>: Case Analysis
Justin is very vocal, telling his friends that he does not believe in God anymore. He said that even if he stops attending Church worship, loses his interest in reading religious and inspirational publications, and intentionally removes praying to God from his schedule, he is</td>
<td>Analyze the case using the given questions:

- Does Justin have a valid reason why he has stopped believing in God?
- What weakens your faith in God? How can you overcome it?
- What strengthens your faith in God? How can you sustain it?

Write your reflections in your journal.</td>
</tr>
</table>

	confident to say that his life is still fine. There was a time before when he said that God is not necessary to enjoy life. Justin was not like this a couple of years back. He was a good influence on his circle of friends, constantly reminding them to make themselves available during Sunday Mass. He started to act like an atheist when a series of unfortunate events dawned on their family. Their family business went bankrupt due to mismanagement. This complicated the relationship of his parents, which led to their separation. Because his mother could not accept what happened to their life, she was discovered lifeless one day due to a drug overdose.	

	***Activity 3*: A Note to God (Prayer Composition)**	A Note to God is a song that expresses the yearning of a believer. Its opening lines are all-powerful: *If I wrote a note to God, I would speak what's in my soul. I'd ask for all the hate to be swept away for love to overflow.* If you were going to write your own note to God, what would you tell Him? Use your journal to write your love letter to God.

Theme	Highlighted Value	SEL	ELGAS
Building a Strong Community	**TEAMWORK**	**Social awareness and relationship skills**	**Effective communicator**
Objectives **At the end of the lesson, the students are expected to:**	• Analyze the video titled "A Powerful Message about Teamwork". • Define the concept of teamwork • Identify the significance of teamwork in daily life.		
Engagement Activities	***Activity 1*:** **The Power of Teamwork**	At the end of the class, the students are expected to perform the following tasks: 1. The class will watch a video clip. 2. After watching the video, everyone is expected to answer the following guiding questions: a. What problem is shown in the video? b. How did the video crew solve the problem? c. In your opinion, what is teamwork? 3. Allow each student 5 to 10 minutes to answer the questions using H5P. Afterward, the teacher will select students to share their answers in class. 4. Finally, students should list down where they often see teamwork in their daily lives. The students will write their answers in Padlet. 	
	***Activity 2*:** **Team Flag Making**	Each team will follow the guidelines for the activity: 1. Students will be grouped into teams of 5 for the activity.	

		2. Each team is responsible for providing their materials for the activity. The flag size should be 2 feet by 3 feet and made of Geena cloth. 3. Each team must come up with a unique, compelling name that will represent them throughout the activity. 4. We encourage you to incorporate meaningful symbolism into your flag designs to express the theme of unity. 5. Lastly, all members of each group will have the opportunity to showcase their flag to the class. Let's make this activity memorable!
	***Activity 3*:** **Team Building Games**	The teacher will explain each game to the students, who will be divided into groups of three. The games can be played either inside the classroom or in the pergola. **0. Air Pong, Bounce Pong with a Twist** Materials: 5 or 10 Ping pong balls, 5 tables, 30 paper cups (five teams) ● 10 players per team ● Each team forms a line 10 ft from the table (or just before the table) ● The goal is to score as many points as possible by shooting the pingpong ball into the paper cups (each cup has a corresponding point) within 2 minutes ● Members will take their turn (one after the other) to shoot the pingpong ball by bouncing it off first from the table before landing into the cups (direct shot is not counted) ● The player heads back and taps the next player in the line before lining up at the very end (to wait for his/her turn again) ● The team with the most number of points wins the game **Modification:** ● Each player has to wear the shades, and baseball cap (hard hat) and hold the paper cup with water before shooting the pingpong ball. And, the player has to remove everything before going back to the line ● Next player will do the same and so on.

		2. Bottle flip challenge with the twist Materials: ¼ filled plastic bottles, markers, baseball cap ● Number of players per team (10) ● Each player will take a turn and flip a bottle to try to make it stand. ● The goal is to make the water bottle land in a standing position as many times as possible within 2 minutes. (Teamwork) ● The player should wear the baseball cap/hard hat during his/her turn. ● If the hard hat drops, the player will go back to the starting line ● The team with the most number of successful landings wins the game **3. Egg catching** Materials: 1 fresh egg per team, markers, tape measure ● Number of participants per team (10) ● The goal is to successfully catch the egg without dropping/breaking it until the last round. ● Each team will be split into two groups forming 1 line on each side on a 5-foot distance for the easy round, 8 feet for the moderate round, and 10 feet for the hard round. ● The first players on both sides (pair) will toss and catch the egg back and forth without dropping/breaking it. One try on each turn. ● After the pair's successful turn, the egg will be handed over to the next person/pair in the line to do the same procedure, and so on. ● If a team completes the round with all its members, they will move on to the next round, and so on ● If a team breaks the egg, they get eliminated from the contest. ● The first team who completes all the rounds or the team that reaches the farthest challenge (the number of pairs who completed that stage will be considered) wins the game In the competition, the top three placements will be awarded 100 points for first, 80 points for second,

		and 50 points for third place. Following this, the overall winner will be determined based on the team with the highest point total.
	***Activity 5*:** **Team Sharing**	The upcoming session presents an opportunity for team members to openly engage in discussions about their gaming experiences. To guide the discussion, students will be prompted to consider the following questions: 1. What are the strengths and weaknesses of your team? 2. How do you collectively address and overcome these weaknesses? 3. Why is it important to recognize and appreciate each other's contributions?
Self-Reflection Activities	***Activity 1*:** **Teamwork Works** During a group activity in the classroom, some groupmates are not fully engaged, which affects the participation of other students. How can this issue be addressed and resolved?	Please make sure to offer supportive solutions for the common challenges experienced by each student during group activities. **Solution 1:** _____ **Solution 2:** _____ **Solution 3:** _____ What is your rationale for considering these solutions as the most viable approach to address the issue?
	***Activity 2*: Case Analysis** The school's basketball team is trailing against a much weaker team, attributed to its lazy defense and poor offensive strategy. All its players want to dominate scoring, resorting to taking difficult shots throughout the game. A few seconds away from the ball game, Richie charges towards the basket, defended by two defenders, which	Analyze the case using the given questions: 1. What were the specific factors that contributed to Richie's team losing to a supposedly weaker opponent? Did any particular weaknesses or mistakes play a significant role in the outcome? 2. What specific strategies and actions can a team undertake to promote unity among its members, thereby ensuring collective strength and enhancing the likelihood of success? 3. In your opinion, how does having faith in your team translate to having faith in others, especially in the context of relying on a higher power such as God?

	forces him to look for an open man. Seeing his 2 teammates open, he forced the shot instead since he didn't believe that any of them could make it. In the end, he missed and they lost the game.	Write your reflections in your journal.
	***Activity 3*: A Promise to God (Prayer Composition)**	*Without trust, we don't truly collaborate; we merely coordinate or, at best, cooperate It is trust that transforms a group of people into a team.* - Stephen Covey If you were going to write a prayer asking for God's help with teamwork, what would you say? Use your journal to write your love letter to God.

Title: Overcoming Challenges (still thinking of a good title)			
Theme	**Highlighted Value**	**SEL**	**ELGAS**
Building Personal and Professional Success	**DECISION MAKING**	**Responsible decision making**	**Virtue-guided decision-making**
Objectives **At the end of the lesson, the students are expected to:**	• Recognize the importance of decision-making. • Identify factors that influence the decisions they make. • Recognize and understand the importance of making thoughtful choices in various situations.		
Engagement Activities	***Activity 1*: Quick Toss** **Purpose:** Students discover what makes some decisions harder than others and learn that many factors influence decisions.	**Presentation of certain situations where students made a decision.** The teacher will show a scenario of what a student did before school. The students will be asked to identify the decisions made as they prepare to leave the house for school every day. **SCENARIO:** The alarm went off this morning, and I pushed the snooze button. Ten minutes later, I got out of bed and took a shower. For breakfast, I had a glass of milk and a sandwich with a banana. After that, I brushed my teeth. I put on my clothes and my shoes. But I changed my shoes before I left the house because I wanted to wear a different pair instead. Guide questions: 1. How many decisions did the student make in the given situation? 2. Are the decisions big or small? Was it easy for the student to make the decision? 3. If you are in the same situation, do you need others to decide for you? Why?	
	Activity 2: Make Quick Decisions. **Purpose:** Students begin to understand that the importance of a decision is determined by its consequences.	**Material:** Any soft material (small rubber balls, stuffed toys, etc.) **Goal:** Students will participate in the activity in which they make snap decisions. **Reference:** overcomingobstacles.org **Instructions:** 1. Explain to the students that their involvement in a game is of utmost importance since it	

		aims to enhance their cognitive processes in decision-making. 2. The teacher will ask questions related to situations that are familiar to them. Toss the ball to a student who will answer. The student must catch the ball and throw it back to you while answering. The questions to be asked must range from easy to difficult. Some questions are as follows: a. On which wrist would you wear a watch or a bracelet? b. Where do you prefer to keep your money? c. What will you do if your iPad suddenly runs out of battery and you need it urgently? d. If you found money in your locker, would you keep it or not? or would you try to find out who dropped it? e. You forgot your lunch at home; what will you do? 3. After the activity, the students will evaluate their decisions. Ask them which of the questions seemed easy and difficult for them. Challenge them to explain why. Here are some guide questions: ● What made some of the decisions easy? What made some of the decisions more difficult? ● Would it have helped to know what your friends think about the situation? Why? ● If you had more information, would the choice have been easier? What kind of information would you like to have? 4. Guide the students to examine the importance of consequences. Through discussion, the students must be guided to realize that some decisions are fairly easy to make and are not worth worrying about.

		5. Write the word "consequences" on the board and ask the students to define it. Lead the students in discussing why some decisions are more difficult. Give the students a situation to prompt their thinking. **Situation:** You have a scheduled assessment in class the following day. You are supposed to review at home, but you realize that you and your friend will watch a movie. Which will you prioritize? Why? ● Lead students to the understanding that consequences usually make decisions difficult. Often, the more significant the consequences, the more difficult the decision. ● Ask students to identify some factors that can influence the decisions they make. (Possible answers: peer pressure, personal beliefs, the opinions of someone they respect.) Elicit from them that such factors affect the choices they make.
	***Activity 3*: Let it Flow** **Purpose:** Students identify the steps of the decision-making process and create a flowchart to illustrate these steps.	1. Ask students to think about what they have learned regarding the factors they consider when making decisions (e.g., consequences, peer influence, personal beliefs). Have them suggest the steps we should take when making an important decision. The students will identify the steps of the decision-making process. Below is the possible list. ● Clarify and define the problem. ● Gather information. ● Generate solutions. ● Analyze the consequences (evaluate and compare).

		• 427arto f427 decision. • Implement Solution (Take Action) • Consider feedback and evaluate. 6. The students may watch a video on the 7-step decision-making process Link: 7 Steps to Effective Decision Making	Process of Making Decisions 7. Emphasize that the final step—consider feedback and evaluate—may result in returning to the first step to rework the decision. Emphasize that decision-making can be a recursive process. Sometimes, one must return to the beginning of the process or repeat a step several times. 8. Choose a current problem in the school and ask the students to decide how they can solve the problem by following the 7 steps in the decision-making process. Divide the class into 7 groups, assign them each step, and work on how they can solve the problem given in the situation. Provide a flowchart that students can use to collaborate using their iPads. **Example 1**: The volleyball team is preparing for their upcoming game at the Palabarong Pambansa 2024. However, the team captain failed to coordinate with the team members on the requirements needed for their entry. Due to the late submission of the requirements, there is a possibility that they might be disqualified. What must the team leader 427arto that they will be reconsidered for the game? Assign each group one step of the decision-making process. Tell them to consider and discuss the problem with the step assigned to them. For example, the "gather information" group would discuss how the team would gather relevant information to help in the decision-making

		process. On their poster papers, the groups are to illustrate their assigned steps of the decision-making process. They should use the flow chart you provided, which will be used to connect their steps to the next step. When students have finished, share the file with the whole class for discussion. Review the results to reinforce the steps of the decision-making process.
	***Activity 4*:** **Class Reflection**	1. Let the students recall the steps in the decision-making process. 2. The teacher may ask the student to read the story **Baseball in April and Other Stories** written by Gary Soto. The story describes the steps that the boy took to accomplish the goal of trying to play baseball. They will understand the concept of the steps that were taken to have the boy Gary play baseball. 3. Process the answers of the students. Here are some guide questions. ● What influenced your decisions in this activity? What factors influence your daily decisions? ● What did you find difficult in this simulation? How does that compare with the decisions that you are faced with every day? ● What would have helped 428 arto f428 decision-making process easier? ● If you were to 428arto f again, what would you do differently? What do you think you did well? ● How will you use the decision-making process in your life? Why is it important to understand how good decisions are made?
	***Activity 5*:** **Making Conclusions**	1. Ask students why following the decision-making process is helpful. Ask students to explain why knowing how to make good decisions can help guide them in the future. 2. Elicit from students the following key points that were taught in this lesson: ● Decisions must be made promptly.

		• 429 arto f the decision-making process is the opportunity to revisit and modify decisions we have made.
Self-Reflection Activities	***Activity 1*:**	To assess students understanding, they must be able to answer the following: 1. What does it mean to make a timely decision? Why is making a timely decision important? 2. When, why, and how would you revise a decision?
	***Activity 2*:**	Share the quotation below for self-reflection, and have students give examples of choices that were made because they took No. action. **"We can try to avoid making choices by doing nothing, but even that is a decision (Gary Collins)."** Reference: STEPS Ministries. (2013, December 11). Doing nothing is a decision. Life Improvement Steps. https://lifeimprovementsteps.com/doing-nothing-is-a-decision-2/