JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 3 Pages 1149-1166

CRITICAL REFLECTION PROCESS MODEL FOR TRANSFORMATIVE TEACHING AND LEARNING IN VALUES EDUCATION

Gerry Mel P. Pacaña
Student Services Coordinator
St. Anthony School
Singalong, Manila, Philippines
Email: gerrymel.pacana@sasmanila.edu.ph

Dr. Rowena Hibanada
Director, Global Citizenship Education
Philippine Normal University
Ermita, Manila, Metro Manila, Philippines
Email: hibanada.rr@pnu.edu.ph

Corresponding Author

Gerry Mel P. Pacaña
Student Services Coordinator
St. Anthony School
Singalong, Manila, Philippines
Email: gerrymel.pacana@sasmanila.edu.ph

Abstract

This study examines how the Critical Reflection Process helps Values Education (VE) teachers become more systematic and dynamic in their teaching strategies. Using a parallel convergent mixed-method design, the study surveyed 61 Values Education teachers from Public Secondary Schools in the city of Manila and conducted interviews with 20 VE teachers from two districts of the same city. Results indicated that VE teachers perceived Critical Reflection as a process involving deep thinking and a method of self-assessment that leads to ethical and informed decision-making. It also showed a high level of Pedagogical Reflective practice among Values Education teachers, while at the Critical Reflection Level, although teachers showed substantial result, however, five critical indicators: acknowledging the social and political consequences of teaching, being active inquirers, recognizing assumptions underlying beliefs, suspending judgments, and questioning commonly held beliefs, showed scores below the mean. These areas gave opportunities for further growth, ascribed to a critically reflective teacher. At the same time, qualitative interviews highlighted themes that played an essential role in enhancing teaching effectiveness through critical reflection and promoted a supportive and transformative learning environment that encourages higher-order thinking, personal responsibility, and continuous professional development. This study introduces the Critical Reflection Process (CRP) Model, a model that highlights systematic and dynamic introspection and ethical decision-making, enhancing both teachers' and students' understanding and rational perspectives in the teaching and learning process.

Keywords: *critical reflection process (CRP), pedagogical reflective practice, ethical decision-making, teacher effectiveness, professional development, values education*

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 3 Pages 1149-1166

Introduction

Values Education encompasses all facets of learning, an arduous task that entails a great effort. This subject is reflexive, and teachers teaching the subject are expected to be fully aware of their own value system. This value system propels teachers to become effective in their delivery of the lesson. It builds in them the necessary skills that help them to make values relevant, guide learners in distinguishing what is right from what is wrong, and help them understand why such behavior is acceptable or not. This action is realized through Critical Reflection.

The need to develop critical reflection as a professional practice is already a widely accepted standard, not just in the teaching profession. This process entails in-depth professional skills that demand preparation and professional development (Orgovanyi-Gajdos, 2016, p. 9). This practice of critical reflection is "inextricably linked" (Williams, 2001, p.28) to the teachers' practice because of their ability to make refinements and modifications that lead to the improvement of learning. The need for teachers to receive ample training for skill acquisition and adeptness, especially in the use of critical reflection, is necessary to help keep "a critical distance with regard to values, observing different perspectives, and making judgments on one's own behavior and of others" (Veugelers, 2010, p. 381).

The Philippine Educational System requires the Department of Education to provide the necessary training to teachers teaching the subject and develop in them the needed skills to become adequate and adept in self-reflection and analysis (Ryan, 2022). However "70 to 90 percent of teachers teaching Values Education are not certified to teach the subject" (Dela Cruz & Fernandez, 2020). Moreover, Dr. Punzalan mentioned that "there are few educational institutions offering Values Education as a degree in the Philippines to supply the demand of teachers teaching the subject" (Research Center for Teacher Quality, 2020). The lack of critical reflective skill in values education "left teachers to their own personal resources… [and their] efforts and outcomes in this pedagogic matter seem to be rather arbitrary and haphazard" (Thornberg, 2008, p. 1796).

Teaching Values Education demands a critical reflective skill in order that the transfer of knowledge is substantiated in the real-world scenario. Employing critical reflection in the pedagogic process of assimilating values stimulates that development. Enhancing critical reflective practice among teachers in Values Education will deepen their understanding of the subject matter and the ability to extract the content in a contextual and experiential manner relevant to the learner's situation; in the language where both the teacher and the learner can come to terms, and that, learning the subject brings joy and fulfillment in one's quest to grow virtuously, morally, and ethically.

Theoretical Framework

This study is grounded in John Dewey's theory of reflection, which defines reflection as an "active and persistent thinking based on logic that originates from the ground reality" (Zahid & Khanam, 2019, p. 34). Reflection requires active engagement to produce meaningful outcomes and follows a logical sequence derived from experience (Dewey, 2016, p. 2).

Critical reflection, as highlighted by Brookfield (2009), is essential for interpreting experiences and questioning deeply held assumptions, allowing individuals to recognize the limitations of universal truths (Mezirow, 2018, p. 59). Engaging in critical reflection enables teachers to move beyond traditional, authority-driven methods, which Freire (2000) critiques as a "banking" model of education that neglects inquiry (p. 72).

The process of critical reflection involves continuously reconstructing and reorganizing experiences to enrich their meaning (Rodgers, 2002, p. 5). It encourages social responsibility, aligning with Freire's idea of critical intervention and informed citizenship (Freire, 2000, p. 53). Larrivee's structured approach helps assess teachers' reflection levels and the necessary attitudes for effective practice.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 3 Pages 1149-1166

Dewey's principle of continuity emphasizes the two-way communication process mediated through dialogue (Freire, 2000, p. 89). Learning emerges from engaging with experiences and encouraging learners to reflect critically. Transformation arises from this process, requiring openness to differing viewpoints and the ability to recognize limiting assumptions (Larrivee, 2008, p. 346).

Statement of the Problem

This study explored how Values Education teachers utilized critical reflection as a pedagogical tool for transformative learning. Specifically, this study addressed the following questions:

1. How do VE teachers perceive the role of critical reflection in facilitating transformative learning?
2. What manifestation of critical reflection is exemplified by VE teachers in terms of their:
   2.1. Reflective Level
   2.2. Reflective Skill
   2.3. Classroom Practice
3. What process model of critical reflection can be developed from this study?

Responses to these research questions shed light on how critical reflection was utilized as a pedagogical tool that enabled teachers to become systematic and dynamic in their strategies that transformed their teaching in Values Education, which developed learners into ethically and morally informed individuals.

© 2026 Advancing SDG Impact. All rights reserved.

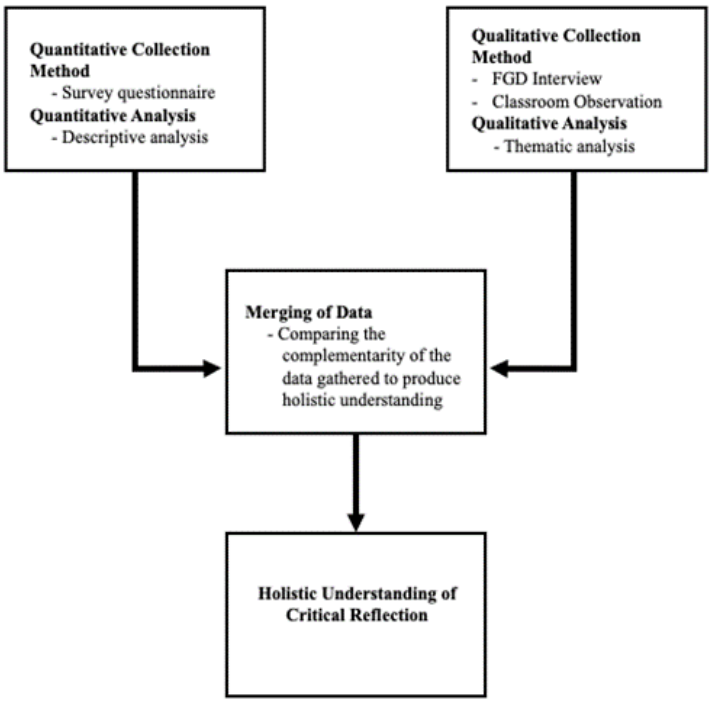
JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 3 Pages 1149-1166

Methods

Research Design

This study employed a mixed-method approach utilizing a convergent-parallel design. This approach allowed the researcher to collect both quantitative and qualitative data simultaneously, analyze them separately, and compare the results to see the similarities or dissimilarities of the findings (Creswell, 2014, p. 269).

Figure 1. *The Convergent Parallel Design Process*



The quantitative aspect employed a descriptive research method, using Larrivee's (2008) Level of Reflective Practice survey questionnaire, which includes four levels of reflective practice with 11-14 indicators in each level. The survey utilized a 1-5 scale, described as never to always happened, to measure the degree of implementation of each indicator. The results were analyzed using Jamovi statistical software, where the mean and standard deviation were calculated to determine the level of the reflective practice among VE teachers. The data interpretation was guided by existing literature on reflective practices of Larrivee (2008), emphasizing the importance of higher levels of reflection for professional growth.

In the qualitative component, a qualitative descriptive method was employed. A semi-structured focus group interview was conducted. The open-ended questions were designed in alignment with the indicators in the survey questionnaire, ensuring that the key concepts were adequately covered. To ensure the validity of the qualitative data collection tool, the interview questionnaire was reviewed by three experts—two with expertise in Values Education approaches, curriculum supervision, and instructional strategies, and one with expertise in educational administration. The analysis of the qualitative data followed the thematic analysis procedures, starting with transcribing the recorded interviews. Key segments of the data were highlighted, coded, and grouped into

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 3 Pages 1149-1166

categories, which were then analyzed for shared meanings and themes. Triangulation was conducted by incorporating additional data from interviews with department heads, student feedback, and classroom observations, further strengthening the findings.

Participants and Sampling

The research was conducted in public high schools within the City of Manila. A total of 61 VE teachers were purposely and randomly selected to participate in the survey. The sampling method aimed to capture participants with extensive experience and knowledge in Values Education, given the limited number of VE teachers in Manila, as confirmed by a local principal and a Public Schools District Supervisor (PSDS). To maximize variation in teaching experience, the study aimed to include a diverse range of teachers, allowing for deeper insights into how reflective practices evolve over time.

For the qualitative data collection, the researcher employed both maximum variation and homogeneous sampling techniques. Focus group interviews were conducted with VE teachers from two districts within DepEd SDO Manila, selecting two schools from each district based on factors such as proximity, viability, accessibility, and student population. The focus group consisted of 20 VE teachers (4 males and 16 females) with varying years of teaching experience, providing a broad range of critical reflection practice perspectives. Their selection was facilitated through the assistance of their department heads, and all participants were provided with consent forms outlining the study's purpose and procedures. The focus group discussion provided valuable and detailed information that enriched the study's findings.

Data Integration

The integration of the quantitative and qualitative data marked the final stage of the research. The convergence of both data sets helped align and clarify the results, improving the validity and reliability of the findings. By combining statistical trends from the survey with the in-depth thematic insights from the focus group interviews, the study offered a nuanced understanding of VE teachers' reflective practices, how they develop over time, and their impact on teachers' professional growth.

Ethical Considerations

All participants were provided with consent forms outlining the study's purpose and procedures prior to data collection. The study procedures were reviewed and cleared by the Philippine Normal University Research Ethics Committee (REC), with REC code 12052023-072.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 3 Pages 1149-1166

Results

Teachers' Perceptions of Critical Reflection (Research Question 1)

The findings revealed the perceptions of 61 Values Education (VE) teachers regarding the role of critical reflection in transformative learning, highlighting two major themes:

Critical Reflection as Deep Thinking

Many teachers (11 respondents) view critical reflection as a deep-thinking activity that promotes a deeper understanding of lived realities. By integrating this process into classroom practices, educators help students connect with reality and assess the consequences of their actions.

"It's deeper because you apply it in reflection, right, sir? How do you deeply apply what you learned in your lesson? You get to reflect on how you will use this."

"As a teacher, it's our duty to ensure that the learner's understanding is correct while explaining the topic... if they're right or not, not just in their own actions but also in their surroundings, with others, and in society. The scope widens."

This perspective emphasizes how critical reflection enables meaningful learning by encouraging deep thinking and self-examination, fostering broader social and ethical awareness.

Critical Reflection as Self-Assessment for Ethical Decision-Making

Respondents described critical reflection as a process of self-assessment in making ethical and informed decisions. It involves examining thoughts, actions, and past experiences to learn from mistakes and improve outcomes.

"Critical reflection is a process of examining and analyzing our experiences, beliefs, and assumptions to gain a deeper understanding of ourselves."

"Critical reflection is not only based on experience but also on facts and evidence, like environmental influences on actions."

"For me, critical reflection is assessing your thoughts, feelings, and actions, determining if they are right or wrong, and learning from past experiences to avoid repeating mistakes in the future."

This perspective emphasizes the importance of critical reflection in fostering self-awareness and supporting ethical decision-making.

Manifestations of Critical Reflection (Research Question 2)

Reflective Level

Quantitative Finding

The quantitative findings indicated that VE teachers have advanced beyond the Pre-Reflection and Surface Reflection Levels, with mean scores of 2.15 (SD = 0.991) and 2.41 (SD = 1.064), respectively, reflecting significant progress in their reflective practices. Their strongest performance is in the Pedagogical Reflection Level, with a mean score of 4.40 (SD = 0.673), demonstrating their ability to effectively align teaching practices with professional knowledge and strategies.

At the Critical Reflection Level, VE teachers show strong potential, with an overall mean score of 4.20 (SD = 0.843). However, five indicators scored below the mean, including acknowledging the social and political

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 3 Pages 1149-1166

consequences of teaching (4.18), being an active inquirer (4.15), recognizing assumptions underlying beliefs (4.08), suspending judgments (4.00), and questioning commonly held beliefs (3.90).

Qualitative Finding

The succeeding narratives were extrapolated from the collective views of the interview participants that supported the assertion that this paper hoped to emphasize. 7 themes emerged from the processed responses of the focus-group interview participants. Excerpts included were carefully chosen based on how the emerging theme manifested in their teaching and learning practice.

Theme 1: Teaching & Learning through Dialogic Inquiry

Theme 1 highlighted the role of dialogic inquiry in teaching and learning. VE teachers emphasize the importance of listening to students and encouraging active participation through questioning. Teachers use open-ended questions to stimulate higher-order thinking and facilitate deeper reflection.

"Pinakaimportante talaga is yung listening skills ng teacher… (The most important is the listening skill of the teacher)" – Maam MM-2

"Susundan mo ng another set of questions para makarelaize siya… (You need to ask another set of questions for them to realize if their answer is right)" – Sir MR-3

"Basta iano mo lang siya, ilead mo lang sila… (Just lead them on what to do, and guide them)" – Maam IV-1

Theme 2: Ethical and Informed Decision Making

Ethically sound decision-making is cultivated through critical reflection, as seen in VE teachers who guided students to make moral choices. They emphasize applying ethical actions in real-life situations, reinforcing responsibility. Teachers advocate for integrating critical reflection in all subjects to promote consistent ethical development. They reassess their teaching methods to improve learning outcomes. Students recognize the importance of informed choices and learning from past experiences.

"…you are no longer elementary students, so you must know what is right, you have to practice it." – Ma'am CPG-1

"…I hope other subjects also practice critical reflection." – Ma'am MM-2

"…Grade 10 is when they learn to decide." – Sir MR-3

Theme 3: Critical Reflection Process

Critical reflection involved examining experiences to understand responses and motivated behavior change. For VE teachers, it helped students connect past experiences with lessons learned, encouraging self-assessment and informed choices. Teachers also reflected on their practices, identifying areas for improvement. This process led to gradual changes in both teachers' and students' understanding and behavior.

"...they see themselves understanding the lesson, connecting it with their experiences and things to change." – Sir MR-3

"...you assess yourself, asking how you make relationships." – Ma'am CPG-1

"...they think deeply and realize what to do or not do." – Sir IV-1

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 3 Pages 1149-1166

Theme 4: Qualities of a Critically Reflective Teacher

VE teachers played a central role in promoting student growth by creating a safe, non-judgmental space for self-expression. They listened actively, modeled respectful behavior, and demonstrated patience, emotional control, and understanding. By reflecting on their values, teachers guided students to do the same, turning learning into action. This nurturing environment supported both personal and academic growth.

"...they become more open when they feel you're there to listen to their personal problems."

"...don't be shy, don't be afraid, no one will judge you here."

"...we should understand what students feel because they don't deserve to be judged."

Theme 5: Pedagogical Advancement

VE teachers require continuous professional development to address the scarcity of trained educators. Many are not VE graduates, making it difficult to process lessons effectively. Some teachers emphasized the importance of coaching and mentoring to improve teaching strategies and stay relevant. Mastery of the subject and understanding diverse traditions are essential for effective communication and engagement.

"There's really a scarcity of teachers, isn't it?" – Sir MR-3

"Since I'm not a Values grad, I exert a lot of effort daily." – Ma'am IV-3

"We need to find our own strategies for ESP." – Sir CPG-4

Theme 6: Transformation by Integrating Life Experiences

VE teachers connected lessons to students' lives, promoted understanding and empathy. They used experiential activities to help students relate concepts to personal experiences, broaden their perspectives, and promote collaboration. Teachers adapted instruction to student preferences and used visual media for engagement. Critical reflection enabled students to grasp the relevance of lessons and their impact, shaping informed citizens.

"I always focus on whether students learn and carry something with them through experiential activities." – Sir MR-3

"When they realize what you teach, it hits differently." – Sir MR-3

"Students relate what they understand to themselves and society." – Ma'am MR-2

Theme 7: Impact of Critical Reflection on Teaching and Learning Practice

Critical reflection in VE promoted a growth mindset, helping teachers adapt their methods to meet students' needs, ensuring inclusivity and safety. Teachers reflected on their practices to improve empathy, guided students effectively, and fostered continuous improvement, leading to educational excellence.

"The teacher ensures the lesson doesn't hurt the child." – Ma'am CPG-3

"To understand others, you must learn their traditions and beliefs." – Sir MR-3

"Reflect carefully in ESP, as lessons are often deep and complex." – Ma'am MM

"Thank you means we've touched their hearts and changed their mindset." – Sir MM-2

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 3 Pages 1149-1166

Convergence of Quantitative and Qualitative Findings

The data comparison highlighted the convergence and complementarity of quantitative and qualitative findings on the reflective practices of Values Education (VE) teachers. Surveys identified trends and general attitudes, while focus group interviews provided deeper insights into the practical application of critical reflection in teaching. At the Pre-Reflection Level, VE teachers demonstrated positive behaviors, such as active listening and empathy, while avoiding rigid or limiting actions. At the Surface Reflection Level, teachers showed proactive approaches in providing differentiated instruction, integrating values, and continuously improving through self-assessment. At the Pedagogical Reflection Level, VE teachers excelled in creating inclusive, reflective, and intellectually stimulating learning environments, though slight gaps indicated areas for further growth, such as deeper exploration of social and political consequences in teaching. At Level 4, teachers were not only reflective but also critically engaged with their teaching practices, showing a commitment to continuous improvement and social responsibility. Some teachers could further develop their practice by becoming more active inquirers and more frequently questioning commonly held beliefs. This progression suggested that VE teachers were advancing towards the highest level of reflective practice, enhancing their impact on student learning and development.

Reflective Skill

Reflective skills are essential for the personal and professional growth of Values Education (VE) teachers, enabling them to create meaningful educational experiences. Key skills identified include:

- **Self-Assessment**: Teachers introspect and evaluate their strengths and areas for improvement, aligning their values with teaching practice.
- **Effective Decision-Making**: Teachers guide students in making informed choices based on ethical considerations.
- **Active Listening**: Teachers engage with students by understanding their perspectives and responding thoughtfully.
- **Empathy in Responses**: Teachers build trust and promote inclusivity by connecting emotionally with students and addressing their needs.
- **Synergy in Solutions**: Teachers collaborate with students to solve problems, fostering a sense of community and shared responsibility.
- **Skillful Negotiation**: Teachers resolve conflicts and create harmonious learning environments through negotiation.
- **Careful Discernment**: Teachers thoughtfully consider the implications of their actions to ensure alignment with ethical values.
- **Building Rapport**: Teachers strengthen relationships with students, enhancing engagement and participation.

These reflective practices positively impact both teacher development and students' academic, emotional, and social growth, contributing to a supportive and ethically grounded learning environment.

Classroom Practice

Utilizing critical reflection in classroom practice allowed VE teachers to consciously and intentionally integrate strategies that fostered an inclusive, supportive, and engaging learning environment. This included:

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 3 Pages 1149-1166

- Encouraging critical reflection through thought-provoking questions and sequential inquiry: these actions helped develop students' higher-order thinking skills, pushing them to introspect and renew their actions based on facts (Lunenberg et al., 2014). This approach promoted dynamic and interactive classroom discussions (Onuf, 2013).
- Responsive teaching and a supportive learning environment: VE teachers were attuned to students' needs and feedback, adapting methods to maximize engagement and create a safe space for intellectual risk-taking (Shih, 2018).
- Differentiated instruction: teachers addressed individual learning differences, ensuring meaningful learning experiences for all students (Welsh & Dehler, 2013).
- Prioritizing relevance and inclusivity: teachers connected the curriculum to students' lives, encouraging inquiry and a deeper understanding (Rodgers, 2002; Afzal & Huma, 2017).
- Applying learning in practice: teachers emphasized experiential learning, enhancing retention and comprehension (Shih, 2018; Bleakley, 1999).

These practices transformed teaching and learning, leading to deeper reflection and expertise (Taylor, 2008).

© 2026 Advancing SDG Impact. All rights reserved.

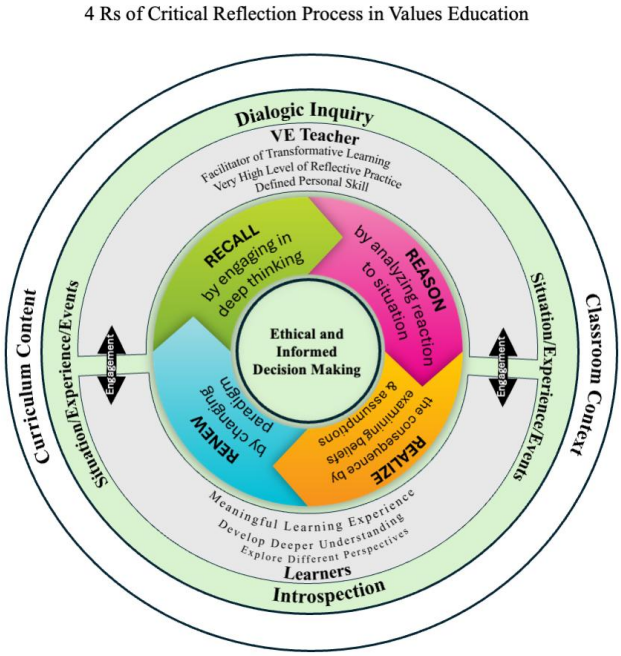
JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 3 Pages 1149-1166

Discussion

The Critical Reflection Process (CRP) Model (Research Question 3)

Based on the information collected from surveys, interviews, and classroom observation, critical reflection as an important aspect of optimizing the learning process propels learning to a better rational perspective by leading a person to engage in introspection, analysis, and examination of beliefs and assumptions in order to make ethical and informed decisions. Figure 2 maps out the Critical Reflection Process.

Figure 2. *The Critical Reflection Process Model*



To emphasize this, an inquiry-based strategy using the 4 Rs of Critical Reflection Process Model was developed as a pedagogical tool, a byproduct from the rigorous process of collecting and analyzing data. This CRP model will serve as a "systematic habit" (Larrivee, 2008, p. 341) of introspection necessary to develop a desirable outcome (Afzal & Huma, 2017, p. 81). This introspection (theme 3), amplified in the teacher's art of questioning, bolstered learners to explore their thoughts, gain clarity to better their rational perspectives, and develop a deeper understanding and persist in their learning effort (theme 2).

This Critical Reflection Process begins by contextualizing the Curriculum Content using situations, experiences, or events significant to the learners. This contextualization is facilitated by a teacher who serves as the facilitator of transformative learning (theme 4) who possesses a high level of reflective practice (RQ 1) and bears defined personal skills and qualities (theme 4). In operating the CRP, asking the right questions (Theme 1) drive the interaction and learners' engagement (Theme 6). The art of questioning (theme 1) ushers' learners to experience a meaningful introspection, which leads them to explore their thoughts, rationalize perspectives, and continue in their learning effort. With this, a systematic approach (themes 1 and 3) performed seamlessly during the learning moment takes the following form:

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 3 Pages 1149-1166

Recall Past Experiences by Engaging in Deep Thinking. Learners are asked to recall a particular situation/scenario, which may be a general or a particular event of concern and is relevant to the discussion (Kitchenham, 2008, p. 114). This recollection allows them to introspect on the situation or event that happened (Kitchenham, 2008, p. 109).

Reason by Analyzing Reaction in a Situation. Once the subject of introspection has been recalled, it will be further broken down into small pieces to see a clear picture of the power dynamics, the interplay of events or situations that led one to react. Analysis dissects situations or events on purpose, bringing them to consciousness (Morrow & Torres, 2002, p. 118) by laying the ground to better the view of each piece of events and their corresponding reactions.

Realize the Consequence by Examining Beliefs and Assumptions. The reaction made, whether positive or negative, adherent or opposing, is subjected to a further critical questioning (Kitchenham, 2008, p.114), examining why such a reaction happened. This purposeful examination (Larrivee, 2008, p. 343; Taylor, 2008, p. 5) allows one to see its impact on a greater height, the outcome it produces, and the consequences to face, which will eventually lead them to their personal growth (Brookfield, 2009, p. 299).

Renew Actions by Changing Paradigm. Examination of beliefs and assumptions on purpose assures change, whether big or small, or at least having the grasp of what has happened ensures ownership of the reaction made, comprehending its ethical, moral, and socio-political implications (Murray, 2015, p. 23; Smyth, 1989, p. 7). Becoming accountable is what makes it better the next time.

Conclusion

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

- Critical Reflection, when utilized by VE teachers, enabled learners to engage in a deep-thinking activity. It allowed teachers to direct their learners to look at their individual experiences, analyzing the course of actions taken, and examining the reasons why they had acted that way. In this process, VE teachers helped learners in clarifying their thoughts and guided them towards ethical and well-informed decisions.
- On the manifestation of the Reflective Practice, VE teachers must also consider improving their level of critical reflection by constantly applying the five low-scored indicators inside the classroom to further enhance their critical reflectivity.
- As agents of critical reflection, teachers' own abilities and characteristics are closely linked to how they conduct their teaching practice. These identified skills help them create a classroom environment that promotes in-depth scrutiny of actions among learners towards making an ethical and informed decision, and eventually leading to their values transformation.
- VE teachers effectively promoted critical reflection, responsiveness, and inclusivity through thought-provoking questions, adapting teaching methods to student needs, and making learning relevant and engaging. These practices led to transformative experiences and enhanced teacher expertise in constructing reflective questions and interpreting data.
- Critical Reflection Process Model involves a dialogic inquiry between teachers and learners in promoting ethical and informed decision-making. Utilizing the 4Rs of the Critical Reflection Process helped VE teachers analyze situations and actions within ethical, moral, socio-cultural, and political contexts, engaging learners in a conscious and intentional analysis and review of their actions. This approach aimed at social change and challenged prevailing beliefs and perspectives, enhancing the educational experience for both teachers and students.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 3 Pages 1149-1166

Recommendations

Based on the findings and conclusions presented, this researcher recommends that:

- VE teachers include activities that facilitate critical reflection. In this way, they will be able to encourage learners to deeply analyze their personal experiences and the decisions they make.
- On the manifestation of Reflective Practice, VE teachers should strive to improve their level of critical reflection by consistently applying the five key indicators in their classroom practice. This includes acknowledging the social and political consequences of teaching; being an active inquirer; recognizing underlying assumptions and premises; suspending judgments; and questioning commonly held beliefs.
- VE teachers should maximize their skills to consciously promote an in-depth scrutiny of the learners' experience through their classroom practice.
- VE teachers must continue implementing the existing practice that promotes critical reflection by engaging in a thought-provoking questions and sequential inquiry; committing to a responsive teaching and developing a supportive learning environment; promoting differentiated instruction to address students' individual differences: prioritizing relevance, inclusivity, and engaging students in meaningful dialogue and inquiry; and applying learning in practice to transform their experiences and enhance teacher expertise in constructing reflective questions.
- VE teachers might want to adapt the Critical Reflection Process Model as a tool for implementing a systematic and dynamic approach to critical reflection in the classroom. This process model, through dialogic inquiry, facilitates learners exploring different perspectives, developing a deeper understanding, and promoting a meaningful learning experience.
- VE teachers should go beyond the pedagogical and institutional prescription by looking at other means of inculcating and strengthening value formation that drives them to become able and responsible facilitators who train learning to possess the skills needed to become a well-informed and ethical decision maker.

Implications for Future Research

This study explored the importance of using Critical Reflection as a systematic and dynamic approach in teaching Values Education. As a result, the Critical Reflection Process Model (CRP) was developed. However, further future research on critical reflective practices in Values Education could focus on exploring specific strategies and interventions that enhance critical reflection, particularly in real-world classroom settings. Longitudinal studies could provide deeper insights into how critical reflective practices evolve throughout a teacher's career and their impact on teaching and student outcomes. A cross-disciplinary approach could also be valuable, comparing reflective practices in Values Education with those in other teaching disciplines to identify effective integration strategies. Additionally, future studies could explore how reflective practices vary across cultural and contextual settings, offering insights into universal and region-specific needs. Finally, examining the impact of enhanced reflective practices on student engagement, values internalization, and behavior would provide valuable data on the broader effects of reflective teaching in Values Education.

Study Limitations

This study on reflective practices in Values Education has several limitations. The sample size and demographics may limit generalizability, as it may not represent all Values Education teachers. Self-reported data introduces potential bias, as teachers may present idealized responses. External factors, such as school policies or personal challenges, were not controlled for, and the subjective nature of reflection makes it difficult to standardize.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 3 Pages 1149-1166

Additionally, the study's focus on Values Education may not apply to other disciplines, and cultural/contextual factors could influence practices differently.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 3 Pages 1149-1166

References

Afzal, S., & Huma, A. (2017). Reflective Practice. In *Critical Thinking and Reflective Practices* (1st ed., Ser. 2017, pp. 81–96). essay, Allama Iqbal Open University, Islamabad.

Berkowitz, M. W. (2011). What works in values education. *International Journal of Educational Research*, *50*(3), 153–158. https://doi.org/10.1016/j.ijer.2011.07.003

Brookfield, S. (2009). The concept of critical reflection: Promises and contradictions. *European Journal of Social Work*, *12*(3), 293–304. https://doi.org/10.1080/13691450902945215

Brookfield, S. (2017). *Becoming a critically reflective teacher* (2nd ed.). Jossey-Bass.

Chang, B. (2019). Reflection in learning. *Online Learning*, *23*(1). https://doi.org/10.24059/olj.v23i1.1447

Charmaz, K. (2016). The power of constructivist grounded theory for critical inquiry. *Qualitative Inquiry*, *23*(1), 34–45. https://doi.org/10.1177/1077800416657105

Cohen, D., & Crabtree, B. (2006). Purposeful random sampling. RWJF - Qualitative Research Guidelines Project | random purposeful | Purposeful Random Sampling. https://bit.ly/3Y9JKkE

Crawford, A. (2005). *Teaching and learning strategies for the thinking classroom: A publication of the reading and writing for Critical Thinking Project*. International Debate Education Association.

Creswell, J. W. (2014). *Research design qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE.

Dela Cruz, J. M., & Fernandez, B. (2020, March 9). Gmrc bill submitted for Duterte's signing into law. *Business Mirror*. Retrieved August 19, 2022, from https://businessmirror.com.ph/2020/03/09/gmrc-bill-submitted-for-dutertes-signing-into-law/.

Department of Education. (2017). Philippine Professional Standards for Teachers. https://www.deped.gov.ph. https://www.deped.gov.ph/wp-content/uploads/2017/08/DO_s2017_042-1.pdf

Depart of Education, The DECS Values Education Program Framework (1988). Manila, Philippines; DECS. Retrieved March 6, 2022, from https://www.deped.gov.ph/wp-content/uploads/1988/01/DO_s1988_06.pdf.

Dewey, J. (n.d.). *Democracy and education*. Retrieved from https://www.fulltextarchive.com/pdfs/Democracy-and-Education.pdf.

Doyle, L., McCabe, C., Keogh, B., Brady, A., & McCann, M. (2019). An overview of the qualitative descriptive design within Nursing Research. *Journal of Research in Nursing*, *25*(5), 443–455. https://doi.org/10.1177/1744987119880234

Etikan, I. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, *5*(1), 1. https://doi.org/10.11648/j.ajtas.20160501.11

Freire, P., & Ramos, B. M. (2005). *Pedagogy of the oppressed: 30th anniversary edition* (Ser. 2005). Bloomsbury Academic.

Ghaye, T. (2011). *Teaching and learning through reflective practice: A practical guide for positive action*. Routledge.

Guion, L. A., Diehl, D. C., & McDonald, D. (2011). Triangulation: Establishing the validity of qualitative studies. *EDIS*, *2011*(8), 3. https://doi.org/10.32473/edis-fy394-2011

© 2026 Advancing SDG Impact. All rights reserved.

HONNETH, A. (2008). Critical Theory. In *The Routledge Companion to Twentieth Century Philosophy* (Ser. 2008, pp. 784–813). essay, Routledge.

Insuasty, E., & Zambrano, L. C. (2010). Exploring Reflective Teaching through Informed Journal Keeping and Blog Group Discussion in the Teaching Practicum. *Profile Issues in Teachers` Professional Development*, *12*(2), 1–16. https://bit.ly/4f4bqO9

Kelchtermans, G. (2009). Who I am in how I teach is the message: Self-understanding, vulnerability and Reflection. *Teachers and Teaching*, *15*(2), 257–272. https://doi.org/10.1080/13540600902875332

Kiger, M. E., & Varpio, L. (2020). Thematic analysis of qualitative data: Amee Guide no. 131. *Medical Teacher*, *42*(8), 846–854. https://doi.org/10.1080/0142159x.2020.1755030

Kitchenham, A. (2008). The Evolution of John Mezirow's Transformative Learning Theory. *Journal of Transformative Education*, *6*(2), 104–123. Retrieved March 7, 2022, from http://jtd.sagepub.com/content/6/2/104.

Lambert, V. A., & Lambert, C. E. (2012). Qualitative Descriptive Research: An Acceptable Design. *Pacific Rim International Journal of Nursing Research*. from: https://he02.tci-thaijo.org/index.php/PRIJNR/article/view/5805

Larrivee, B. (2008). Development of a tool to assess teachers' level of reflective practice. *Reflective Practice*, *9*(3), 341–360. https://doi.org/10.1080/14623940802207451

Lovat, T. (2005). Values education and teachers' work: A quality teaching perspective. In National Values Education Forum, Australian Government Department of Education Science and Training. https://bit.ly/4bT0JLx

Lundgren, H., & Poell, R. F. (2016b). On critical reflection. *Human Resource Development Review*, *15*(1), 3–28. https://doi.org/10.1177/1534484315622735

Lunenberg, M., Dengerink Jurriën, & Korthagen, F. (2014). *The professional teacher educator roles, behaviour, and professional development of teacher educators*.

Ma, J., & Ren, S. (2011). Reflective teaching and professional development of Young College English teachers—from the perspective of constructivism. *Theory and Practice in Language Studies*, *1*(2), 153–156. https://doi.org/10.4304/tpls.1.2.153-156

McCrudden, M. T., Marchand, G., & Schutz, P. A. (2021). Joint displays for Mixed Methods Research in Psychology. *Methods in Psychology*, *5*, 100067. https://doi.org/10.1016/j.metip.2021.100067

Merriam, S. B. (2009). *Qualitative Research A Guide to Design and Implementation* (2nd ed., Ser. 2009).

Mezirow, J. (2003). Transformative learning as discourse. *Journal of Transformative Education*, *1*(1), 58–63. https://doi.org/10.1177/1541344603252172

Mezirow, J. (2018). Transformative learning theory. *Contemporary Theories of Learning*, 114–128. https://doi.org/10.4324/9781315147277-8

Mills, J., Bonner, A., & Francis, K. (2006a). Adopting a constructivist approach to grounded theory: Implications for research design. *International Journal of Nursing Practice*, *12*(1), 8–13. https://doi.org/10.1111/j.1440-172x.2006.00543.x

Mills, J., Bonner, A., & Francis, K. (2006b). The development of constructivist grounded theory. *International Journal of Qualitative Methods*, *5*(1), 25–35. https://doi.org/10.1177/160940690600500103

© 2026 Advancing SDG Impact. All rights reserved.

Morrow, R. A., & Torres, C. A. (2002). *Reading Freire and Habermas: Critical pedagogy and Transformative Social Change*. Teachers College Press.

Murray, E. (2015). Improving teaching through collaborative reflective teaching cycles. *Investigations in Mathematics Learning*, *7*(3), 23–29. https://doi.org/10.1080/24727466.2015.11790343

Naputo, H. (2019). *How DepEd Tacloban's Values Restoration Program placed values first in everything*. Moments with Harold Naputo. Retrieved August 20, 2022, from https://granttipol.wordpress.com/2019/09/08/there-is-values-restoration-in-r-pies/

Official Gazette (2020). Retrieved March 6, 2022, from [Document], Official Gazette (2020). Retrieved March 6, 2022, from https://www.officialgazette.gov.ph/2020/06/25/republic-act-no-11476/.

Omona, J. (2013). Sampling in qualitative research: Improving the quality of research outcomes in Higher Education. Makerere Journal of Higher Education, 4(2). https://doi.org/10.4314/majohe.v4i2.4

Orgovanyi-Gajdos, J. (2016). *Teachers' Professional Development on Problem Solving: Theory and practice for teachers and teacher educators*.

Overview of learning theories. GSI Teaching Resource Center. (n.d.). Retrieved March 12, 2022, from https://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/learning-overview/

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2013). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. *Administration and Policy in Mental Health and Mental Health Services Research*, *42*(5), 533–544. https://doi.org/10.1007/s10488-013-0528-y

Patton, M. Q. (2015). Sampling, qualitative (purposeful). The Blackwell Encyclopedia of Sociology. https://doi.org/10.1002/9781405165518.wbeoss012.pub2

Philippine Professional Standards for Teachers. deped.gov.ph/wp-content/uploads/2017/08/DO_s2017_042-1. (n.d.). Retrieved August 24, 2022, from https://www.deped.gov.ph/wp-content/uploads/2017/08/DO_s2017_048.pdf

Radhakrishnan, G. (2014). Sampling in mixed methods research. International Journal of Advances in Nursing Management, 2(1), 24-27. https://bit.ly/3zPTNBs

Rai, N., & Thapa, B. (2015). A study on purposive sampling method in research. Kathmandu: Kathmandu School of Law, 1-12. https://bit.ly/3zR9DvF

Research Center for Teacher Quality (RCTQ). (2021, October 14). How do you prepare teachers to teach values education? RCTQ helped TEC produce prototype syllabi for Teis. Research Center for Teacher Quality (RCTQ). Retrieved August 20, 2022, from https://www.rctq.ph/?p=1595

Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Teachers College Record: The Voice of Scholarship in Education*, *104*(4), 842–866. https://doi.org/10.1177/016146810210400402

Ryan, B. C. (2022). *Senate resolution no. 10, S. 1987*. National Chaplains of the Philippines. Retrieved August 20, 2022, from https://ncp.ngo/senate-resolution-no-10-s-1987/

Sandelowski, M. (2000). Whatever happened to qualitative description? *Research in Nursing & Health*, *23*(4), 334–340. https://doi.org/10.1002/1098-240x(200008)23:4<334::aid-nur9>3.0.co;2-g

© 2026 Advancing SDG Impact. All rights reserved.

Schunk, D. H. (2012). *Learning theories: An educational perspective* (6th ed., Ser. 2012). Shih, Y.-H. (2018). Some critical thinking on Paulo Freire's critical pedagogy and its educational implications. *International Education Studies*, *11*(9), 64–70. https://doi.org/10.5539/ies.v11n9p64

Shorten, A., & Smith, J. (2017). Mixed methods research: Expanding the evidence base. *Evidence Based Nursing*, *20*(3), 74–75. https://doi.org/10.1136/eb-2017-102699

Smith, E. (2011). Teaching critical reflection. *Teaching in Higher Education*, *16*(2), 211–223. https://doi.org/10.1080/13562517.2010.515022

Tan, K., Cashell, A., & Bolderston, A. (2011). Encouraging reflection: DO professional development workshops increase the skill level and use of reflection in practice? *Journal of Radiotherapy in Practice*, *11*(3), 135–144. https://doi.org/10.1017/s1460396911000203

Taylor, E. W. (2008). Transformative learning theory. *New Directions for Adult and Continuing Education*, *2008*(119), 5–15. https://doi.org/10.1002/ace.301

Taylor, E. W. (2017). Critical reflection and transformative learning: A critical review. PAACE Journal of Lifelong Learning, 26(2), 77-95.

Team, D. E. (2023). *Descriptive research: Design, methods, examples, and faqs*. Descriptive Research: Design, Methods, Examples, and FAQs. https://dovetail.com/research/descriptive-research/

Thompson, C. B. (2009). Descriptive Data Analysis. *Air Medical Journal*, *28*(2), 56–59. https://doi.org/10.1016/j.amj.2008.12.001

Thornberg, R. (2008). The lack of professional knowledge in values education. *Teaching and Teacher Education*, *24*(7), 1791–1798. https://doi.org/10.1016/j.tate.2008.04.004

Veugelers, W. (2010). Moral values in teacher education. *International Encyclopedia of Education*, 650–655. https://doi.org/10.1016/b978-0-08-044894-7.00635-7

Villanueva, J. [Bill] (18AD). Retrieved March 6, 2022, from https://legacy.senate.gov.ph/lisdata/3124228141!.pdf.

Vision, mission, core values, and mandate. Department of Education. (n.d.). Retrieved April 26, 2022, from https://bit.ly/3WePjf2

Welsh, M. A., & Dehler, G. E. (2012). Combining critical reflection and design thinking to develop integrative learners. *Journal of Management Education*, *37*(6), 771–802. https://doi.org/10.1177/1052562912470107

Williams, B. (2001). Developing critical reflection for professional practice through problem-based learning. *Journal of Advanced Nursing*, *34*(1), 27–34. https://doi.org/10.1046/j.1365-2648.2001.3411737.x

Zahid, M., & Khanam, A. (2019). Effect of Reflective Teaching Practices on the Performance of Prospective Teachers. *The Turkish Online Journal of Educational Technology*, *18*(1), 32–43.

© 2026 Advancing SDG Impact. All rights reserved.