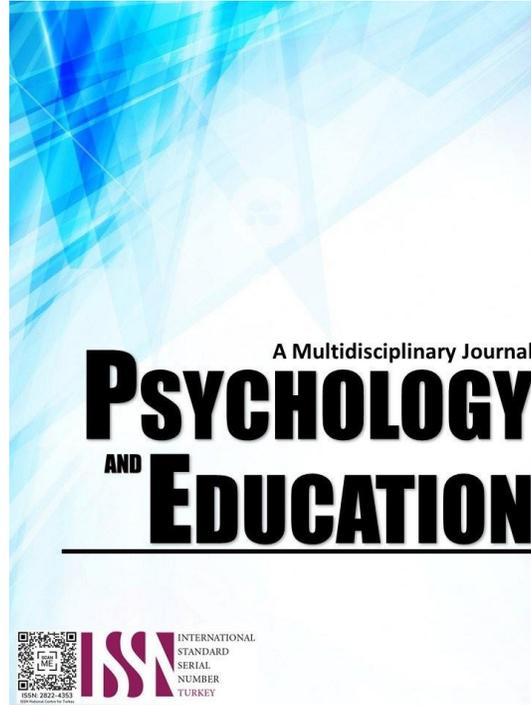


**RELATIONSHIP BETWEEN THE INSTITUTIONALIZED GOOD MANNERS  
AND RIGHT CONDUCT (GMRC) AND THE PUPILS' ACADEMIC  
PERFORMANCE**



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## Relationship Between the Institutionalized Good Manners and Right Conduct (GMRC) and the Pupils' Academic Performance

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### Abstract

This study investigates the relationship between the institutionalization of the Department of Education's (DepEd) Good Manners and Right Conduct (GMRC) and pupils' academic performance, with a focus on the DepEd core values of Maka-Diyos, Maka-tao, Makakalikasan, and Makabansa. Employing a descriptive-correlational research design, the study surveyed 122 Grade 6 pupils at Maigo Central Elementary School during the academic year 2023-2024. The research explored the extent of GMRC integration and its correlation with academic performance, measured by pupils' average grades. Findings indicate that GMRC values are generally well-institutionalized, with high levels of integration across the educational environment. Specifically, the value of Maka-tao, which emphasizes humaneness and respect, showed a significant moderate positive correlation with academic performance ( $r = 0.2825$ ,  $p = 0.002$ ). This suggests that fostering social and emotional learning, through values such as empathy and cooperation, can enhance academic outcomes. Conversely, the values of Maka-Diyos, Makakalikasan, and Makabansa did not show significant correlations with academic performance, indicating that their influence may be more indirect or less measurable in the context of academic metrics. The study's results highlight the diverse academic performance levels among pupils, predominantly in the moderate range. Based on these findings, the study recommends several policy initiatives, including the integration of GMRC values into core subjects, targeted teacher training, curriculum enhancement, and the promotion of values-based extracurricular activities. Additionally, fostering inclusivity and diversity, alongside robust policy support and funding, are crucial for the effective implementation of the GMRC and Values Education Act (Republic Act 11476). The study underscores the importance of a balanced approach in education, integrating academic proficiency with ethical and moral development to cultivate well-rounded individuals.

**Keywords:** *good manners, right conduct, academic performance, core values*

### Introduction

The Department of Education (DepEd) places a strong emphasis on a comprehensive set of fundamental principles central to the educational system. These ideals aim to influence both educators and pupils, focusing not just on academic achievement but also on holistic personal and social development. The approach is comprehensive, intending to cultivate pupils who are emotionally and socially competent, prepared to face life's diverse challenges.

Good Manners and Right Conduct (GMRC) is a fundamental component of this comprehensive educational approach, aimed at instilling moral principles and ethical conduct among pupils (Buensalido, 2020). GMRC encompasses specific societal values, etiquette, and proper behavior that demonstrate respect for others (DepEd, 2023). This concept goes beyond mere adherence to a prescribed code of conduct or social norms; it includes fostering deep empathy, understanding, and kindness towards others. The core principle is the fair treatment of all individuals, regardless of their diverse backgrounds, beliefs, or circumstances, with an emphasis on upholding their dignity and demonstrating respect.

Institutionalizing GMRC in education involves integrating these values and behaviors throughout the curriculum, school policies, and daily routines. This can be achieved through explicit instruction, where GMRC lessons are embedded in the curriculum, providing pupils with opportunities for learning and practical application. Additionally, role modeling by educators, school staff, and parents is crucial in exemplifying GMRC in interactions with pupils. According to Bandura (1977), social learning theory emphasizes the impact of observing and imitating behaviors, suggesting that teachers can significantly influence pupils' development by modeling positive behaviors. Positive reinforcement strategies, which include recognizing and rewarding positive behaviors and fostering peer support, contribute to the institutionalization of GMRC. Furthermore, school-wide initiatives, such as anti-bullying campaigns and community service projects, offer a holistic approach to promoting GMRC across the educational environment.

Recognizing the youth's vital role in nation-building and the importance of promoting and protecting their physical, moral, spiritual, intellectual, and social well-being, former President Rodrigo Roa Duterte signed Republic Act 11476 on June 25, 2020. Known as the "GMRC and Values Education Act," this law institutionalizes GMRC and Values Education in the K to 12 curriculum. The legislation aims to promote holistic development among Filipino pupils by instilling positive values, upholding traditional Filipino customs, addressing societal issues, encouraging civic engagement, and strengthening collaboration between parents, schools, and communities. This initiative represents a significant step towards fostering a morally, ethically, and socially responsible Filipino populace.

According to Section 11 of the Implementing Rules and Regulations (IRR) of Republic Act No. 11476, DepEd, in collaboration with relevant stakeholders, has promulgated guidelines for effectively implementing the legislation. GMRC's inclusion in the K to 12 Basic

Education Curriculum will replace the current Edukasyon sa Pagpakatao curriculum. DepEd's core values of Maka-Diyos, Maka-tao, Makakalikasan, and Makabansa serve as the foundation for GMRC. These values provide deep and meaningful understandings of the cultural and ethical underpinnings that influence individuals within a specific context. Maka-Diyos emphasizes spiritual beliefs and a commitment to truth and ethical values, acknowledging diverse religious perspectives. Maka-tao focuses on human dignity and the recognition of diverse social, gender, and cultural contexts. Makakalikasan highlights environmental consciousness and the ethical responsibility to care for and protect the Earth's natural ecosystem. Makabansa fosters a strong sense of national identity, pride in Filipino heritage, and prioritizing the nation's well-being over personal interests.

These core values encompass the various dimensions of human development and well-being. Adherence to these values fosters the growth of well-rounded and responsible individuals across physical, spiritual, intellectual, moral, social, economic, and political domains. Institutionalizing GMRC within the MATATAG Curriculum is seen as crucial for cultivating essential values and competencies among pupils, equipping them with the attributes needed to become conscientious and active members of society. Teachers are strongly encouraged to incorporate GMRC principles into their instructional strategies, providing pupils with opportunities to apply these values in their daily experiences. The curriculum also includes dedicated lessons and activities on GMRC, strategically designed to deepen pupils' understanding of these principles.

Numerous studies have explored the positive impact of GMRC on pupils' teaching and learning experiences. For instance, Zulela et al. (2022) investigated the implementation of character education in Indonesian elementary schools, highlighting its significance and the values it seeks to cultivate, such as moral, civic, and cultural virtues. The study emphasized the importance of integrating character education into the curriculum, teaching methods, and school activities, despite challenges like resource allocation, teacher training, and curriculum integration.

Ronquillo (2020) argues that integrating literature education with GMRC instruction offers a potent pedagogical strategy, enhancing positive Filipino characteristics and moral conduct. Similarly, Elbes and Oktaviani (2022) examined incorporating character development into English for Daily Conversation courses, highlighting its role in fostering ethical principles and social responsibility alongside language proficiency.

Shearer (1903) provides a historical perspective on the evolution of moral education, contrasting early 20th-century teachings focused on obedience and social propriety with contemporary GMRC curricula emphasizing individuality, ethical reasoning, and critical thinking. This transition underscores the changing dynamics of character education and its impact on academic outcomes.

Balaoro (2021) concluded that integrating GMRC across all subjects is essential for a comprehensive educational experience. Research on DepEd core values is crucial for understanding the effectiveness of various educational approaches in promoting GMRC and their long-term impact on pupils' lives. By tracking pupils' progress, researchers can assess whether GMRC education leads to positive outcomes such as improved academic performance, reduced behavioral problems, and increased civic engagement, providing valuable insights for policy decisions and advocating for GMRC education programs.

Given DepEd's emphasis on GMRC as a core curriculum element, this research aims to explore how these values, when integrated into the school environment, affect pupils' academic success. Additionally, the study examines how the core values of Maka-Diyos, Maka-tao, Makakalikasan, and Makabansa contribute to developing well-rounded individuals capable of thriving in various life aspects.

## Research Questions

The study was specifically addressing the following research inquiries:

1. What is the level of institutionalization of Good Manners and Right Conduct in the context of DepED core values:
  - 1.1. maka-diyos;
  - 1.2. maka-tao;
  - 1.3. makakalikasan; and
  - 1.4. makabansa?
2. What is the level of the learners' academic performance in all subject areas?
3. Is there a significant relationship between the level of implementation of DepED Core values and the learners' academic performance?

## Methodology

### Research Design

This study employed quantitative research methods, specifically a descriptive correlational design. The study involved surveying two main variables: (1) the level of institutionalization of DepEd Core Values as assessed by Grade 6 pupils and (2) the pupils' academic performance.

The primary objective of descriptive correlational research is to explore the relationship between these variables, focusing on describing rather than inferring cause-and-effect relationships.

## Respondents

The research respondents consisted of 122 Grade 6 pupils enrolled at Maigo Central Elementary School during the academic year 2023-2024. Grade 6 pupils were chosen as respondents because they are considered capable of reading and comprehending the questionnaire, thereby minimizing biases. The researchers believed that this sample was most suitable for the investigation.

The target population of this study comprised 178 Grade 6 pupils distributed across four sections at Maigo Central Elementary School. To ensure a representative sample of the population under study, the researchers employed a purposive sampling technique. This technique was chosen to select participants who were knowledgeable about the phenomenon being studied and could provide rich and relevant information (Palinkas et al., 2015).

The sample size was determined using the Raosoft sample size calculator, with a margin of error set at 0.05 and a confidence level at 0.95. The recommended sample size was approximately 122 respondents.

## Instrument

A researcher-made survey questionnaire was used for data collection. The questionnaire consisted of two parts: the first part addressed the independent variables concerning the level of institutionalization of DepEd Core Values, and the second part focused on the pupils' academic performance, specifically their average grades for the first quarter.

Participants rated the level of institutionalization of DepEd Core Values using a four-point Likert scale (1 = Never, 4 = Always). This scale allowed participants to indicate their assessment through specific statements.

## Data Analysis

Quantitative data analysis methods were employed, including descriptive statistics such as frequency counts and percentages to summarize the data. Means were calculated to evaluate the level of institutionalization of DepEd Core Values, as perceived by the Grade 6 pupils.

Inferential statistics, specifically Pearson's Correlation Coefficient, were utilized at a 0.05 significance level to examine potential correlations between the level of institutionalization of DepEd Core Values and pupils' academic performance. The data were analyzed and interpreted using statistical software tools, including Microsoft Excel and IBM's SPSS Version 26.

## Ethical Considerations

Before conducting the survey, informed consent was obtained from all participants in accordance with ethical research guidelines. The researchers clearly explained the purpose of the study and the importance of participants' cooperation. Participants were also informed of their right to withdraw from the study at any time without penalty.

## Results and Discussion

The data is presented in tables, organized according to the specific research questions.

### Problem 1: What is the level of institutionalization of Good Manners and Right Conduct in the context of DepED core Values: 1.1 Maka-Diyos; 1.2 Maka-tao; 1.3 Makakalikasan; 1.4 Makabansa?

Table 1. *Level of Institutionalization of Good Manners and Right Conduct in the context of DepED Core Values' "Maka-Diyos"*

<i>Indicator</i>	<i>Mean</i>	<i>Interpretation</i>
Discuss the importance of faith and belief in God.	3.43	Fully Institutionalized
Encourage me to pray and reflect on my relationship with God.	3.57	Fully Institutionalized
Incorporate Bible verses or other religious teachings into their lessons.	2.79	Fully Institutionalized
Promote values such as love, compassion, and forgiveness.	3.54	Fully Institutionalized
Create a classroom environment that is respectful of all religions.	3.72	Fully Institutionalized
Total	3.41	Fully Institutionalized

*Legend: 1.00-1.75 Not; 1.76-2.50 Moderately; 2.51-3.25 Partially; 3.26-4.00 Fully Institutionalized*

Table 1 presents the level of institutionalization of the DepED core value "Maka-Diyos" within the institution, as assessed through various indicators. The data shows that the importance of faith and belief in God is fully recognized, with a mean score of 3.43, indicating it is "Fully Institutionalized." Similarly, the encouragement for pupils to pray and reflect on their relationship with God is also fully embraced, as reflected by a mean score of 3.57. While the incorporation of Bible verses or other religious teachings into lessons has a slightly lower mean score of 2.79, it still falls under the "Fully Institutionalized" category.

Further, the promotion of values such as love, compassion, and forgiveness achieves a high level of institutionalization, with a mean score of 3.54. The institution also excels in creating a classroom environment that respects all religions, achieving the highest mean score of 3.72. Overall, the total mean score across all indicators is 3.41, affirming that the core value of "Maka-Diyos" is thoroughly integrated into the institution's practices and teachings. This comprehensive approach highlights a commitment to fostering a respectful

and morally grounded educational environment.

Table 2. *Level of Institutionalization of Good Manners and Right Conduct in the context of DepED Core Values' "Maka-tao"*

<i>Indicator</i>	<i>Mean</i>	<i>Interpretation</i>
Discuss the importance of respecting each other.	3.58	Fully Institutionalized
Encourage me to be kind and helpful to others.	3.50	Fully Institutionalized
Incorporate stories and lessons about social justice and human rights.	3.10	Partially Institutionalized
Promote values such as empathy, understanding, and cooperation.	3.28	Fully Institutionalized
Create a classroom environment that is inclusive and supportive of all pupils.	3.47	Fully Institutionalized
<b>Total</b>	<b>3.39</b>	<b>Fully Institutionalized</b>

Legend: 1.00-1.75 Not; 1.76-2.50 Moderately; 2.51-3.25 Partially; 3.26-4.00 Fully Institutionalized

Table 2 details the level of institutionalization of the DepEd core value "Maka-tao" across various indicators. The results reveal a strong commitment to fostering respect among individuals, with the indicator "Discuss the importance of respecting each other" achieving a mean score of 3.58, classified as "Fully Institutionalized." Similarly, encouragement to be kind and helpful to others is also fully embraced, as indicated by a mean score of 3.50. However, the incorporation of stories and lessons about social justice and human rights received a slightly lower mean score of 3.10, interpreted as "Partially Institutionalized," suggesting room for further development in this area.

The promotion of values such as empathy, understanding, and cooperation is well-established, with a mean score of 3.28, indicating full institutionalization. Additionally, the creation of an inclusive and supportive classroom environment is highly prioritized, reflected in a mean score of 3.47, also fully institutionalized. The total mean score for the "Maka-tao" area stands at 3.39, indicating that this core value is generally well-integrated into the institution's culture and practices. This overall assessment reflects a robust effort to cultivate a compassionate and inclusive educational atmosphere that values social justice and human rights.

Table 3. *Level of Institutionalization of Good Manners and Right Conduct in the context of DepED Core Values' "Makakalikasan"*

<i>Indicator</i>	<i>Mean</i>	<i>Interpretation</i>
Discuss the importance of protecting the environment.	3.69	Fully Institutionalized
Encourage me to conserve resources and reduce waste.	3.30	Fully Institutionalized
Incorporate lessons about sustainability and environmental protection into their curriculum.	3.06	Partially Institutionalized
Promote values such as responsibility, stewardship, and respect for nature.	3.54	Fully Institutionalized
Organize activities that encourage pupils to connect with the natural world.	3.43	Fully Institutionalized
<b>Total</b>	<b>3.40</b>	<b>Fully Institutionalized</b>

Legend: 1.00-1.75 Not; 1.76-2.50 Moderately; 2.51-3.25 Partially; 3.26-4.00 Fully Institutionalized

The table illustrates the level of institutionalization of the DepED core value "Makakalikasan" through various indicators. It shows a strong emphasis on environmental protection, with the indicator "Discuss the importance of protecting the environment" achieving a high mean score of 3.69, indicating that it is "Fully Institutionalized." The practice of encouraging pupils to conserve resources and reduce waste also ranks highly, with a mean score of 3.30, suggesting full institutionalization.

However, the incorporation of lessons about sustainability and environmental protection into the curriculum has a slightly lower mean score of 3.06, categorized as "Partially Institutionalized." This indicates that while there is a presence of such lessons, there may be potential for deeper integration. On the other hand, promoting values such as responsibility, stewardship, and respect for nature is well-established, with a mean score of 3.54, fully institutionalized.

Furthermore, organizing activities that encourage pupils to connect with the natural world is also a strong practice, reflected in a mean score of 3.43, which is fully institutionalized.

Overall, the total mean score for the "Makakalikasan" area is 3.40, indicating that this core value is generally well-integrated into the institution's practices and curriculum. This comprehensive focus underscores a commitment to fostering an environmentally conscious and responsible pupil body, emphasizing the importance of conservation and stewardship.

Table 4. *Level of Institutionalization of Good Manners and Right Conduct in the context of DepED Core Values' "Makabansa"*

<i>Indicator</i>	<i>Mean</i>	<i>Interpretation</i>
Discuss the importance of Philippine history and culture.	3.57	Fully Institutionalized
Encourage me to be proud of my Filipino heritage.	3.54	Fully Institutionalized
Incorporate lessons about Philippine values, traditions, and symbols into their curriculum.	3.29	Fully Institutionalized
Promote values such as civic duty, patriotism, and love for country.	3.47	Fully Institutionalized
Organize activities that encourage pupils to participate in their communities.	3.48	Fully Institutionalized
<b>Total</b>	<b>3.47</b>	<b>Fully Institutionalized</b>

Legend: 1.00-1.75 Not; 1.76-2.50 Moderately; 2.51-3.25 Partially; 3.26-4.00 Fully Institutionalized

The table presents the level of institutionalization of the DepED core value "Makabansa" based on various indicators. The results indicate a strong integration of national pride and civic values within the institution. The indicator "Discuss the importance of Philippine history and culture" achieved a mean score of 3.57, interpreted as "Fully Institutionalized." Similarly, the encouragement for pupils to be proud of their Filipino heritage is also fully established, with a mean score of 3.54.

The curriculum's inclusion of lessons about Philippine values, traditions, and symbols scored 3.29, indicating it is "Fully Institutionalized." Additionally, promoting values such as civic duty, patriotism, and love for the country has a mean score of 3.47, reflecting a robust institutional commitment. The organization of activities that encourage pupil participation in community activities is also well-integrated, with a mean score of 3.48.

The overall total mean score for the "Makabansa" area stands at 3.47, signifying that the institution has successfully embedded this core value into its educational practices. This demonstrates a comprehensive effort to instill a sense of national identity, civic responsibility, and pride in Filipino heritage among pupils.

### Problem 2: How do the learners assess their academic performance in all subjects?

Table 5. *Distribution of the Respondents' Academic Performance in All Subjects*

Grade Range	Frequency	Percentage	Interpretation
90 – 100	4	3.28	Very High
85 – 89	22	18.03	High
80 – 84	62	50.81	Moderate
75 – 79	34	28.87	Low
Below 75	0	0	Very Low
Total	122	100	

Legend: Below 75 Very Low; 75-79 Low; 80-84 Moderate; 85-89 High; 90-100 Very High

The table presents the distribution of respondents' academic performance across all. The data is categorized into different grade ranges, with corresponding frequencies, percentages, and interpretations.

The majority of the pupils, 62 out of 122 (50.81%), fall within the grade range of 80-84, classified as "Moderate." This indicates that half of the respondents assessed their academic performance as moderate. A significant portion, 34 pupils (28.87%), achieved grades in the 75-79 range, interpreted as "Low." This suggests that nearly a third of the respondents have room for academic improvement.

A smaller group, 22 pupils (18.03%), scored within the 85-89 range, which is considered "High." This reflects that a notable portion of the respondents are performing well. Only a few pupils, 4 (3.28%), achieved the highest grade range of 90-100, labeled as "Very High," indicating excellent academic performance. Notably, no pupils scored below 75, thus no respondents were classified in the "Very Low" category.

Overall, the data suggests that while most pupils rate their academic performance as moderate, there are groups with both higher and lower performances, highlighting a diverse range of academic achievements among the learners.

### Problem 3: Is there a significant relationship between the level of implementation of DepEd Core values and learners' academic performance?

Table 6. *Distribution Table for the Test of the Relationship between the Level of Institutionalization of Good Moral and Right Conduct in the context of DepEd Core Values and Pupils' Academic Performance*

X	Y	r	p-value
Maka-Diyos	Academic Performance	-0.0046	0.965
Maka-tao	Academic Performance	0.2825	0.002*
Makakalikasan	Academic Performance	0.0711	0.436
Makabansa	Academic Performance	0.1232	0.176

Legend: r = Pearson's r Correlation

p = Probability value

\* Significant @ 0.05 level

The analysis of the relationship between the level of institutionalization of DepEd core values and learners' academic performance reveals varying degrees of correlation. For the core value Maka-Diyos, the correlation coefficient is -0.0046, with a p-value of 0.965, indicating a negligible and non-significant relationship with academic performance. Maka-tao, on the other hand, shows a moderate positive correlation with a coefficient of 0.2825 and a p-value of 0.002, suggesting a significant association; this implies that better implementation of Maka-tao values correlates with higher academic performance among learners. The Makakalikasan value has a weak positive correlation ( $r = 0.0711$ ) and a non-significant p-value of 0.436, indicating a minimal and non-significant relationship. Similarly, Makabansa shows a weak positive correlation with a coefficient of 0.1232 and a p-value of 0.176, also indicating a non-significant relationship with academic performance.

Thus, among the core values, only Maka-tao demonstrates a significant positive impact on academic performance, while the others do not show a statistically significant correlation.

The findings presented in this study align with a growing body of research in the fields of educational psychology and pedagogy, which have consistently demonstrated the positive influence of values education, particularly those promoting social skills and empathy, on pupils' academic achievements and social outcomes (Carmona–Halty et al., 2019; Lovat et al., 2011; Lovat, 2011).

The significant correlation between "Maka-*tao*" values and academic performance suggests that fostering a supportive, respectful, and inclusive environment can indeed enhance pupils' learning outcomes (Pantao, 2021; Berkowitz, 2011; Lovat, 2011). This observation is further reinforced by studies indicating that social and emotional learning programs have been shown to improve various pupil outcomes, including academic performance, behavior, and attitudes (Berkowitz, 2011; Lovat et al., 2011). While the data indicates that "Maka-*tao*" values are strongly associated with academic achievement, the lack of significant correlation between other core values and performance might suggest a more nuanced relationship, where these values, though vital for holistic development, may not directly impact academic success in the same manner (Lovat et al., 2011).

However, it is important to recognize that educational outcomes are the result of a complex interplay between numerous factors, including teaching quality, socio-economic status, and individual pupil characteristics, among others (Potvin & Hasni, 2014; Hanson & Ginsburg, 1988; Hershkovitz et al., 2021). This underscores the need to move beyond a narrow focus on academic performance and instead embrace a comprehensive approach to education that addresses the multifaceted needs of pupils, encompassing not only their cognitive development, but also their social, emotional, and moral growth (Belfield et al., 2015).

Building on this understanding, the research on academic tenacity highlights the critical role of psychological factors, such as pupils' beliefs, feelings, and habits, in shaping their long-term learning and achievement (Dweck et al., 2014). Specifically, the existing literature suggests that educational interventions and initiatives targeting these non-cognitive skills can lead to remarkable improvements in core academic outcomes, including GPA and test scores, which can persist for months or even years (Dweck et al., 2014).

Collectively, the evidence presented in this study and the broader literature suggests that a holistic approach to education, one that nurtures both academic and social-emotional competencies, can have a profound and lasting impact on pupils' success.

## Conclusions

In conclusion, the institutionalization of DepEd core values—Maka-*Diyos*, Maka-*tao*, Makakalikasan, and Makabansa—is evident and robust across the educational curriculum, as reflected in the high mean scores in each area. The study reveals that these values are well-integrated into the teaching practices and learning environment, with a particular emphasis on fostering respect, empathy, national pride, and environmental stewardship.

Notably, the core value of "Maka-*tao*" shows a significant positive correlation with academic performance, highlighting the importance of social and emotional learning in enhancing educational outcomes. While other core values do not demonstrate a direct impact on academic performance, their full integration is crucial for developing well-rounded and responsible citizens. These findings underscore the critical role of values education in shaping not only academic achievements but also the overall character and social competencies of learners. As such, continued emphasis on these values within educational settings is essential for fostering a holistic and inclusive educational experience.

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