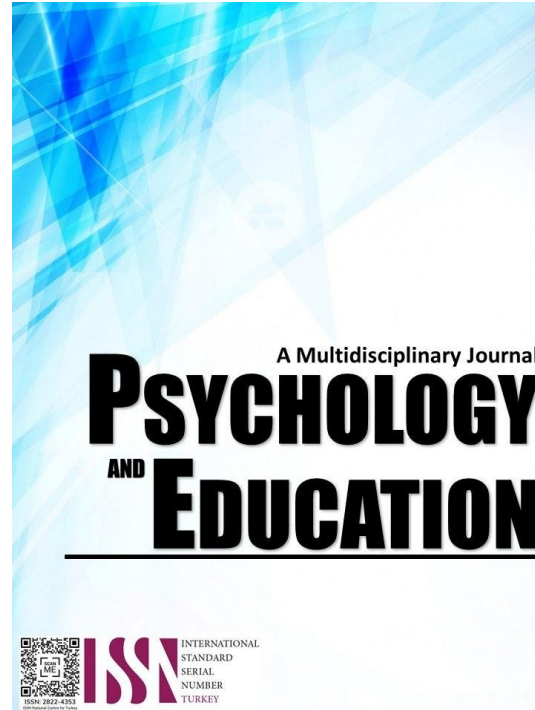


CHARACTER EDUCATION AND TEACHERS' ETHICAL PRACTICES: PREDICTORS OF LEARNERS' VALUES



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 55

Issue 6

Pages: 767-785

Document ID: 2026PEMJ5394

DOI: 10.70838/pemj.550608

Manuscript Accepted: 03-03-2026

Character Education and Teachers' Ethical Practices: Predictors of Learners' Values

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Abstract

Education shapes responsible citizens, with teachers guiding values and behavior. However, declining discipline and moral awareness among learners now threaten character formation and academic success. Hence, this study aimed to determine the relationship between character education and teachers' ethical practices on learners' values and academic performance in the public schools of Jagna District, Bohol, for the school year 2024–2025. The study used a descriptive-correlational design, with a validated survey administered to school heads, teachers, learners, and parents. Data met normality and variance assumptions, and analyses employed descriptive statistics, Chi-square, and multiple regression to examine relationships and predictors. The findings revealed that character education was rated very good across the dimensions of godliness, humaneness, environmental responsibility, and nationalism. Teachers' ethical practices were found to be highly practiced, particularly in fairness, professionalism, and moral conduct. Results further showed that both character education and teachers' ethical practices significantly predicted learners' values and modestly influenced academic performance. A significant association was also found between learners' values and their academic achievement, indicating that moral behavior contributes to scholastic outcomes. In conclusion, the study affirms that ethical teaching and consistent character education foster positive learner values and improve academic performance. The findings underscore the importance of integrating value formation in the curriculum, strengthening professional ethics among teachers, and enhancing collaboration among schools, parents, and communities to sustain moral and academic excellence.

Keywords: *character education, ethical practices, learners' values, academic performance, teachers' ethics, descriptive-correlational study, Jagna District, Bohol*

Introduction

Education is deeply intertwined with ethics because its true purpose extends beyond examinations and academic credentials. It serves as a means of shaping individuals into responsible, principled, and compassionate members of society. Through education, learners develop honesty, respect, empathy, and social responsibility, which function as their moral compass in decision-making and behavior. By fostering integrity, discipline, and a sense of purpose, education becomes an instrument for character formation that guides individuals toward meaningful and ethical lives.

Recent studies highlight an alarming rise in behavioral problems among students, posing a growing challenge to teaching and learning. The Primary Sources: America's Teachers on the Teaching Profession (2012) report by Scholastic and the Bill and Melinda Gates Foundation reveals that sixty-two percent of teachers with over five years of experience in the same school observed worsening student behavior, with sixty-eight percent of elementary, sixty-four percent of middle school, and fifty-three percent of high school teachers reporting similar concerns. These behavioral issues disrupt classroom instruction, consume valuable teaching time, and reduce academic engagement. More than half of the surveyed teachers expressed the desire to allocate fewer school days to discipline management so they could focus more on effective instruction.

Learners' misbehavior has been found to hinder classroom effectiveness and negatively affect both individual and group learning. Research findings show that school misconduct escalates over time, leading to reduced academic performance and increased delinquent tendencies (Sun & Shek, 2012). Such patterns suggest that behavioral issues, if unaddressed, can evolve into long-term social challenges. Recognizing and understanding the root causes of misbehavior in school settings is therefore essential for implementing proactive interventions that promote a positive learning environment.

In the Philippines, managing student behavior remains a significant educational concern. The decline in youth discipline threatens the holistic goals of education and weakens the moral foundation of future citizens. The researcher observed that several students exhibit behavioral difficulties that, if ignored, may lead to more serious community problems after graduation. This observation underscores the need for collaboration between schools and barangay communities to address behavioral issues and prevent juvenile delinquency. Hence, this study is conducted to analyze the factors influencing student behavior, with the findings intended to serve as the basis for an action plan aimed at enhancing student conduct and fostering productive, morally upright individuals.

Research Questions

This study aimed to determine the influence of character education and teachers' ethical practices on learners' values and the academic performance of school heads, selected elementary and high school teachers, parents, and students in Jagna District during the school year 2024-2025. Specifically, it sought to answer the following questions:

1. What is the profile of the teacher respondents in terms of:

- 1.1. age;
- 1.2. sex;
- 1.3. school level;
- 1.4. designation, and
- 1.5. highest educational attainment?
2. What is the profile of the learner-respondents in terms of:
 - 2.1. age;
 - 2.2. sex; and
 - 2.3. grade level?
3. What is the perceived character education of the learners in terms of:
 - 3.1. godly;
 - 3.2. humane;
 - 3.3. nature lover; and
 - 3.4. nationalistic?
4. What is the perception of the teachers on ethical practices?
5. What is the respondents' observation on the values of the learners in terms of
 - 5.1. punctuality;
 - 5.2. self-efficacy;
 - 5.3. honesty and integrity;
 - 5.4. respect;
 - 5.5. competency; and
 - 5.6. communication?
6. What is the academic performance of learners?
7. Is there a significant relationship between the teachers' ethical practices and character education?
8. Is there a significant relationship between academic performance and the learners' character education?
9. Is there a significant relationship between the learners' values and academic performance?

Literature Review

The ethical teacher, as described by Hare (2006), embodies central moral virtues such as fairness, respect, trustworthiness, honesty, and kindness, which manifest in every interaction with students and form the essence of teaching. John Dewey emphasized that everything a teacher does and how it is done influences a child's attitude and response. Ethical practice, according to Palaiologou (2012), involves how educators conduct themselves with moral integrity and consider diverse perspectives. It challenges teachers not only to act rightly but to critically evaluate their actions in light of students' dignity, autonomy, emotions, and protection from harm. In schools, character and values are part of the hidden curriculum. They must be taught explicitly through a well-planned spiritual, moral, social, and cultural (SMSC) framework that fosters fairness, empathy, and self-respect.

School values such as resilience, aspiration, determination, tolerance, and respect help develop confident and motivated learners who are better prepared for adult life (Morgan, 2015), according to the Supt. George Vale, the establishment of youth rehabilitation facilities such as the Paglaum Center in Bohol highlights society's responsibility in addressing behavioral issues and supporting moral recovery (RAC/PIA-7/Bohol). UNICEF's Rights for Children also provides a framework for instilling values through democratic school practices, student debates, and participatory projects that enhance self-esteem and civic responsibility. Teachers' beliefs, practices, and attitudes are critical to shaping these learning environments, influencing both student motivation and educational outcomes (Awang et al., 2013).

Behavioral and attitudinal factors such as responsibility, cooperation, and perseverance significantly affect students' learning outcomes. Janssen and O'Brien (2014) found that attitudes toward homework indirectly benefit academic performance by cultivating responsibility and discipline. Behavioral modification theory (Miltenberger, 1997) and pro-social interventions (Grant et al., 2010) emphasize the importance of reinforcing desirable behaviors and preventing maladaptive patterns. Responsible learners' development requires engagement with families, peers, schools, and community organizations within a supportive policy framework (Subrahmanyam & Šmahel, 2011). Character education rooted in Biblical and moral principles further strengthens students' moral identity, instilling honesty, discipline, and compassion (Syafi'i et al., 2023; Mewakeng, 2023; Helena et al., 2023).

Character education has been conceptualized as a deliberate process to nurture virtues that guide human interaction. Scholars define it as an educational approach designed to instill moral knowledge, emotional awareness, and ethical action (Bredemeier & Shields, 2019; Abassy, 2022; Bates, 2019). Berges Puyo (2020) argues that a holistic values education approach involving schools and families strengthens students' academic and life readiness. Novak describes character as a synthesis of wisdom from cultural and religious traditions (Sanderse, 2019; Waters et al., 2020), while Muslich highlights the values that govern one's relationship with God, others, and the environment (Dobson & Dobson, 2021; Gunio, 2021; Nyamai, 2021). Environmental stewardship reflects an ethical dimension of character, in which individuals act responsibly toward nature and its restoration (Clausen, 2018; Parker, 2018). Effective character education develops moral understanding, emotional engagement, and ethical behavior, forming the core of moral growth (Lickona,

1991; Jayanti & Kumalasari, 2023).

Teacher attitudes and professional ethics deeply influence students' learning behavior, motivation, and achievement. Regan (2012) underscored the importance of modeling ethical conduct, while Larrivee (2010) emphasized reflective teaching as the integration of personal beliefs into professional identity. Studies reveal that effective classroom management, pedagogical competence, and communication enhance student outcomes (Dimkpa, 2015; James, 2018). Conversely, Omolara (2015) observed that teachers' poor attitudes, lack of motivation, and resource scarcity hinder student learning. Collective improvement in teaching competence, institutional support, and ethical school culture enhances academic success (Abassi & Mir, 2012; Blazar, 2016; Blazar & Kraft, 2017; Kurat & Gordon, 2014). Character education complements this by reinforcing moral discipline, honesty, and social cooperation among learners (Khoury Aljweid, 2017; Jeynes, 2019; Crone et al., 2015).

The theoretical foundation of this study is anchored on multiple frameworks, including Skinner's (2000) Operant Conditioning Theory, Bandura's (1977) Social Learning Theory, Schechter's (1985) Theory of Performance, and the Divine Command Theory (Adams, 1987). These theories collectively explain how behavior, imitation, reflective practice, and divine moral guidance influence ethical and character formation. International and national legal instruments, including the United Nations Convention on the Rights of the Child and the 1987 Philippine Constitution, emphasize the moral and educational rights of learners. Similarly, the Code of Ethics for Professional Teachers and various DepEd policies mandate that educators uphold dignity, discipline, and moral values in their professional conduct. These foundations collectively establish the theoretical and ethical basis of the present study on the influence of character education and teachers' ethical practices on learners' values and academic performance in the Jagna District.

Methodology

Research Design

The researcher used a descriptive-correlational design. A survey questionnaire determined how character education and teachers' ethical practices influenced values and academic performance among selected elementary and high school learners. Data were collected through a structured, validated survey to ensure responses reflected participants' perceptions and experiences.

Respondents

The research was conducted in the municipality of Jagna, situated along the southern coast of the province of Bohol. Known as one of the major commercial trading centers in the province, Jagna is a hub of economic activity, with vibrant daily market operations and an active seaport that facilitates the trade and transportation of goods. Its strategic coastal location makes it a focal point for both local commerce and inter-island connectivity.

Within DepEd-Bohol's jurisdiction, Jagna hosts a total of twenty-two (22) public elementary schools and five (5) public secondary schools, strategically distributed across its coastal and highland barangays. These schools cater to diverse communities, each with distinct socio-economic and cultural contexts that shape learners' educational experiences.

The study involved three hundred forty-eight (348) respondents, representing school heads, teachers, randomly selected learners, and parents from different sectors of the school community: twenty-seven (27) school heads; one hundred seven (107) teachers; one hundred seven (107) learners; and one hundred seven (107) parents.

Instrument

The study employed a modified, standardized questionnaire carefully aligned with the specific objectives and context of the present investigation. The modification process followed a systematic and documented procedure to preserve the integrity of the original instruments.

The questionnaire consisted of three major parts. The first part collected respondents' demographic profiles, including age, sex, highest educational attainment, and participation in relevant training and seminars. These variables provided essential contextual information for interpreting the study findings.

The second part was adapted from Mashaba's (2015) study titled "The Effect of Educators' Professional Conduct on Learners' Academic Performance," and from the article "Faculty Members' Ethical Behaviors," published in *International Education Studies* (2013). Selected items were modified through contextual rewording to suit the Philippine basic education setting while retaining the original constructs. Redundant items were removed, culturally inappropriate terms were localized, and statements were clarified to ensure comprehensibility without altering conceptual meaning.

The third part measured the Department of Education's core values using behavioral indicators adapted from Rubio et al. (2019) and Montalbo (2016). Items were organized according to the DepEd core values framework, and only indicators reflecting observable school-based practices were retained. An average of twenty-two items represented each core value to ensure adequate behavioral representation.

To ensure validity and reliability after modification, the instrument underwent expert validation to assess item relevance, clarity, and

alignment with the intended constructs. The revised questionnaire was pilot-tested among respondents with characteristics similar to those of the main study but who were excluded from the final sample. The reliability analysis yielded a Cronbach's alpha coefficient of 0.89, indicating acceptable internal consistency and confirming that the modified questionnaire was reliable for use in the study.

Procedure

The respondents undergo the proper procedure of securing the approval from the Dean of the School of Advanced Studies and an official permit from the Division Supervisor of the Department of Education- Bohol, and the School Head of Public Elementary and High School in the district of Jagna to conduct this study. The researcher likewise asked permission from the teachers for this study. Questionnaires were distributed personally to the respondents and explained to them thoroughly the importance of the study, and assisted in answering the questionnaires to clarify the difficult words or questions for the respondents. The said respondents were given ample time to answer the questions. The answered questionnaires were then retrieved.

After the data were gathered, it was then tallied, tabulated, collated, and subjected to descriptive and inferential statistics for the purposes of analysis and interpretation in accordance with the specific problems of the study. Thus, adding empirical data.

Data Analysis

The study utilized several statistical tools to analyze the data. To determine the respondents' profile, the percentage method was used to present the proportional distribution of responses. To assess the effectiveness of ethical practices and learners' values, the weighted mean was used to compute the overall average responses. Before conducting inferential analyses, tests of normality and equality of variance were performed to ensure that the data met the necessary assumptions for statistical testing. The Chi-square test was then applied to examine the significant relationship between ethical practices, learners' values, and the respondents' profiles. Lastly, multiple linear regression analysis was conducted to determine whether early character education and the teachers' ethical practices significantly predict learners' values and performance.

Ethical Considerations

The study observed established ethical standards throughout the research process. Approval was secured from the appropriate academic and education authorities, and permission was obtained from school heads before data collection. Informed consent was secured from all participants after clearly explaining the purpose, procedures, and voluntary nature of the study, including the right to withdraw at any time without penalty; for minor learners, parental consent and learner assent were obtained. Confidentiality and anonymity were strictly maintained by removing identifying information and coding responses. Data were used solely for research purposes, stored securely, and accessed only by the researcher. The study upheld respect for persons, beneficence, and justice by ensuring fairness, minimizing any form of risk or harm, and reporting findings honestly and accurately.

Results and Discussion

Table 1 presents the profile of the teacher-respondents in terms of age, sex, school level, designation, and highest educational attainment.

It is reflected in the table that the majority, thirty-eight (38) or more than 35% of the teacher-respondents are aged 51-60 years old, and only one (1) is aged 61 years old and above. This indicates a strong presence of experienced educators who have likely spent many years shaping and guiding students. Additionally, one teacher is aged 61 and above, showing continued dedication to teaching even beyond the typical retirement age. This reflects a committed and seasoned group of professionals who bring valuable knowledge, wisdom, and mentorship to their schools.

Table 1. Profile of Teacher-Respondents

	Frequency	Percentage (%)	Rank
1.1 Age			
21-30 years old	14	13.08	4
31-40	19	17.76	3
41-50	35	32.71	2
51-60	38	35.51	1
61 and above	1	0.93	5
Total	107	100%	
1.2 Sex			
Male	7	6.54	2
Female	100	93.46	1
Total	107	100%	
1.3 School Level			
Elementary	87	81.31	1
Secondary	20	18.69	2
Total	107	100%	
1.4 Designation			



Teacher I	32	29.91	2
Teacher II	5	4.67	3
Teacher III	70	65.42	1
Total	107	100%	
1.5 Highest Educational Attainment			
Bachelor Degree Holder	34	31.76	2
With units in Master's Degree	69	64.49	1
Masters' Degree Graduate	3	2.80	3
With Ph.D. / Ed. D. units	1	0.93	4
Ph.D. / Ed. D. Graduate	0	0.00	
Total	107	100%	

As shown in the table, more than 93% of the teacher-respondents are female, and approximately 6% are male. This highlights the strong representation of women in the teaching profession, reflecting their continued dedication to education and student development. The presence of both female and male teachers, though uneven, contributes to a diverse and dynamic learning environment.

It is reflected in the table that eighty-seven (87) or more than 81% of the teacher-respondents are elementary school teachers, and only twenty (20) or more than 18% are secondary school teachers. This distribution reflects a well-rounded group of educators, with a strong focus on early education, which plays a crucial role in shaping students' lifelong learning habits.

As shown in the table, more than 65% of the teacher-respondents are designated as Teacher III, and approximately 4% are designated as Teacher II. The data show that the teaching community comprises both experienced teachers and those still developing in their careers, creating a balanced and caring environment that supports students' learning.

It is reflected in the table that the majority, sixty-nine (69) or more than 64% of the teacher-respondents have units in master's degree, but only one (1) has Ph.D./Ed.D. units, and none hold a Doctorate degree. This implies that the majority of teacher-respondents continue to pursue advanced studies.

Table 2. Profile of Learner-Respondents

	Frequency	Percentage (%)	Rank
1.1 Age			
5-10	36	33.64	2
11-15	66	61.68	1
16-20	5	4.67	3
21-25	0	0.00	
26 and above	0	0.00	
Total	107	100%	
1.2 Sex			
Female	78	72.90	1
Male	29	27.10	2
Total	107	100%	
1.3 Grade Level			
Grade 4	23	21.50	3
Grade 5	26	24.30	2
Grade 6	38	35.51	1
Grade 7	0	0.00	
Grade 8	6	5.61	5
Grade 9	11	10.28	4
Grade 10	3	2.80	6
Total	107	100%	

Table 2 presents the profile of the student respondents by age, sex, and grade level. It is reflected in the table that the majority, sixty-six (66) or more than 61% of the student-respondents were aged 11-15 years old, and nearly 4% of the student-respondents were 16-20 years old. This suggests that most students are more active, curious, and eager to learn.

As shown in the table, more than 72 % of the student-respondents are female, and approximately more than 27% of them are male. This shows strong participation from female students, reflecting their active engagement and interest in the learning process.

As presented in the table, more than 35 % of the student-respondents are Grade 6 students, and approximately more than 2% of them were Grade 10 students. This suggests that the students begin to form deeper values, habits and learning behavior, and on a level with broader understanding in building good character.

Table 3.1 shows the results on character education in schools. Under the Godly value, statement no. 8 — “Accepts one’s differences in religious belief” — received the highest rating with a weighted mean of 3.62, perceived as “Very Good”. This indicates that students highly value respect and understanding toward different faiths, reflecting inclusivity, tolerance, and harmony.



Table 3.1. Respondents' Perception of Character Education Implemented in Schools in terms of Godly

Statements	Students		Parents		Overall		Rank
	WM	DI	WM	DI	WM	DI	
As a student...							
1. Member of any religious groups that is organized inside and outside school	3.33	SA	3.35	SA	3.34	SA	20
2. Prepares a prayer well when assigned to lead.	3.53	SA	3.50	SA	3.52	SA	15
3. Actively participates in any religious or spiritual activities.	3.61	SA	3.51	SA	3.56	SA	12
4. Observes silence at all times when inside sacred places.	3.67	SA	3.72	SA	3.70	SA	3.5
5. Uses any things in the inside/ outside school including religious symbols properly.	3.59	SA	3.50	SA	3.55	SA	13
6. Politely listens for others to express their religious belief.	3.64	SA	3.53	SA	3.59	SA	11
7. Accepts one's differences in religious belief.	3.59	SA	3.65	SA	3.62	SA	8
8. Observes proper behavior during religious activities.	3.74	SA	3.73	SA	3.74	SA	1
9. Tactful and sensitive in discussing or sharing about religious beliefs with others.	3.58	SA	3.36	SA	3.47	SA	18
10. Learns to live in harmony with others regardless of belief and culture.	3.67	SA	3.68	SA	3.68	SA	5
11. Admits any violation or wrongdoing done.	3.56	SA	3.66	SA	3.61	SA	10
12. Stays away from deceitful activities.	3.45	SA	3.53	SA	3.49	SA	17
13. Make self-clean and neat.	3.68	SA	3.64	SA	3.66	SA	7
14. Does original or self-made activities.	3.57	SA	3.42	SA	3.50	SA	16
15. Relies on her/his own insights and learning.	3.39	SA	3.36	SA	3.38	SA	19
16. Tell the mistakes of others tactfully.	3.54	SA	3.12	SA	3.33	SA	21
17. Returns lost and found items.	3.73	SA	3.60	SA	3.67	SA	6
18. Practices justice at all times.	3.54	SA	3.49	SA	3.52	SA	14
19. Exhibits compassion and goodness to others.	3.74	SA	3.66	SA	3.70	SA	2
20. Identifies weaknesses and prejudices in journals and reflections.	3.24	SA	3.28	SA	3.26	SA	22
21. Knows how to say sorry if he/she commits mistakes or hurt other people.	3.67	SA	3.72	SA	3.70	SA	3.5
22. Keep quiet while the teacher corrects another's mistakes.	3.68	SA	3.55	SA	3.62	SA	9
Average Weighted Mean	3.58	SA	3.53	SA	3.55	SA (Very Good)	

Legend: 3.25-4.00 – Strongly Agree (SA), Very Good; 2.50-3.24 – Moderately Agree (MA), Good; 1.75-2.49 – Disagree (D), Fair; 1.00-1.74 – Strongly Disagree (SD), Poor

On the other hand, statement no. 20 — “Identifies weaknesses and prejudices in journals and reflections” — had the lowest rating with a weighted mean of 3.26, which was perceived as “Very Good”. While ranked lowest, it still shows that students are developing self-awareness, recognizing personal biases, and showing willingness to improve — a key aspect of character growth.

Overall, it has an average weighted mean of 3.55, perceived as “Very Good”, implying that character education in terms of godly is consistently evident and positively practiced among learners. This suggests that values such as faith, moral integrity, spiritual awareness, and respect for divine principles are being effectively integrated into the educational experience. Learners are demonstrating attitudes and behaviors that reflect a strong foundation in godly values, contributing to their holistic development and positive academic and social outcomes.

Character education plays a vital role in shaping students' moral integrity and personal development. Rooted in Biblical principles, it emphasizes the formation of godly character by instilling values such as honesty, compassion, discipline, and responsibility. Research shows that character education grounded in Christian faith effectively nurtures excellence in students (Syafi'i et al., 2023; Mewakeng, 2023; Helena et al., 2023).

Table 3.2. Respondents' Perception of Character Education in terms of Humane

Statements	Students		Parents		Overall		Rank
	WM	DI	WM	DI	WM	DI	
As a student/parent...							
1. Speaks in a clear voice when communicating.	3.60	SA	3.56	SA	3.58	SA	22
2. Uses courteous words and expressions.	3.50	SA	3.58	SA	3.54	SA	26
3. Greets teachers/elders religiously.	3.61	SA	3.71	SA	3.66	SA	8
4. Listens when somebody speaks or recites.	3.63	SA	3.68	SA	3.66	SA	9
5. Observes and follows written rules posted in school premises.	3.73	SA	3.67	SA	3.70	SA	6
6. Follows “first come first served” basis	3.50	SA	3.75	SA	3.63	SA	15
7. Knows how to fall in line	3.62	SA	3.71	SA	3.67	SA	7
8. Passes orderly	3.66	SA	3.58	SA	3.62	SA	16
9. Maintains the good condition to the textbooks clean and complete.	3.60	SA	3.66	SA	3.63	SA	13
10. Borrowed things should be free from missing pages or cut pictures.	3.26	SA	3.37	SA	3.32	SA	32
11. Congratulates peers/classmates who receive awards/ achievements.	3.74	SA	3.70	SA	3.72	SA	3.5



12. Accepts defeat in the spirit of goodwill and sportsmanship.	3.57	AS	3.65	SA	3.61	SA	18
13. Tells her/his teacher cases of bullying and equality of all including those with special needs.	3.43	SA	3.57	SA	3.50	SA	27.5
14. Involves classmates with special needs according to their abilities in group works, games and other activities.	3.56	SA	3.62	SA	3.59	SA	21
15. Helps or assists classmates on their missed activities/assignments.	3.78	SA	3.63	SA	3.71	SA	5
16. Practices the value of initiative.	3.38	SA	3.59	SA	3.49	SA	29
17. Helps teachers without being asked.	3.65	SA	3.65	SA	3.65	SA	10
18. Avoids name-calling to his peers especially those who are physically challenged.	3.44	SA	3.52	SA	3.48	SA	30
19. Friendly with other regardless of sex, cultural background, financial status and religion.	3.52	SA	3.62	SA	3.57	SA	23
20. Avoids unnecessary derogatory remarks on peer's accents.	3.48	SA	3.43	SA	3.46	SA	31
21. Participates/engages in all activities.	3.59	SA	3.64	SA	3.62	SA	17
22. Does her/his assigned tasks properly.	3.64	SA	3.64	SA	3.64	SA	11
23. Offers suggestions and constructive comments.	3.48	SA	3.65	SA	3.57	SA	24
24. Knows how to say thank you on the good deeds of others.	3.75	SA	3.74	SA	3.75	SA	1.5
25. Respects the ideas of others.	3.76	SA	3.73	SA	3.75	SA	1.5
26. Acknowledges other's ideas without being judgmental.	3.38	SA	3.62	SA	3.50	SA	27.5
27. Keep quiet when somebody is expressing her/his belief.	3.64	SA	3.62	SA	3.63	SA	13
28. Uses appropriate words, voice, and gestures when talking to others.	3.58	SA	3.61	SA	3.60	SA	20
29. Learns to improve her/his weaknesses.	3.51	SA	3.59	SA	3.55	SA	25
30. Encourages his/her classmates to express their own ideas.	3.57	SA	3.63	SA	3.60	SA	19
31. Give opportunities to others to express themselves.	3.61	SA	3.65	SA	3.63	SA	13
32. Tells her/his teacher cases of bullying and defends classmates who get bullied.	3.70	SA	3.74	SA	3.72	SA	3.5
Average Weighted Mean	3.58	SA	3.64	SA	3.60	SA (Very Good)	

Legend: 3.25–4.00 – Strongly Agree (SA), Very Good; 2.50–3.24 – Moderately Agree (MA), Good; 1.75–2.49 – Disagree (D), Fair; 1.00–1.74 – Strongly Disagree (SD), Poor

In terms of Humane in Table 3.2, the respondents rated the statement no. 24 " Knows how to say thank you on the good deeds of others" and statement no. 25 "Respects the ideas of others" as the highest, with a weighted mean of 3.75 perceived as "Very Good". This reflects a strong sense of kindness, gratitude, and respect among the learners. They value good manners and are mindful of others' thoughts and efforts. It highlights how character education is helping to shape thoughtful, respectful, and emotionally aware individuals' qualities that are essential for creating a positive and supportive learning environment.

While statement no. 10, "Barrowed things should be free from missing pages or cut pictures," was the lowest with a weighted mean of 3.32, perceived as "Very Good". This suggests that students understand and appreciate the importance of taking care of items that belong to others, even if this value is slightly less emphasized than others. It reflects a positive attitude toward being mindful and considerate, which are important values being developed through character education.

Overall, it has an average weighted mean of 3.60 perceived as "Very Good", implying that character education in terms of humane is strongly evident and positively demonstrated among learners. This suggests that students consistently show compassion, kindness, empathy, respect for others, and a sense of social responsibility. The school environment effectively fosters and encourages these values, contributing to the development of morally upright and socially conscious individuals.

Character education is a deliberate and structured effort aimed at educating and empowering students' potential to develop their character, enabling them to become individuals who are valuable to themselves and their environment. (Berges Puyo, 2020; Bredemeier & Shields, 2019). It is also defined as an educational system designed to instill specific character values in students, involving elements of knowledge, awareness or willingness, and actions to apply those values in real life (Abassy, 2022; Bates, 2019; Betawi, 2020; Cureton, 2021).

Table 3.3. Respondents' Perception of Character Education in terms of Nature Lover

Statements	Students		Parents		Overall		
	WM	DI	WM	DI	WM	DI	Rank
As a student/parent...							
1. Joins in the annual brigade eskwela or clean and green program of the school.	3.60	SA	3.73	SA	3.67	SA	11
2. Cleans during her/his cleaning schedule in school and at home	3.65	SA	3.76	SA	3.71	SA	8
3. Picks up scattered dirt.	3.46	SA	3.58	SA	3.52	SA	19
4. Follow signage/rules posted around the environment like No picking of flowers.	3.67	SA	3.75	SA	3.71	SA	6.5
5. Water Plants without being told.	3.59	SA	3.55	SA	3.57	SA	16.5
6. Actively participates in the gulayan sa paaralan.	3.63	SA	3.62	SA	3.63	SA	12
7. Follows the waste segregation program.	3.59	SA	3.63	SA	3.61	SA	13
8. Practices re-use, reduce, and recycle.	3.55	SA	3.59	SA	3.57	SA	16.5



9. Uses the compost pit properly.	3.57	SA	3.63	SA	3.60	SA	14
10. Uses organic fertilizer.	3.53	SA	3.50	SA	3.52	SA	20
11. Has the initiative to pick litters without being told.	3.46	SA	3.61	SA	3.54	SA	18
12. Uses the trash cans properly applying the 3R's.	3.70	SA	3.68	SA	3.69	SA	9
13. Turns off the lights, faucets, appliances when not in use.	3.77	SA	4.08	SA	3.93	SA	1
14. Utilizes paper and other school materials wisely.	3.71	SA	3.74	SA	3.73	SA	4
15. Returns immediately borrowed materials.	3.70	SA	3.72	SA	3.71	SA	6.5
16. Asks permission before using any school facilities.	3.71	SA	3.78	SA	3.75	SA	3
17. Organizes school materials and their proper places like bookshelves and cleaning materials are properly kept.	3.63	SA	3.73	SA	3.68	SA	10
18. Practices the concept of "clean as you go".	3.64	S	3.79	SA	3.72	SA	5
19. Keeps things in their proper places.	3.76	SA	3.78	SA	3.77	SA	2
20. Does his/her works/ activities enthusiastically.	3.52	SA	3.66	SA	3.59	SA	15
21. Compiles her/his academic outputs in orderly manner.	3.34	SA	3.50	SA	3.42	SA	21
Average Weighted Mean	3.61	SA	3.69	SA	3.65	SA (Very Good)	

Legend: 3.25–4.00 – Strongly Agree (SA), Very Good; 2.50–3.24 – Moderately Agree (MA), Good; 1.75–2.49 – Disagree (D), Fair; 1.00–1.74 – Strongly Disagree (SD), Poor

Table 3.3 as to Nature Lover, the respondents rated the statement no. 13 "Turns off the lights, faucets, appliances when not in use" as the highest with a weighted mean of 3.93, perceived as "Very Good". This suggests that students are highly aware of their responsibility to care for the environment through simple yet meaningful actions. They practice mindfulness and sustainability in their daily habits, which reflects a deep sense of environmental responsibility nurtured by character education. While statement no. 21, "Compiles her/his academic outputs in an orderly manner," is the lowest, with a weighted mean of 3.42, perceived as "Very Good". This suggests that students value organization and responsibility in their schoolwork, but it may not be as strong a focus as their environmental habits. Still, the positive rating shows they are developing these traits and are on the path toward becoming more disciplined and responsible learners. Overall, the data reflect a growing awareness and commitment to both environmental care and academic responsibility.

Overall, it has an average weighted mean of 3.65, perceived as "Very Good", implying that character education in terms of nature lovers is highly evident and positively practiced by learners. This means that students actively exhibit care for the environment through responsible actions such as cleanliness, proper waste management, conservation practices, and participation in eco-friendly school initiatives. The school's efforts to instill environmental awareness and responsibility are effective, and learners are internalizing these values as part of their daily behavior.

The character of environmental care reflects a person's attitude and responsibility toward the natural world (Clausen, 2018). This trait is demonstrated through daily actions aimed at preventing environmental damage and actively contributing to the restoration of any harm that has already occurred (Parker, 2018; Tanu & Parker, 2018, cited by Husen et al., 2022).

Table 3.4. Respondents' Perception of Character Education in terms of Nationalistic

Statements	Students		Parents		Overall		
	WM	DI	WM	DI	WM	DI	Rank
As a student/parent...							
1. Able to read and speak the Filipino language fluently.	3.60	SA	3.56	SA	3.58	SA	15
2. Uses national costumes on special occasions or as need arises confidently.	3.54	SA	3.49	SA	3.52	SA	21
3. Patronizes Philippine products.	3.49	SA	3.60	SA	3.55	SA	18
4. Sings well the National Anthem with pride and confidence.	3.69	SA	3.74	SA	3.72	SA	7
5. Attends the flag ceremony regularly.	3.67	SA	3.74	SA	3.71	SA	8
6. Be in the proper disposition during the flag ceremony.	3.66	SA	3.79	SA	3.73	SA	6
7. Uses his/her own first language.	3.62	SA	3.70	SA	3.66	SA	12
8. Shows interest in learning other Filipino languages.	3.61	SA	3.50	SA	3.56	SA	17
9. Communicates using Philippine dialects/languages.	3.72	SA	3.75	SA	3.74	SA	3.5
10. Respects other languages.	3.75	SA	3.83	SA	3.79	SA	1
11. Wears the proper uniform.	3.71	SA	3.79	SA	3.75	SA	2
12. Follows national and local laws.	3.60	SA	3.74	SA	3.67	SA	10.5
13. Participates in cultural presentations using indigenous materials.	3.48	SA	3.49	SA	3.49	SA	22
14. Tells or shares local and national heroes and their legacies to others.	3.56	SA	3.50	SA	3.53	SA	19
15. Sings Filipino songs.	3.59	SA	3.54	SA	3.57	SA	16
16. Comes to school on or before time.	3.74	SA	3.72	SA	3.73	SA	5
17. Finishes task in accordance to the schedule or given time.	3.61	SA	3.59	SA	3.60	SA	14
18. Submits requirements even when late.	3.55	SA	3.50	SA	3.53	SA	20
19. Asks for assistance from peers and teachers in any difficult tasks faced.	3.68	SA	3.69	SA	3.69	SA	9
20. Courteous in greeting his/her teachers and elders.	3.74	SA	3.73	SA	3.74	SA	3.5
21. Wears proper attire suited for the occasion.	3.68	SA	3.66	SA	3.67	SA	10.5
22. Mingles to any gender individual	3.61	SA	3.67	SA	3.64	SA	13
Average Weighted Mean	3.63	SA	3.65	SA	3.64	SA (Very Good)	

Legend: 3.25–4.00 – Strongly Agree (SA), Very Good; 2.50–3.24 – Moderately Agree (MA), Good; 1.75–2.49 – Disagree (D), Fair; 1.00–1.74 – Strongly Disagree (SD), Poor



Table 3.4 in terms of nationalistic, the respondents rated the statement no. 10 "Respects other languages," as the highest with a weighted mean of 3.79, perceived as "Very Good." This suggests that students have a deep appreciation for linguistic diversity and are respectful toward different languages, which reflects openness, cultural sensitivity, and a strong sense of unity.

It shows that they value inclusiveness and understand the importance of respecting the identities and traditions of others, an important aspect of being nationalistic in a multicultural society. In contrast, statement no. 13, "Participates in cultural presentations using indigenous materials," was the lowest with a weighted mean of 3.49, perceived as "Very Good". This suggests that students may participate less actively in hands-on cultural activities, but they still recognize their importance. This reflects an awareness and growing appreciation for local traditions and indigenous culture. With continued encouragement and opportunities, this area has great potential for further development, helping students deepen their connection to their cultural roots.

Overall, it has an average weighted mean of 3.64, perceived as "Very Good." This implies that character education in terms of nationalistic is strongly evident and positively demonstrated by learners. This suggests that students consistently display love for their country, respect for national symbols and traditions, and pride in their cultural heritage. They actively participate in patriotic activities and show a sense of responsibility toward the nation's development. The result reflects that the school's efforts to nurture national pride and civic consciousness among learners are effective and well-practiced.

Table 3.5. Respondents' Perception of Character Education Implemented in Schools

Indicators	AWM	DI	Rank
3.1 Godly	3.50	Very Good	4
3.2 Humane	3.60	Very Good	3
3.3 Nature Lover	3.65	Very Good	1
3.4 Nationalistic	3.64	Very Good	2
Composite Mean	3.60	Very Good	

Character education serves as a crucial foundation for developing children into individuals of strong moral character—individuals who not only possess knowledge but also apply it in their everyday lives to uphold the nation's dignity. According to Lickona (1991), effectively instilling moral values requires attention to three key components: moral understanding, emotional engagement, and moral behavior (cited by Jayanti & Kumalasari, 2023).

In general, character education implemented in schools in Table B has a composite weighted mean of 3.60 which is perceived as "Very Good". It suggests that character education plays a meaningful role in shaping learners' behavior, attitudes, and academic engagement. Character education has been defined in various ways by experts in the field. Michael Novak describes character as a "harmonious combination" of knowledge drawn from religious traditions, literature, wise individuals, and common sense throughout history (Sanderse, 2019; Waters et al., 2020). On the other hand, Masnur Muslich defines character as a set of human behavioral values connected to one's relationship with God, oneself, others, the environment, and the nation. These values are expressed through thoughts, attitudes, emotions, speech, and actions guided by religious teachings, legal standards, cultural norms, and societal customs (Dobson & Dobson, 2021; Gunio, 2021; Nyamai, 2021; Sanderse, 2019; Watson, 2019).

Table 4. Respondents' Perception of Teachers' Ethical Practices

Statements	School Head		Teacher		Overall	
	WM	DI	WM	DI	WM	DI
As a teacher...						
1. Showing positive approach to students who disagree with him/her.	3.67	SA	3.56	SA	3.62	SA
2. Providing alternative teaching and testing procedures for students who have learning disabilities.	3.89	SA	3.55	SA	3.72	SA
3. Giving exams which reflect the material covered/discussed.	3.81	SA	3.79	SA	3.80	SA
4. Allowing how much he/she likes or dislikes a student to influence the student's grades.	2.44	D	2.27	D	2.36	D
5. Requiring students to close highly personal information in a group discussion or exercise.	3.74	SA	2.71	D	3.23	MA
6. Showing fairness to all learners.	3.89	SA	3.67	SA	3.78	SA
7. Refusing from asking small favours (such as a ride home) from student.	3.70	SA	2.69	D	3.20	MA
8. Accepting expensive gifts from students is	2.78	MA	1.65	SD	2.22	D
9. Borrowing money from students	1.67	SD	1.37	SD	1.52	SD
10. Lending money to a student.	1.67	SD	1.58	SD	1.63	SD
11. Teaching a class being adequately prepared that day.	3.67	SA	3.29	SA	3.48	SA
12. Failure to maintain regularly scheduled office hours.	1.63	SD	1.74	SD	1.69	SD
13. Frequently arriving several minutes late for class	1.59	SD	1.43	SD	1.51	SD
14. Frequently missing class without advance notice.	1.63	SD	1.33	SD	1.48	SD
15. Getting exams graded and returned until 4 weeks after the exam was given	1.81	D	1.63	SD	1.72	SD
16. Being sexually attracted to a student.	1.48	SD	1.23	SD	1.36	SD
17. Dating a student	1.59	SD	1.16	SD	1.38	SD



18. Becoming sexually involved with a student after the course is completed and grades are filed.	1.52	SD	1.23	SD	1.38	SD
19. Comforting a student.	1.96	D	2.74	D	2.35	SD
20. Accepting a student's invitation to a party.	1.81	D	2.09	SD	1.95	D
21. Beginning an on-going friendship with a student.	1.78	D	2.04	SD	1.91	D
22. Going to leisure activities with students after class.	1.67	SD	1.40	SD	1.54	SD
Average Weighted Mean	3.58	SA	3.46	SA	3.52	SA (Highly Practiced)

Legend: 3.25–4.00 – Strongly Agree (SA), Highly Practiced; 2.50–3.24 – Moderately Agree (MA), Moderately Practiced; 1.75–2.49 – Disagree (D), Somewhat Practiced; 1.00–1.74 – Strongly Disagree (SD), Not Practiced

Table 4 presents the responses of the twenty-seven (27) school heads and one hundred seven (107) teachers regarding teachers' ethical practices. Statement No. 3, "Giving exams which reflect the material covered/discussed," obtained the highest weighted mean of 3.80, perceived as "Highly Practiced." This indicates that teachers demonstrate fairness and transparency in their assessments by ensuring that examinations are aligned with classroom instruction. Such practice highlights their professionalism and commitment to meaningful learning, as it shows that teachers aim to assess students' understanding based on what was actually taught rather than on unfamiliar content.

On the other hand, Statement No. 16, "Being sexually attracted to a student," was perceived as "Not Practiced." This strongly negative response is a clear and positive indication that both teachers and school leaders consistently uphold high ethical standards and reject any form of inappropriate behavior.

Overall, the average weighted mean of 3.52, which was perceived as "Highly Practiced," suggests that teachers' ethical practices are consistently observed at a high level. This implies that ethical values such as fairness, professionalism, and respect are integral to the teaching profession, thereby reinforcing quality instruction and promoting a positive educational climate.

Teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. They are closely related to teachers' strategies for coping with challenges in their daily professional life and their general well-being, and they shape students, learning environment and influence motivation (Awang, et.al., 2013).

Table 5.1. Respondents' Assessment of Learners' Values in terms of Punctuality

Statements	School Head		Teacher		Overall		
	WM	DI	WM	DI	WM	DI	Rank
As a teacher, I...							
1. Am able to complete a required task or fulfil an obligation before or at a previously designated time.	3.74	SA	3.54	SA	3.64	SA	2
2. Collect the module at school on time	3.81	SA	3.50	SA	3.66	SA	1
3. Observe the hours of answering the module and breaks.	3.85	SA	3.42	SA	3.64	SA	3
4. Am never late on schedule module collection.	3.78	SA	3.34	SA	3.56	SA	5
5. Start fulfilling assignment on time.	3.81	SA	3.36	SA	3.59	SA	4
Average Weighted Mean	3.80	SA	3.43	SA	3.62	SA (Highly Observed)	

Legend: 3.25–4.00 – Strongly Agree (SA), Highly Observed; 2.50–3.24 – Moderately Agree (MA), Moderately Observed; 1.75–2.49 – Disagree (D), Less Observed; 1.00–1.74 – Strongly Disagree (SD), Not Observed

Table 5.1 portrays respondents' assessment of learners' values in terms of punctuality. The table depicts that statement no. 2, "Collects the module at school on time," has the highest weighted mean of 3.66 and is interpreted as "Highly Observed". This is evident of students' sense of responsibility and time consciousness, showing that they value their learning and make the effort to follow schedules. It reflects a strong commitment to being on time and staying engaged with their academic tasks.

On the other hand, statement no. 4, "Never late on schedule module collection," has the lowest weighted mean of 3.56, interpreted as "Highly Observed".

This suggests that most students strive to be punctual; there may be occasional delays due to valid reasons. Nonetheless, the consistently high rating still reflects a positive attitude toward time management and a growing awareness of the importance of punctuality in developing discipline and responsibility.

Overall, it has an average weighted mean of 3.62, interpreted as "Highly Observed," which implies that learners' values in terms of punctuality are highly evident and consistently demonstrated. This suggests that the school value of punctuality is well-internalized by learners, likely due to effective character education and reinforcement from both teachers and the school environment.

Punctuality is a crucial value that should be taught to students from a young age (Harjanty & Mujtahidin, 2022). It lays the groundwork for discipline and organization in their learning habits (Romero-Pérez & Sánchez-Lissen, 2022). When students are punctual, they make the most of their learning time, participate fully in classroom activities, and cultivate a strong sense of responsibility toward their education (Nsakwa et al., 2025; Apriyanti & Syahid, 2021).

Table 5.2 portrays respondents' assessment of learners' values in terms of self-efficacy.



Table 5.2. Respondents' Assessment of Learners' Values in terms of Self-efficacy

Statements	School Head		Teacher		Overall		
	WM	DI	WM	DI	WM	DI	Rank
As a teacher, I...							
1. Am confident that his/her ability to learn quickly.	3.70	SA	3.54	SA	3.62	SA	4
2. Am skillful enough to raise my academic performance.	3.63	SA	3.50	SA	3.57	SA	5
3. Encourage to try and do better at home school.	3.85	SA	3.64	SA	3.75	SA	1.5
4. Doesn't make comparison between other students.	3.74	SA	3.62	SA	3.68	SA	3
5. Am open to suggestions and opinions and is worthy of praise.	3.85	SA	3.64	SA	3.75	SA	1.5
Average Weighted Mean	3.75	SA	3.59	SA	3.67	SA (Highly Observed)	

Legend: 3.25-4.00 – Strongly Agree (SA), Highly Observed; 2.50-3.24 – Moderately Agree (MA), Moderately Observed; 1.75-2.49 – Disagree (D), Less Observed; 1.00-1.74 – Strongly Disagree (SD), Not Observed

The table depicts that statement. 3 “Encourage to try and do better at home school” and statement no. 5 “Open to suggestions and opinions and is worthy of praise” have the highest weighted mean of 3.75, perceived as “Highly Observed”. This clearly reflects the learners’ positive outlook toward personal growth and development. It shows that they are willing to put in the effort, open to receiving feedback, and eager to improve—traits that demonstrate confidence in themselves and a constructive attitude toward learning.

On the other hand, statement no. 2, “Skillful enough to raise my academic performance,” has the lowest weighted mean of 3.57, perceived as “highly observed”. This suggests that students are confident and capable; some may still be discovering or building the skills they need to boost their academic performance further. The rating remains positive, showing that learners are on the right track and, with continued support and encouragement, are likely to grow even stronger in their abilities and belief in themselves.

Overall, it has an average weighted mean of 3.67 perceived as “Highly Observed” implies that learners’ values in terms of self-efficacy are highly evident and positively demonstrated. This indicates that the school environment, including character education and teacher support, effectively fosters a strong sense of self-belief and motivation among learners.

Self-efficacy is an essential personal trait that contributes significantly to student achievement. It refers to a student's confidence in their own ability to participate in learning activities and handle tasks, particularly when faced with challenging or difficult situations (Bandura, 1977; Waddington, 2023).

Table 5.3. Respondents' Assessment of Learners' Values in terms of Honesty and Integrity

Statements	School Head		Teacher		Overall		
	WM	DI	WM	DI	WM	DI	Rank
The teacher.....							
1. Studies well even if the teacher is not around.	3.81	SA	3.36	SA	3.59	SA	4
2. Shows smartness, firmness, fair and confidence in making decisions.	3.85	SA	3.36	SA	3.61	SA	3
3. Accepts mistakes and not blaming others for the things had done.	3.70	SA	3.43	SA	3.57	SA	5
4. Responds appropriately when nothing to answer in the module.	3.89	SA	3.38	SA	3.64	SA	2
5. Maintains moral standards.	3.93	SA	3.63	SA	3.78	SA	1
Average Weighted Mean	3.84	SA	3.43	SA	3.63	SA (Highly Observed)	

Legend: 3.25-4.00 – Strongly Agree (SA), Highly Observed; 2.50-3.24 – Moderately Agree (MA), Moderately Observed; 1.75-2.49 – Disagree (D), Less Observed; 1.00-1.74 – Strongly Disagree (SD), Not Observed

Table 5.3 portrays respondents' assessment of learners’ values in terms of honesty and integrity. The table depicts that statement no. 5, “Maintains moral standards,” has the highest weighted mean of 3.78, perceived as “Highly Observed”. This is evident of the learners’ strong sense of right and wrong, and their commitment to doing what is morally correct, even when no one is watching. It reflects the positive impact of character education in shaping students who value integrity and ethical behavior.

On the other hand, statement no. 3 “Accepts mistakes and not blaming others for the things had done” have the lowest weighted mean of 3.57 perceived as “Highly Observed”. This suggests that students generally show honesty, taking full responsibility for their actions may still be a developing area. Nonetheless, the learners are becoming more accountable and self-aware. With continued guidance and support, they are likely to grow into individuals who not only uphold moral standards but also take ownership of their actions with maturity and honesty.

Overall, it has an average weighted mean of 3.63 perceived as “Highly Observed” implies that learners’ values in terms of honesty and integrity are strongly evident and consistently practiced. This suggests that the school’s character education efforts are effectively promoting ethical behavior and that learners are internalizing and applying these values in both academic and social settings.

Academic honesty could be applied flexibly and smoothly if there is mutual trust between students and parents, and their teachers, when teachers believe in their students’ abilities to do tasks themselves, which promotes students’ work and behavior in class, leading to ultimate success. “An honest approach to academic work results in a relationship of trust. Students can expect clear guidelines around expectations for work and behavior in classrooms, online, and work-integrated placements” (International Centre for Academic



Integrity, 2021).

Table 5.4. Respondents' Assessment of Learners' Values in terms of Respect

Statements	School Head		Teacher		Overall		Rank
	WM	DI	WM	DI	WM	DI	
The teacher.....							
1. Studies well even if the teacher is not around.	3.81	SA	3.36	SA	3.59	SA	4
2. Shows smartness, firmness, fair and confidence in making decisions.	3.85	SA	3.36	SA	3.61	SA	3
3. Accepts mistakes and not blaming others for the things had done.	3.70	SA	3.43	SA	3.57	SA	5
4. Responds appropriately when nothing to answer in the module.	3.89	SA	3.38	SA	3.64	SA	2
5. Maintains moral standards.	3.93	SA	3.63	SA	3.78	SA	1
Average Weighted Mean	3.84	SA	3.43	SA	3.63	SA (Highly Observed)	

Legend: 3.25–4.00 – Strongly Agree (SA), Highly Observed; 2.50–3.24 – Moderately Agree (MA), Moderately Observed; 1.75–2.49 – Disagree (D), Less Observed; 1.00–1.74 – Strongly Disagree (SD), Not Observed

Table 5.4 portrays respondents' assessment of learners' values in terms of respect. The table depicts that statement no. 5, "Recognizes different religion and beliefs," has the highest weighted mean of 3.82, perceived as "Highly Observed". This clearly shows the students' openness and appreciation for diversity, demonstrating their ability to understand and accept different beliefs and backgrounds. A learning environment that values inclusivity and cultural awareness, helping students develop into respectful and open-minded individuals.

On the other hand, statement no. 2, "He/she avoids gossiping, teasing, and bullying others," has the lowest weighted mean of 3, perceived as "highly observed". This suggests that students generally recognize the importance of kindness and respectful behavior, this may still be an area where continued guidance is needed. Learners are aware of the value of treating others well and are making efforts to avoid negative behaviors.

With consistent support and modeling from teachers and school leaders, these values can continue to strengthen and create an even more respectful and caring school community.

Overall, it has an average weighted mean of 3.72 perceived as "Highly Observed." This implies that learners' values in terms of respect are highly evident and positively demonstrated. This indicates that the school's efforts to instill respect as a core value are effective, and learners are practicing this value in their daily interactions.

Character education plays an important role in building respect for students, especially in elementary schools. Efforts that can be made to build character are to carry out habits that support character building, including commitment, consistency, keeping promises, and discipline. Respect is the main value in character education; education units, especially elementary schools, are required to introduce, understand, internalize, and strive to be realized in everyday life at school (Harahap, 2023).

Table 5.5. Respondents' Assessment of Learners' Values in terms of Competency

Statements	School Head		Teacher		Overall		Rank
	WM	DI	WM	DI	WM	DI	
As a teacher, I...							
1. Have a high level of memorization	3.67	SA	3.44	SA	3.56	SA	5
2. Have a good sense of humour	3.74	SA	3.57	SA	3.66	SA	3
3. Have a good relationships with the teachers, parents and students.	3.78	SA	3.69	SA	3.74	SA	1
4. Know my strengths and weaknesses.	3.78	SA	3.61	SA	3.70	SA	2
5. Impose proper discipline and is not lenient in following prescribed rules.	3.70	SA	3.51	SA	3.61	SA	4
Average Weighted Mean	3.73	SA	3.56	SA	3.65	SA (Highly Observed)	

Legend: 3.25–4.00 – Strongly Agree (SA), Highly Observed; 2.50–3.24 – Moderately Agree (MA), Moderately Observed; 1.75–2.49 – Disagree (D), Less Observed; 1.00–1.74 – Strongly Disagree (SD), Not Observed

Table 5.5 portrays respondents' assessment of learners' values in terms of competency. The table depicts that statement. 3 "Has good relationships with the teachers, parents, and students" has the highest weighted mean of 3.74, perceived as "Highly Observed". This shows that learners have strong social skills and can form positive relationships with teachers, parents, and peers. Their emotional awareness and ability to work well with others are the qualities that are important for success in school and beyond.

On the other hand, statement no. 1 "Have a high level of memorization" has the lowest weighted mean of 3.56 describe as "Strongly Agree". This suggests that while students are capable learners, they may rely more on understanding and applying knowledge rather than just memorizing facts. The learners are developing well-rounded skills that go beyond memorization, focusing on meaningful learning and strong relationships that support their overall growth. Overall, it has an average weighted mean of 3.65 perceived as "Highly Observed" implies that learners' values in terms of competency are strongly evident and positively demonstrated.



This suggests that the school is successfully nurturing learners’ competence through effective instruction, support, and character-building initiatives.

Character education supports students in cultivating key moral and ethical values like discipline, responsibility, honesty, and diligence. These principles motivate students to approach their studies more deliberately, complete their assignments, and take exams with a positive and accountable mindset. Additionally, the social and emotional skills gained from character education help students build healthy relationships with others at school, which in turn enhances their overall academic success (Mawaddah, et. Al. 2025).

Table 5.6. Respondents’ Assessment of Learners’ Values in terms of Communication

Statements	School Head		Teacher		Overall		Rank
	WM	DI	WM	DI	WM	DI	
As a teacher, I...							
1. communicate their expectations to teachers and parents.	3.74	SA	3.48	SA	3.61	SA	5
2. share experiences and ideas.	3.74	SA	3.62	SA	3.68	SA	3
3. know the limitations on when, how and what to say.	3.81	SA	3.60	SA	3.71	SA	1
4. give clear and appropriate answer.	3.78	SA	3.61	SA	3.70	SA	2
5. speak clearly and was enthusiastic about learning the lessons.	3.85	SA	3.50	SA	3.68	SA	4
Average Weighted Mean	3.78	SA	3.56	SA	3.67	SA (Highly Observed)	

Legend: 3.25–4.00 – Strongly Agree (SA), Highly Observed; 2.50–3.24 – Moderately Agree (MA), Moderately Observed; 1.75–2.49 – Disagree (D), Less Observed; 1.00–1.74 – Strongly Disagree (SD), Not Observed

Table 5.6 portrays respondents' assessment on learners’ values in terms of communication. The table depicts that statement no. 3 “Knows the limitations on when, how and what to say” has the highest weighted mean of 3.71 perceived as “Highly Observed”. This shows that the learners are careful and thoughtful when they talk. They know the right time and way to speak, which shows they are mature and respectful of others. These communication skills help them build good relationships and foster a respectful learning environment.

On the other hand, statement no. 1, “Communicate their expectations to teachers and parents,” has the lowest weighted mean of 3.61, perceived as “Highly Observed”. This means that although most students communicate well, some are still learning how to clearly share their needs and expectations with their teachers and parents. This shows that they are improving these skills and, with continued guidance, will become more confident in expressing their thoughts and feelings openly and respectfully.

Overall, it has an average weighted mean of 3.67 perceived as “Highly Observed” implies that learners’ values in terms of communication are highly evident and positively demonstrated. This suggests that communication is well-integrated into the school’s values education, contributing to a collaborative, respectful, and inclusive learning environment.

The communication and co-operation taught in character education also play an important role in academic success. The ability to work in teams, listen, and contribute effectively in group discussions is very useful in a variety of learning situations. This collaboration not only improves understanding of the subject matter but also prepares students for future challenges that demand the ability to communicate and cooperate with others (Puspitasari & Aslan, 2024).

Table 5.7. Respondents’ Assessment of Learners’ Values

Indicators	AWM	DI	Rank
5.1 Punctuality	3.62	SA	6
5.2 Self-efficacy	3.67	SA	2.5
5.3 Honesty and Integrity	3.63	SA	5
5.4 Respect	3.72	SA	1
5.5 Competency	3.65	SA	4
5.6 Communication	3.67	SA	2.5
Composite Mean	3.66	SA (Highly Observed)	

Legend: 3.25–4.00 – Strongly Agree (SA), Highly Observed; 2.50–3.24 – Moderately Agree (MA), Moderately Observed; 1.75–2.49 – Disagree (D), Less Observed; 1.00–1.74 – Strongly Disagree (SD), Not Observed

In general, learners’ values in Table 5.7 have a composite weighted mean of 3.66, interpreted as “Highly Observed”. It suggests that learners regularly exhibit or acknowledge these values through their actions, mindset, or perception, indicating a solid and well-formed value system.

Table 6. Academic Performance of Learners

Descriptor	Frequency	Percentage	Rank
With Highest Honors (98-100)	0	0.00	
With High Honors (95–97)	8	7.48	3
With Honors (90–94)	37	34.58	2
Average (Below 90)	62	57.94	1
Total	107	100%	

Table 6 illustrates the Academic performance of Learners. Among the one hundred seven (107) student-respondents, sixty-two (62)



students have been average learners with a percentage of 57.94%. This indicates that the majority of the students fall under the average performance category. This suggests that most students meet the expected academic standards, few are reaching high levels of achievement. The findings point to the need for more engaging and differentiated instructional strategies to foster academic excellence and support diverse learning needs.

Character education is an effort by educational institutions to develop students' attitudes, behaviors, and personalities that reflect strong moral and ethical values. This education not only emphasizes cognitive or academic aspects but also addresses affective and psychomotor domains. Its goal is to create individuals who are intellectually capable as well as possess good character and noble personality. Character education encompasses values such as honesty, responsibility, discipline, respect, and cooperation, all of which can influence students' academic achievement (Russel & Norvig, 2021).

Table 7. Regression Analysis for Teachers' Ethical Practices and Character Education as Significant Predictors of Learners' Values

Predictors	B	Beta	t	p-value	Interpretation
Teachers' Ethical Practices	0.396	0.282	4.08	<.001	Significant
Character Education	0.801	0.623	9.03	<.001	Significant
Constant	0.740		2.42	0.017	

Notes: $F(2, 103)=107, p<.001$; $R\text{-square}=0.673$, $Adjusted\ R\text{-square}=0.667$

Table 7 presents the regression results. The multiple regression model was statistically significant, $F(2, 103)=107, p<.001$, with 67.30% of variance in learners' values ($R\text{-square}=0.673$, $Adjusted\ R\text{-square}=0.667$). The results of the regression coefficients revealed that teachers' ethical practices ($B=0.396, p<.001$) and character education ($B=0.801, p<.001$) are significant predictors of learners' observed values.

This indicates that both teachers' ethical practices and character education have a significant and positive influence on the development of learners' values. Specifically, for every one-unit increase in the implementation of character education, there is an expected 0.801-unit increase in learners' observed values, holding other factors constant. Likewise, a one-unit increase in ethical teaching practices is associated with a 0.396-unit increase in learners' values. The high R-square value of 0.673 suggests that 67.30% of the variance in learners' values can be explained by the combined effect of these two predictors. This highlights the critical role of values-based teaching and ethical practices of teachers in developing positive values in learners.

According to Regan (2012), in her study on Modeling Ethical Conduct in the Classroom states that encouraging ethical conduct in the classroom is critical to successful teaching. Therefore, a teacher must dedicate adequate time to establishing and reinforcing those beliefs with his or her classes.

Table 8. Regression Analysis for Teachers' Ethical Practices and Character Education as Significant Predictors of Learners' Performance

Predictors	B	Beta	t	p-value	Interpretation
Teachers' Ethical Practices	5.02	0.281	2.40	0.018	Significant
Character Education	4.11	0.251	2.14	0.035	Significant
Constant	91.66		13.88	<.001	

Notes: $F(2, 103)=3.30, p=0.041$; $R\text{-square}=0.0596$, $Adjusted\ R\text{-square}=0.0415$

Table 8 shows the regression results. The multiple regression model was statistically significant, $F(2, 103)=3.30, p=0.041$, with 5.96% of variance in learners' performance ($R\text{-square}=0.0596$, $Adjusted\ R\text{-square}=0.0415$). The results of the regression coefficients revealed that teachers' ethical practices ($B=5.02, p<.018$) and character education ($B=4.11, p=0.035$) are significant predictors of learners' performance. This implies that both teachers' ethical practices and character education contribute significantly, though modestly, to the academic performance of learners. Specifically, a one-unit increase in ethical practices is associated with a 5.02-point increase in learners' performance scores, while a one-unit increase in character education corresponds to a 4.11-point increase, holding other variables constant. Although the model explains only 5.96% of the variance in learners' performance, the findings indicate that values-oriented teaching approaches positively influence academic outcomes. This suggests that while other factors may account for a larger portion of performance variation, the ethical conduct of teachers and integration of character education still play a meaningful role in enhancing learners' academic success.

Teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. They are closely related to teachers' strategies for coping with challenges in their daily professional life and their general well-being, and they shape students, learning environment and influence motivation (Awang, et.al., 2013).

Table 9. Test of Association Between Learners' Values and Academic Performance

Variables	X^2	df	p-value	Interpretation	
Academic Performance	Values	50.50	2	<.001	Significant

*Correlation is significant at the 0.05 level (2-tailed)

Presented in table 9 is the test of association between the learners' values and academic performance. The results revealed that these variables are significantly related, $X^2(2, N=107) = 50.50, p < .001$, thus rejecting the null hypothesis. This denotes that there is a statistically significant association between learners' values and their academic performance, suggesting that the values held by the learners may influence or be associated with how learners perform academically.

Character and values are an essential part of the hidden curriculum, but need to be explicitly taught. A well-planned SMSC curriculum woven across all subjects is essential. It teaches pupils the school values they need in order to succeed. School values can include resilience, aspiration, determination, tolerance, respect, and team spirit. Pupils who are confident, motivated, and resilient will be better prepared for adult life, and we believe they will get on better both in education and employment, as cited by Nicky Morgan (2015).

Ethical practices of teachers are anchored on the 1987 Philippine Constitution Article XIV, Section 2. The State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society; SECTION 3. (2) They shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency.

Conclusions

Teachers' ethical behavior and the integration of character education strongly influence learners' values. When teachers model honesty, fairness, and responsibility, students are more likely to develop positive attitudes and behaviors. The results also suggest that value formation is connected to academic performance. Students who demonstrate strong values tend to perform better in school. This means that moral development and academic growth are closely linked. The study confirms that values-based teaching is not an added task but a vital part of effective instruction.

In light of these findings, school heads should provide continuous training that strengthens ethical teaching practices and value-centered instruction. Teachers should consistently integrate character-building lessons into daily classroom activities, regardless of subject area. Parents should maintain open communication with teachers to support both the moral and academic development of their children. Learners should actively practice the values they learn in school to strengthen both character and performance. Future studies may examine how school and home environments work together in shaping learners' values and academic success.

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