

CHARACTER TRAITS AT HOME AND AT SCHOOL OF MIDDLE SCHOOL LEARNERS IN PRIVATE SCHOOLS: A COMPARATIVE STUDY

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ABSTRACT

The character traits of middle school learners are shaped by various factors and manifest differently in home and school environments. Understanding these differences can guide targeted interventions to enhance holistic character development. This study aimed to compare the character traits at home and at school of middle school learners in private schools in San Narciso District, Schools Division of Zambales, during the School Year 2024-2025. A descriptive-comparative research design was employed, involving 51 middle school learners selected through simple random sampling. Data were collected using a researcher-designed questionnaire with excellent reliability indices (Cronbach's Alpha: 0.944 for home traits and 0.965 for school traits). Statistical analyses, including the Kruskal-Wallis Test and Spearman Rho Correlation, were utilized to test the hypotheses. The majority of learners were 10 years old, female, in Grade 5, with one sibling, and from families earning P25,000–P49,999 monthly. Their parents were college graduates, and the learners spent less than an hour on home study daily, with quarterly grades of 85–89 in Values Education. Learners frequently demonstrated character traits at home and always demonstrated traits at school, except for interpersonal skills, which were frequently demonstrated. While no significant relationship was found between home traits and demographic profiles, a significant difference was noted between character traits at home and school. The study highlights the significant disparity in character traits exhibited at home and school, emphasizing the need for alignment in character development programs. The findings led to the development of an enhanced values formation program to improve the character traits of middle school learners across both home and school settings, providing a structured approach to holistic character education.

Keywords: Character Traits, At Home, At School, Middle School Learners, Values Formation Program.

1. INTRODUCTION

In the words of John Wooden, “The true test of a man’s character is what he does when no one is watching.” This statement encapsulates the essence of character education, highlighting the need for consistency in behavior across different environments, such as home and school. In the realm of education, the development of character traits is equally as important as academic achievement, particularly among middle school learners navigating critical stages of personal and social development.

Character education is an integral part of nurturing responsible and ethical individuals. Globally, families and schools have long been identified as the primary agents of character formation (Agustina, 2022; Lilawati, 2024). Families often provide the first lessons on values like respect, honesty, and collaboration, while schools reinforce these lessons by shaping character traits like independence, rationality, and nationalism through structured activities and interactions

(Sagita & Rochmania, 2022). However, there exists a growing concern regarding the disparity in character traits demonstrated by learners at home versus in school, suggesting the need for deeper examination of this phenomenon.

The divergence between character traits at home and school is not just a local issue but a global challenge. As highlighted by Izza and Azizi (2022), learners in structured environments such as Islamic boarding schools tend to display more consistent character traits than their counterparts in less regimented settings. In the Philippine context, this inconsistency is particularly evident among middle school learners, where developmental and social pressures often lead to varying behaviors across home and school environments. This issue becomes even more pronounced in private schools within the San Narciso District, where diverse family backgrounds and educational expectations interact.

The study was conducted to address this local issue by focusing on middle school learners in private schools in San Narciso District, Schools Division of Zambales. Previous studies, such as those by Davidovitch and Dorot (2023), underline the role of motivation in character development. Similarly, this study sought to investigate how learners' character traits are exhibited across home and school environments and whether demographic factors influence this behavior. The unique cultural and socio-economic context of the district served as a foundation for exploring these dynamics and devising interventions.

This study aimed to compare the character traits of middle school learners at home and at school, bridging gaps in understanding about behavioral inconsistencies in these two key environments. By identifying these gaps, the research sought to contribute to the enhancement of values formation programs that foster consistency in character traits. This study holds significant implications not only for teachers and parents but also for policymakers seeking to develop integrated character education initiatives in similar settings.

2. STATEMENT OF THE PROBLEM

This study aimed to compare the character traits at home and at school of middle school learners in private schools in San Narciso District, Schools Division of Zambales, during the School Year 2024-2025.

Specifically, it aimed to answer these questions:

1. How may the profile of the middle school learners be described in terms of:
 - 1.1. age;
 - 1.2. gender;
 - 1.3. grade level;
 - 1.4. number of siblings;
 - 1.5. monthly family income;
 - 1.6. highest educational attainment of parents;
 - 1.7. daily home study hours; and
 - 1.8. quarterly grade in values education?
2. How may the character traits at home of the middle school learners be described in terms of:
 - 2.1. personal qualities;
 - 2.2. interpersonal skills;
 - 2.3. daily habits; and
 - 2.4. community-oriented?

3. How may the character traits at school of the middle school learners be described in terms of:

- 3.1. personal qualities;
- 3.2. interpersonal skills;
- 3.3. daily habits; and
- 3.4. community-oriented?

4. Is there a significant difference between the character traits at home of the middle school learners and their profile when grouped accordingly?

5. Is there a significant difference between the character traits at home and at school of the middle school learners?

6. What enhanced values formation program can be implemented to improve the character traits at home and at school of middle school learners?

3. METHODS AND MATERIALS

This study aimed to compare the character traits at home and at school of middle school learners in private schools in San Narciso District, Schools Division of Zambales, during the School Year 2024-2025. A descriptive-comparative research design was employed, with data collected, classified, summarized, and analyzed using percentages and means. The study involved 51 middle school learners, selected through simple random sampling to ensure equal representation of the population. A researcher-designed questionnaire served as the primary data collection tool, targeting dimensions of character traits at home and at school of middle school learners. The instrument demonstrated excellent reliability, as confirmed by Cronbach's Alpha values for character traits at home ($\alpha = 0.944$) and character traits at school ($\alpha = 0.965$). Statistical analyses, including the Kruskal-Wallis Test and Spearman Rho Correlation, were used to test the study's hypotheses.

4. RESULTS AND DISCUSSIONS

4.1. Profile of the Middle School Learners

4.1.1. Age

Table 1 presents the profile of the middle school learners in terms of age. It showed that the majority of the learners were 10 years old, comprising 33.33% of the total population. The smallest group consisted of 12-year-olds, who represented only 17.65% of the learners.

Table 1. Profile of the Middle School Learners in terms of Age

Age	f	%
9 years old	11	21.57
10 years old	17	33.33
11 years old	14	27.45
12 years old	9	17.65
Total	51	100.00

These findings implied that most learners were within the typical age range for middle school, suggesting that they likely progressed through their grade levels without significant delays. The notable representation of younger learners, such as 9-year-olds, could have indicated advanced placement or early enrollment, which may have affected their readiness and social adjustment. Moreover, the presence of older learners, like 12-year-olds, might have reflected instances of

delayed progression or retention in earlier grades. This pattern emphasized the need for targeted interventions to support learners at both ends of the age spectrum to ensure equitable academic and social opportunities. The findings aligned with Islahuddin (2023), who highlighted the importance of age-appropriate learning strategies in fostering academic success and social engagement among learners.

4.1.2. Gender

Table 2 displays the profile of the middle school learners in terms of gender. Table 2 showed that the majority of the learners were female, accounting for 52.94% of the total population. Meanwhile, learners identifying as LGBTQIA+ made up the smallest group, representing 11.76% of the total.

Table 2. Profile of the Middle School Learners in terms of Gender

Gender	f	%
Male	18	35.29
Female	27	52.94
LGBTQIA+	6	11.76
Total	51	100.00

These findings implied that female learners dominated the population, which might have influenced classroom dynamics, participation, and the general atmosphere of the learning environment. Teachers may have needed to consider gender-sensitive strategies to ensure inclusivity and balanced participation. Additionally, the presence of learners identifying as LGBTQIA+ underscored the importance of fostering an inclusive and supportive school culture. Schools could have prioritized awareness programs and anti-bullying campaigns to create a safe and affirming environment for all learners, regardless of gender identity. The findings aligned with Salsabila, Hasanah, Mutakin, and Lestari (2024), who emphasized the role of gender inclusivity in promoting positive learning outcomes and fostering a sense of belonging among diverse learner groups.

4.1.3. Grade Level

Table 3 shows the profile of the middle school learners in terms of grade level. It showed that the majority of the learners were in Grade 5, accounting for 39.22% of the total population. Learners in Grade 4 made up the smallest group, comprising 29.41% of the population.

Table 3. Profile of the Middle School Learners in terms of Gender

Grade Level	f	%
Grade 4	15	29.41
Grade 5	20	39.22
Grade 6	16	31.37
Total	51	100.00

These findings implied that Grade 5 had the highest enrollment among the grade levels, which might have required additional resources or attention to accommodate the larger population effectively. The distribution suggested that class sizes in Grade 5 were potentially larger, which could have affected individual learner attention and support. Moreover, the smaller representation of Grade 4 learners might have reflected demographic trends or earlier grade-level retention. This highlighted the importance of examining enrollment trends and addressing potential issues related

to learner progression to maintain balanced class sizes across all grade levels. The findings supported Nguyen-Hoang (2024), who emphasized the need for equitable resource allocation and strategic planning to address variations in enrollment across grade levels effectively.

4.1.4. Number of Sibling

Table 4 exhibits the profile of the middle school learners in terms of the number of siblings. It showed that the majority of learners had one sibling, comprising 27.45% of the total population. Conversely, the smallest group consisted of learners with five siblings, who represented only 3.92% of the total.

Table 4. Profile of the Middle School Learners in terms of Number of Sibling

Number of Sibling	f	%
None	7	13.7
1 sibling	14	27.45
2 siblings	11	21.57
3 siblings	13	25.49
4 siblings	4	7.84
5 siblings	2	3.92
Total	51	100.00

These findings implied that most learners came from relatively small families, with one or two siblings being the most common family structure. This could have allowed parents to allocate more individual attention and resources to their children, potentially contributing to better academic and emotional support. On the other hand, learners from larger families, particularly those with three or more siblings, might have faced challenges related to shared resources or limited individual attention. This highlighted the need for schools to provide additional support to learners from larger families to help bridge potential gaps in academic or social development. The findings aligned with Hungo, Casinillo, Jacobe, Getes, Jusay, and Bagtindon (2024), who highlighted the influence of family structure on learners’ academic performance and the need for tailored support systems for learners from varying family sizes.

4.1.5. Monthly Family Income

Table 5 illustrates the profile of the middle school learners in terms of monthly family income. It showed that the majority of the learners' families had a monthly income between P25,000 and P49,999, accounting for 27.45% of the total population. Meanwhile, the smallest group consisted of families earning P24,999 and below, representing only 3.92% of the population.

Table 5. Profile of the Middle School Learners in terms of Monthly Family Income

Monthly Family Income	f	%
P24,999 and below	2	3.92
P25,000 to P49,999	14	27.45
P50,000 to P74,999	11	21.57
P75,000 to P99,999	8	15.69
P100,000 to P124,999	7	13.73
P125,000 to P149,999	4	7.84
P150,000 and above	5	9.80
Total	51	100.00

These findings implied that most learners came from families with moderate incomes, which might have enabled them to access educational resources and opportunities necessary for academic success. Families within this income bracket could have balanced essential needs and discretionary spending, potentially contributing to a stable learning environment for their children. On the other hand, the presence of families in the lowest income bracket highlighted the challenges faced by a small subset of learners who might have struggled with limited access to educational and extracurricular opportunities. Conversely, families in the higher income brackets might have been able to provide additional enrichment activities or resources, offering their children potential advantages. These disparities underscored the importance of implementing school programs that ensured equitable access to learning resources for all income levels. The findings supported Jimbo and Muna (2024), who emphasized that family income significantly influenced learners' access to educational opportunities and resources, impacting their overall academic performance.

4.1.6. Highest Educational Attainment of Parents

Table 6 highlights the profile of the middle school learners in terms of their parents' highest educational attainment. It showed that the majority of the learners' parents were college graduates, accounting for 56.86% of the total population. The smallest group consisted of parents with a doctorate degree, representing only 7.84% of the total.

Table 6. Profile of the Middle School Learners in terms of Highest Educational Attainment

Highest Educational Attainment	f	%
High School Graduate	11	21.57
College Graduate	29	56.86
Master's Graduate	7	13.73
Doctorate Graduate	4	7.84
Total	51	100.00

These findings implied that most learners had parents with a college-level education, which could have positively influenced the learners' academic motivation and support. Parents with college degrees might have been better equipped to provide guidance, set educational expectations, and engage with their children's learning processes. The relatively smaller proportion of parents with graduate-level degrees, such as master's or doctorate qualifications, suggested that advanced education was less common within this group. This highlighted the need for schools to encourage

parental involvement and provide learning resources, regardless of the parents' educational attainment, to bridge any gaps in educational support. The findings aligned with Martinez, Xerxa, Law, Serdarevic, Jansen, and Tiemeier (2022), who emphasized that parents' educational attainment significantly influenced their children's academic engagement and overall success.

4.1.7. Daily Home Study Hours

Table 7 features the profile of the middle school learners in terms of their daily home study hours. It showed that the majority of the learners studied for less than 1.0 hour daily, comprising 35.29% of the total population. Meanwhile, the smallest group consisted of learners who studied for 5.0 hours or more, representing only 5.88% of the total.

Table 7. Profile of the Middle School Learners in terms of Daily Home Study Hours

Daily Home Study Hours	f	%
Less than 1.0 hour	18	35.29
1.0 to 1.9 hours	10	19.61
2.0 to 2.9 hours	8	15.69
3.0 to 3.9 hours	7	13.73
4.0 to 4.9 hours	5	9.80
5.0 hours and above	3	5.88
Total	51	100.00

These findings implied that most learners devoted limited time to home study, which might have been insufficient for mastering lessons or completing assignments effectively. This raised concerns about learners' academic engagement and the need to cultivate better study habits among learners. On the other hand, a smaller proportion of learners dedicated substantial time to studying, such as 4.0 hours or more daily. These learners might have exhibited higher academic diligence but also risked burnout or reduced social engagement. Schools and parents could have worked together to establish balanced study routines that fostered effective learning without causing undue stress. The findings supported Lourenco and Paiva (2024), who emphasized the correlation between dedicated study hours and academic performance, advocating for structured time management strategies to optimize learning outcomes.

4.1.8. Quarterly Grade in Values Education

Table 8 showcases the profile of the middle school learners in terms of their quarterly grades in Values Education. It showed that the majority of learners had quarterly grades between 85 and 89, accounting for 54.90% of the total population. Meanwhile, the smallest group consisted of learners with grades between 80 and 84, representing 21.57% of the total.

Table 8. Profile of the Middle School Learners in terms of Quarterly Grade in Values Education

Quarterly Grade in Values Education	f	%
80-84	11	21.57
85-89	28	54.90
90-100	12	23.53
Total	51	100.00

These findings implied that most learners performed at a satisfactory level in Values Education, reflecting a strong understanding and application of moral principles and values in their studies. This highlighted the effectiveness of the Values Education curriculum in fostering ethical awareness and responsible behavior among learners. The presence of learners in the 90-100 grade range indicated exceptional understanding and adherence to the concepts taught in Values Education. However, the smaller proportion of learners in the 80-84 range suggested a need for additional support to help them improve their grasp of the subject matter, ensuring that all learners could achieve higher proficiency levels. The findings aligned with Hermawan and Kusniasari (2023), who emphasized the importance of Values Education in shaping learners' character development and its positive impact on overall academic and social success.

4.2. Character Traits at Home of the Middle School Learners

4.2.1. Personal Qualities

Table 9 presents the mean and interpretations of the character traits at home of middle school learners in terms of personal qualities. The standard deviation (SD) values ranged from .684 to .845, showing varying consistencies in learners' responses, while the weighted mean (WM) values ranged from 2.94 to 3.18, with an overall WM of 3.05 and a general SD of .660. These results interpreted that learners "Frequently Demonstrated" positive personal qualities, indicating that such traits were evident but might still need reinforcement in certain areas.

Table 9. Mean and Interpretations of the Character Traits at Home of Middle School Learners in terms of Personal Qualities

Item	Indicator	SD	WM	Interpretation
1	I tell the truth even when it is hard.	.785	2.94	Frequently Demonstrated
2	I keep trying even when a task is difficult.	.684	3.18	Frequently Demonstrated
3	I finish my homework before playing.	.812	2.98	Frequently Demonstrated
4	I show respect by listening when others talk.	.781	3.10	Frequently Demonstrated
5	I say "thank you" when someone helps me.	.721	3.00	Frequently Demonstrated
6	I follow the rules at home and at school.	.796	3.08	Frequently Demonstrated
7	I admit my mistakes and try to fix them.	.836	2.98	Frequently Demonstrated
8	I take care of my own things and put them away.	.728	3.10	Frequently Demonstrated
9	I think before I act to avoid hurting others.	.845	3.08	Frequently Demonstrated
10	I stay calm when I feel upset.	.781	3.10	Frequently Demonstrated
General SD/WM		.660	3.05	Frequently Demonstrated

The findings implied that fostering these character traits at home enhanced the learners' ability to demonstrate integrity, perseverance, and respect consistently. The results corroborated Mishra and Muddgal's (2022) findings, which emphasized the significance of nurturing personal qualities in the home environment to promote holistic development among learners.

4.2.2. Interpersonal Skills

Table 10 displays the mean and interpretations of the character traits at home of middle school learners in terms of interpersonal skills. The standard deviation (SD) values ranged from .688 to .791, indicating varying consistencies in responses, while the weighted mean (WM) values ranged from 3.02 to 3.31, with a general WM of 3.16 and a general SD of .639. These results interpreted that learners "Frequently Demonstrated" interpersonal skills, with some items such as "asking permission before borrowing things" and "including others when playing or working in groups" being "Always Demonstrated," which highlighted specific strengths in their interactions.

Table 10. Mean and Interpretations of the Character Traits at Home of Middle School Learners in terms of Interpersonal Skills

Item	Indicator	SD	WM	Interpretation
1	I share my toys with my friends.	.787	3.02	Frequently Demonstrated
2	I take turns when playing games.	.722	3.20	Frequently Demonstrated
3	I say sorry when I hurt someone.	.758	3.16	Frequently Demonstrated
4	I help my family when they need me.	.791	3.12	Frequently Demonstrated
5	I use kind words when talking to others.	.728	3.10	Frequently Demonstrated
6	I ask permission before borrowing things.	.707	3.31	Always Demonstrated
7	I cheer up my friends when they feel sad.	.771	3.08	Frequently Demonstrated
8	I include others when playing or working in groups.	.688	3.25	Always Demonstrated
9	I listen to others' ideas during conversations.	.730	3.22	Frequently Demonstrated
10	I work well with my brothers, sisters, or classmates.	.767	3.18	Frequently Demonstrated
General SD/WM		.639	3.16	Frequently Demonstrated

The findings implied that learners exhibited positive interpersonal behaviors, fostering harmonious relationships at home and in social settings. The results aligned with Rice-Bailey and Chong's (2023) findings, which emphasized the critical role of interpersonal skills in promoting collaborative and empathetic relationships among learners.

4.2.3. Daily Habits

Table 11 shows the mean and interpretations of the character traits at home of middle school learners in terms of daily habits. The standard deviation (SD) values ranged from .711 to .806, showing varying consistencies in responses, while the weighted mean (WM) values ranged from 2.92 to 3.16, with a general WM of 3.06 and a general SD of .662. These results interpreted that learners "Frequently Demonstrated" positive daily habits, indicating that while they consistently practiced routines like brushing their teeth, packing their school bags, and eating healthy foods, there was room for improvement in ensuring these habits became consistent across all learners.

Table 11. Mean and Interpretations of the Character Traits at Home of Middle School Learners in terms of Daily Habits

Item	Indicator	SD	WM	Interpretation
1	I brush my teeth every morning and night.	.796	2.92	Frequently Demonstrated
2	I wake up on time for school every day.	.711	3.12	Frequently Demonstrated
3	I clean up my toys after playing.	.775	3.14	Frequently Demonstrated
4	I wash my hands before eating.	.759	3.06	Frequently Demonstrated
5	I help set the table during meal times.	.775	3.00	Frequently Demonstrated
6	I pack my school bag before going to bed.	.781	3.10	Frequently Demonstrated
7	I do my homework without being reminded.	.785	3.06	Frequently Demonstrated
8	I fold my clothes and put them in the closet.	.731	3.16	Frequently Demonstrated
9	I eat healthy food like fruits and vegetables.	.806	3.10	Frequently Demonstrated
10	I go to bed on time to get enough sleep.	.775	3.00	Frequently Demonstrated
General SD/WM		.662	3.06	Frequently Demonstrated

The findings implied that cultivating these daily habits reinforced learners' self-discipline and readiness for both school and home responsibilities. The results supported Maharsiwi and Sutama's (2024) study, which highlighted the importance of developing structured daily habits to enhance learners' personal growth and responsibility.

4.2.4. Community Oriented

Table 12 exhibits the mean and interpretations of the character traits at home of middle school learners in terms of being community-oriented. The standard deviation (SD) values ranged from .672 to .787, indicating varying consistencies in learners' responses, while the weighted mean (WM) values ranged from 2.98 to 3.31, with a general WM of 3.15 and a general SD of .620. These results interpreted that learners "Frequently Demonstrated" community-oriented behaviors, with

specific actions such as throwing trash in proper bins, greeting neighbors with a smile, and sharing extra food or toys being "Always Demonstrated," showcasing learners' strong sense of responsibility toward their community.

Table 12. Mean and Interpretations of the Character Traits at Home of Middle School Learners in terms of Community-Oriented

Item	Indicator	SD	WM	Interpretation
1	I help my neighbors when they need a hand.	.787	2.98	Frequently Demonstrated
2	I throw trash in the proper bin to keep the place clean.	.678	3.31	Always Demonstrated
3	I join clean-up activities in my community.	.722	3.14	Frequently Demonstrated
4	I greet my neighbors with a smile.	.744	3.25	Always Demonstrated
5	I take care of plants and animals in our area.	.735	3.02	Frequently Demonstrated
6	I share extra food or toys with others in need.	.717	3.25	Always Demonstrated
7	I show respect to elders in my community.	.732	3.06	Frequently Demonstrated
8	I follow safety rules when walking outside.	.672	3.29	Always Demonstrated
9	I participate in family activities to help others.	.759	3.06	Frequently Demonstrated
10	I say "thank you" to people who serve our community, like teachers and helpers.	.740	3.18	Frequently Demonstrated
General SD/WM		.620	3.15	Frequently Demonstrated

The findings implied that learners actively engaged in activities promoting environmental cleanliness, respect for others, and community support, highlighting their role as responsible and caring members of their communities. The results echoed Alsaed's (2022) findings, which emphasized the critical role of nurturing community-oriented values to foster a sense of responsibility and social harmony among learners.

4.3. Character Traits at School of the Middle School Learners

4.3.1. Personal Qualities

Table 13 illustrates the mean and interpretations of the character traits at school of middle school learners in terms of personal qualities. The standard deviation (SD) values ranged from .578 to .787, indicating moderate consistency in responses, while the weighted mean (WM) values ranged from 3.20 to 3.53, with a general WM of 3.36 and a general SD of .573. These results interpreted that learners "Always Demonstrated" personal qualities in school, such as raising their hands before speaking, following instructions, and showing respect. These behaviors reflected high levels of discipline and respectfulness among learners, with only a few areas like caring for school materials being "Frequently Demonstrated."

Table 13. Mean and Interpretations of the Character Traits at School of Middle School Learners in terms of Personal Qualities

Item	Indicator	SD	WM	Interpretation
1	I do my best in every activity at school.	.749	3.20	Frequently Demonstrated
2	I raise my hand before speaking in class.	.578	3.53	Always Demonstrated
3	I follow my teacher’s instructions carefully.	.782	3.29	Always Demonstrated
4	I say "thank you" to my teacher when they help me.	.726	3.41	Always Demonstrated
5	I stay calm when something doesn’t go my way.	.744	3.25	Always Demonstrated
6	I tell the truth to my teacher and classmates.	.673	3.45	Always Demonstrated
7	I take care of my school materials like books and pencils.	.783	3.22	Frequently Demonstrated
8	I listen carefully when my teacher or classmates are talking.	.612	3.51	Always Demonstrated
9	I admit my mistakes and try to fix them.	.787	3.31	Always Demonstrated
10	I show respect by using polite words like "excuse me."	.698	3.41	Always Demonstrated
General SD/WM		.573	3.36	Always Demonstrated

The findings implied that learners cultivated strong personal qualities at school, contributing to a positive and respectful learning environment, which reinforced their academic and social development. The results corroborated Thomas, Da Cunha, and Santo’s (2022) findings, which emphasized the significance of personal qualities in shaping learners' success and building harmonious classroom relationships.

4.3.2. Interpersonal Skills

Table 14 highlights the mean and interpretations of the character traits at school of middle school learners in terms of interpersonal skills. The standard deviation (SD) values ranged from .766 to .825, indicating a high degree of consistency in responses, while the weighted mean (WM) values ranged from 3.04 to 3.35, with a general WM of 3.24 and a general SD of .707. These results interpreted that learners "Frequently Demonstrated" interpersonal skills such as sharing supplies, taking turns, and respecting others' opinions, with some behaviors like inviting others to join playtime and making new friends being "Always Demonstrated."

Table 14. Mean and Interpretations of the Character Traits at School of Middle School Learners in terms of Interpersonal Skills

Item	Indicator	SD	WM	Interpretation
1	I share my crayons and supplies with classmates.	.799	3.04	Frequently Demonstrated
2	I take turns during group activities and games.	.766	3.33	Always Demonstrated
3	I say sorry when I accidentally hurt someone.	.796	3.25	Always Demonstrated
4	I invite others to join me during playtime.	.821	3.25	Always Demonstrated
5	I cheer for my classmates when they do something good.	.800	3.20	Frequently Demonstrated
6	I listen to my classmates' ideas in group work.	.787	3.31	Always Demonstrated
7	I help my friends when they need assistance.	.800	3.14	Frequently Demonstrated
8	I talk nicely to my classmates and teachers.	.770	3.35	Always Demonstrated
9	I respect the opinions of others even if they are different.	.825	3.20	Frequently Demonstrated
10	I try to make new friends and include everyone.	.802	3.27	Always Demonstrated
General SD/WM		.707	3.24	Frequently Demonstrated

These behaviors highlighted a well-rounded development of interpersonal skills among learners, reinforcing the importance of collaboration, respect, and inclusion in their social interactions at school. The findings aligned with Schieghart's (2022) study, which underscored the critical role of interpersonal skills in fostering positive peer relationships and a supportive school environment.

4.3.3. Daily Habits

Table 15 features the mean and interpretations of the character traits at school of middle school learners in terms of daily habits. The standard deviation (SD) values ranged from .695 to .793, indicating a high level of consistency in the responses. The weighted mean (WM) values ranged from 3.10 to 3.43, with a general WM of 3.30 and a general SD of .646. These results interpreted that learners "Always Demonstrated" daily habits such as bringing necessary school supplies, completing assignments on time, and following rules during recess. Other behaviors like keeping their desk clean, washing hands after using the restroom, and putting belongings back in their bags were also frequently demonstrated.

Table 15. Mean and Interpretations of the Character Traits at School of Middle School Learners in terms of Daily Habits

Item	Indicator	SD	WM	Interpretation
1	I keep my desk and classroom clean.	.781	3.10	Frequently Demonstrated
2	I bring all the things I need for school every day.	.695	3.39	Always Demonstrated
3	I complete my assignments and turn them in on time.	.756	3.29	Always Demonstrated
4	I line up quietly when moving to another room.	.770	3.35	Always Demonstrated
5	I eat my snack properly and clean up after.	.722	3.20	Frequently Demonstrated
6	I wash my hands after using the restroom.	.726	3.41	Always Demonstrated
7	I listen and follow rules during recess.	.793	3.18	Frequently Demonstrated
8	I prepare my books and notebooks before the lesson starts.	.700	3.43	Always Demonstrated
9	I put my belongings back in my bag after class.	.761	3.31	Always Demonstrated
10	I follow the school's rules to keep everyone safe.	.766	3.33	Always Demonstrated
General SD/WM		.646	3.30	Always Demonstrated

These findings suggest a strong sense of responsibility and adherence to school rules among middle school learners, which are essential for a conducive learning environment. The results are consistent with the study of Pentang, Muhat, and Bentor (2022), which highlighted the importance of daily habits in shaping learners' overall behavior and academic performance.

4.3.4. Community Oriented

Table 16 showcases the mean and interpretations of the character traits at school of middle school learners in terms of community-oriented behaviors. The standard deviation (SD) values ranged from .638 to .817, indicating moderate to high consistency in the responses. The weighted mean (WM) values ranged from 3.10 to 3.45, with a general WM of 3.33 and a general SD of .592. These results suggest that learners "Always Demonstrated" behaviors such as following safety rules, participating in school activities, and taking care of school property. Other behaviors like offering help to classmates and greeting teachers and staff with a smile were also frequently demonstrated.

Table 16. Mean and Interpretations of the Character Traits at School of Middle School Learners in terms of Community-Oriented

Item	Indicator	SD	WM	Interpretation
1	I throw trash in the proper bin to keep the school clean.	.781	3.10	Frequently Demonstrated
2	I share ideas during group projects to help the team.	.638	3.41	Always Demonstrated
3	I say "thank you" to the janitors for cleaning our school.	.728	3.43	Always Demonstrated
4	I follow safety rules when walking in the hallways.	.787	3.31	Always Demonstrated
5	I respect the school property like chairs and tables.	.695	3.27	Always Demonstrated
6	I participate in school activities like programs and contests.	.642	3.45	Always Demonstrated
7	I offer help to classmates who are having a hard time.	.817	3.18	Frequently Demonstrated
8	I greet teachers and staff with a smile every morning.	.642	3.45	Always Demonstrated
9	I join class clean-up days to help my school.	.726	3.41	Always Demonstrated
10	I take care of plants and flowers in the school garden.	.771	3.25	Always Demonstrated
General SD/WM		.592	3.33	Always Demonstrated

These findings underscore the importance of community-oriented traits in fostering a positive and collaborative school environment. The results are consistent with the study of Sivan (2024), which emphasized the role of community engagement in developing responsible and civic-minded learners.

4.4. Difference Between the Character Traits at Home of Middle School Learners and Their Profile

4.4.1. Age

Table 17 presents the difference between the character traits at home of middle school learners and their profile in terms of age groups. For the age groups 9, 10, 11, and 12 years old, the calculated p-values (.420 for all) exceeded the alpha level of .05, leading to the decision to accept the null hypothesis (H0). This indicates that there were no significant differences in the character traits at home across the different age groups.

Table 17. Difference Between the Character Traits at Home of Middle School Learners and Their Profile in terms of Age

Groups	H	df	P	Decision
9 years old	2.819	3	.420	Accept H ₀
10 years old				Not Significant
11 years old				

12 years old

These findings suggest that character traits at home remain relatively stable across different age groups during middle school. The study by Hanurawati, Aprily, Qonita, and Mulyana (2023) on the consistency of character traits supports the present findings, suggesting that similar stability is observed over time.

4.4.2. Gender

Table 18 displays the difference between the character traits at home of middle school learners and their profile in terms of gender. For the male, female, and LGBTQIA+ groups, the p-values (.320 for all) were above the alpha level of .05, leading to the acceptance of the null hypothesis (H₀). This indicates that there were no significant differences in the character traits at home across these gender groups.

Table 18. Difference Between the Character Traits at Home of Middle School Learners and Their Profile in terms of Gender

Groups	<i>H</i>	<i>df</i>	<i>P</i>	Decision
Male	2.276	2	.320	Accept H ₀
Female				Not Significant
LGBTQIA+				

These results suggest that character traits at home do not vary significantly with gender among middle school learners. The study by Tatipang, Manuas, Wuntu, Rorintulus, and Lengkoan (2022) on the influence of family dynamics supports these findings, indicating a similar consistency across different gender identities.

4.4.3. Grade Level

Table 19 shows the difference between the character traits at home of middle school learners and their profile in terms of grade level. For the grade levels 4, 5, and 6, the p-values (.424 for all) were higher than the alpha level of .05, resulting in the acceptance of the null hypothesis (H₀). This suggests that there were no significant differences in the character traits at home across the different grade levels.

Table 19. Difference Between the Character Traits at Home of Middle School Learners and Their Profile in terms of Grade Level

Groups	<i>H</i>	<i>df</i>	<i>P</i>	Decision
Grade 4	1.716	2	.424	Accept H ₀
Grade 5				Not Significant
Grade 6				

These findings imply that character traits at home remain stable as learners progress through middle school. The study by Sukatin, Munawwaroh, Emilia, and Sulistyowati (2023) on the stability of character traits over time aligns with the present findings, reinforcing that these traits do not change significantly with increasing grade level.

4.4.4. Number of Sibling

Table 20 exhibits the difference between the character traits at home of middle school learners and their profile in terms of the number of siblings. For learners with no siblings, one sibling, two siblings, three siblings, four siblings, and five siblings, the p-values (.799 for all) exceeded the alpha level of .05, leading to the acceptance of the null hypothesis (H₀). This

indicates that there were no significant differences in the character traits at home across different numbers of siblings.

Table 20. Difference Between the Character Traits at Home of Middle School Learners and Their Profile in terms of Number of Sibling

Groups	<i>H</i>	<i>df</i>	<i>P</i>	Decision
None	2.349	5	.799	Accept H ₀
1 sibling				Not Significant
2 siblings				
3 siblings				
4 siblings				
5 siblings				

These results suggest that the number of siblings does not significantly impact character traits at home among middle school learners. The study by Lin (2022) on the consistency of family influences supports these findings, suggesting that character traits remain stable regardless of the number of siblings.

4.4.5. Monthly Family Income

Table 21 illustrates the difference between the character traits at home of middle school learners and their profile in terms of monthly family income. For the income groups P24,999 and below, P25,000 to P49,999, P50,000 to P74,999, P75,000 to P99,999, P100,000 to P124,999, P125,000 to P149,999, and P150,000 and above, the p-values (.631 for all) were above the alpha level of .05, resulting in the acceptance of the null hypothesis (H₀). This suggests that there were no significant differences in the character traits at home across different income levels.

Table 21. Difference Between the Character Traits at Home of Middle School Learners and Their Profile in terms of Monthly Family Income

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
P24,999 and below	4.341	6	.631	Accept H ₀
P25,000 to P49,999				Not Significant
P50,000 to P74,999				
P75,000 to P99,999				
P100,000 to P124,999				
P125,000 to P149,999				
P150,000 and above				

These findings imply that character traits at home are relatively stable regardless of monthly family income among middle school learners. The study by Asyha, Ikhlas, Rukhmana, Prastawa, Nugraha, and Sitopu (2024) on the consistency of family background and its effects supports these results, indicating that character traits remain unaffected by varying income levels.

4.4.6. Highest Educational Attainment of Parents

Table 22 highlights the difference between the character traits at home of middle school learners and their profile in terms of the highest educational attainment of parents. For parents with a high school graduate, college graduate, master's graduate, and doctorate graduate as their highest

educational attainment, the p-values (.360 for all) were above the alpha level of .05, resulting in the acceptance of the null hypothesis (H0). This indicates that there were no significant differences in the character traits at home based on the parents' educational attainment.

Table 22. Difference Between the Character Traits at Home of Middle School Learners and Their Profile in terms of Highest Educational Attainment of Parents

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
High School Graduate	3.209	3	.360	Accept H ₀
College Graduate				Not Significant
Master's Graduate				
Doctorate Graduate				

These findings suggest that character traits at home remain consistent regardless of the highest educational attainment of parents among middle school learners. The study by Widiyanto and Nurfaizah (2023) on the influence of parental background supports these results, reinforcing the idea that character traits are stable across different levels of parental education.

4.4.7. Daily Home Study Hours

Table 23 features the difference between the character traits at home of middle school learners and their profile in terms of daily home study hours. For the daily home study hours categories (less than 1.0 hour, 1.0 to 1.9 hours, 2.0 to 2.9 hours, 3.0 to 3.9 hours, 4.0 to 4.9 hours, and 5.0 hours and above), the p-values (.833 for all) were above the alpha level of .05, resulting in the acceptance of the null hypothesis (H0). This suggests that there were no significant differences in the character traits at home based on the daily study hours.

Table 23. Difference Between the Character Traits at Home of Middle School Learners and Their Profile in terms of Daily Home Study Hours

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
Less than 1.0 hour	2.116	5	.833	Accept H ₀
1.0 to 1.9 hours				Not Significant
2.0 to 2.9 hours				
3.0 to 3.9 hours				
4.0 to 4.9 hours				
5.0 hours and above				

These findings imply that character traits at home are not significantly influenced by the amount of daily study hours among middle school learners. The study by Stevanus, Gita, and Debor (2022) on family routines supports these results, indicating that study habits do not affect the stability of character traits at home.

4.4.8. Quarterly Grade in Values Education

Table 24 showcases the difference between the character traits at home of middle school learners and their profile in terms of quarterly grade in Values Education. For the quarterly grades 80-84, 85-89, and 90-100, the p-values (.867 for all) were above the alpha level of .05, leading to the acceptance of the null hypothesis (H0). This indicates that there were no significant differences in the character traits at home across these different quarterly grades in Values Education.

Table 24. Difference Between the Character Traits at Home of Middle School Learners and Their Profile in terms of Quarterly Grade in Values Education

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
80-84	.286	2	.867	Accept H_0
85-89				Not Significant
90-100				

These results suggest that character traits at home remain stable regardless of learners' performance in Values Education among middle school learners. The study by Oribiana (2022) on the consistency of educational outcomes supports these findings, reinforcing that academic performance in Values Education does not significantly alter character traits at home.

4.5. Difference Between the Character Traits at Home and at School of Middle School Learners

Table 25 demonstrates the difference between the character traits at home and at school of middle school learners. The table shows that there are 19 negative ranks with a median rank of 20.37 and a Z-value of -2.244 which is statistically significant at a p-value of .025. This indicates that character traits at home differ significantly from those at school. The highest median rank (27.93) among the positive ranks suggests that learners generally exhibit more positive traits at school than at home.

Table 25. Difference Between the Character Traits at Home and at School of Middle School Learners

Sources of Variations	N	MR	SR	Z	Sig.	Decision/ Interpretation	
Character Traits at Home and at School	Negative Ranks	19	20.37	387.00	-2.244	.025	Reject H_0 Significant
	Positive Ranks	30	27.93	838.00			
	Ties	2					
	Total	51					

The implication of the study suggests that there might be an influence of the school environment on the behavior and attitudes of learners, leading to a change in character traits when transitioning from home to school. This study supports the findings of Amriwijaya (2023), which indicated similar differences in character traits when comparing different settings such as home and school environments.

4.6. An Enhanced Values Formation Program

The enhanced values formation program was developed to address the observed differences in the character traits of middle school learners at home and at school. This initiative stems from the need to create a unified approach to character development, ensuring consistency and reinforcement of positive behaviors across both environments. By actively engaging parents, teachers, and community stakeholders, the program aims to foster collaboration in shaping learners' personal qualities, interpersonal skills, daily habits, and community orientation. The program incorporates structured activities, workshops, and continuous monitoring to align character-building strategies at home and school, bridging the gap between these two settings. Through these efforts, the program is expected to significantly enhance the holistic development

of middle school learners, equipping them with values and traits essential for their academic success and social well-being.

5. CONCLUSIONS

1. The majority of middle school learners were aged 10 years, predominantly female, in Grade 5, with one sibling, and belonged to a monthly family income range of P25,000 to P49,999. Their parents were college graduates, they primarily spent less than an hour daily on home study, and had a quarterly grade of 85 to 89 in Values Education.
2. The middle school learners consistently exhibited their character traits at home as frequently demonstrated across multiple dimensions, including personal qualities, interpersonal skills, daily habits, and community orientation. This consistency suggests a reliable and effective approach to supporting learners' character development at home.
3. The middle school learners consistently exhibited their character traits at school as always demonstrated across multiple dimensions, including personal qualities, daily habits, and community orientation, while frequently demonstrated for interpersonal skills. This consistency suggests a reliable and effective approach to supporting learners' character development at school.
4. There was no significant difference between the character traits at home of middle school learners and their demographic profile, suggesting that various demographic factors do not significantly influence the character traits at home.
5. A significant difference was found between the character traits at home and at school of middle school learners, which supports the hypothesis that character traits of middle school learners differ significantly between home and school.
6. The findings led to the development of an enhanced values formation program aimed at further improving the character traits of middle school learners both at home and at school.

6. RECOMMENDATIONS

1. Schools shall encourage family engagement activities that promote balanced study habits at home, providing resources and guidance for effective time management to families of learners.
2. Schools shall implement programs that support and monitor the consistency of character traits across different environments, engaging parents and caregivers actively in reinforcing positive behaviors at home.
3. Schools shall ensure that character education programs are comprehensive and involve consistent reinforcement of positive behaviors, with a focus on interpersonal skills alongside personal qualities and community orientation.
4. Schools shall integrate family and community-oriented programs to bridge the gap between learners' experiences at home and at school.
5. Schools shall develop targeted interventions aimed at aligning character development programs across these settings, involving collaboration with parents, teachers, and community stakeholders.
6. Schools shall expand the scope of the enhanced values formation program to include ongoing evaluations and adjustments based on feedback from both home and school environments.
7. Further studies shall investigate the impact of demographic factors, such as age, gender, and family income, on character traits in different environments to provide a deeper understanding of how these variables influence character development at home and at school.

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