

**CHARACTER TRAITS AT HOME AND BEHAVIORAL TRAITS AT SCHOOL OF
PRIMARY GRADE LEARNERS: FOUNDATION FOR AN ENHANCED SCHOOL
VALUES FORMATION PROGRAM**

Imelda Taganas Costales

Dampay Elementary School, Palauig, Zambales, Philippines
Mondriaan Aura College, Subic Bay Freeport Zone, Philippines

<https://doi.org/10.54922/IJEHSS.2025.0911>

ABSTRACT

Character traits at home and behavioral traits at school of primary grade learners play a crucial role in shaping their holistic development. This study aimed to determine the character traits at home and behavioral traits at school of primary grade learners in Dampay Elementary School, Palauig District, Schools Division of Zambales, during the School Year 2024-2025. Utilizing a descriptive-correlational design, the study involved 100 primary grade learners and their teachers, selected through total population sampling. Data were gathered using validated researcher-designed questionnaires with reliability coefficients of $\alpha = 0.92$, $\alpha = 0.93$, and $\alpha = 0.99$, respectively. Findings revealed that primary grade learners were predominantly 6-year-old males in Grade 1, with two siblings, belonging to families earning ₱19,999 or below, whose learning facilitators were high school graduates, and spent less than one hour studying daily. Their character traits at home were frequently demonstrated in socio-emotional traits and academic responsibility, and always demonstrated in personal traits and life skills. Behavioral traits at school, as perceived by both learners and teachers, were frequently performed in empathy, ownership, perseverance, and time management. Significant differences were found between character traits at home and profiles in terms of age, sex, grade level, number of siblings, and learning facilitators' education, but not in family income or study hours. A strong positive significant correlation was observed between character traits at home and behavioral traits at school as described by learners, while a weak negative non-significant correlation was found in teacher descriptions. This study contributes to understanding the interplay between home and school traits and provides an enhanced school values formation program aimed at improving learners' character and behavioral traits, fostering their socio-emotional and academic growth.

Keywords: Character Traits at Home, Behavioral Traits at School, Primary Grade Learners, Primary Grade Teachers, Enhanced School Values Formation Program.

1. INTRODUCTION

Character traits play a crucial role in shaping the social, emotional, and moral development of young learners. This study explores how primary grade learners exhibit these traits in two key environments: at home and at school. By examining the consistency or differences in behaviors across these settings, the research aims to provide insights into how character traits are nurtured and reinforced. The findings will inform the development of an enhanced school values formation program that supports the cultivation of positive values in children, promoting a more holistic approach to their growth and development.

The reviewed literature emphasizes the significant impact of character traits on the overall development of primary grade learners, particularly in shaping their social, emotional, and

behavioral responses in both home and school environments (Canonizado, 2024). Research findings from Mutiara and Yatri (2022) and Agustina (2022) highlight the importance of integrating character education at home using fairy tales and parental involvement to instill values such as tolerance, cooperation, and religious faith. Similarly, studies by Muslimah (2023) and Hanurawati et al. (2023) underscore the use of fables and supportive parenting as key methods in teaching essential traits like honesty, discipline, and hard work, demonstrating the interconnected role of family and school in developing these attributes. Furthermore, studies by Suwalska and Nowosad (2023) explore character and citizenship education in early grades, showing how school curricula can reinforce core values that are introduced at home, thus creating a consistent environment for character building.

In addition, the research by Fuadia (2022), Zahroh et al. (2022), and Gbadegesin et al. (2022) focuses on the socio-emotional aspects of character development, highlighting how the home learning environment and external influences like family interactions play a critical role in nurturing empathy, self-regulation, and peer relationships. Their findings align with the perspectives of Volodina (2022), who emphasizes the positive effects of structured out-of-home activities on prosocial behaviors in children. Moreover, studies by Riyani and Mulyawati (2023) and Rogamelia et al. (2022) further examine how different parenting styles and home practices contribute to children's socio-emotional health, particularly during the COVID-19 pandemic, which intensified the need for a supportive family environment. Overall, these pieces of literature collectively emphasized the importance of character traits in early education and the dual influence of home and school settings in shaping these traits among young learners.

Despite the comprehensive exploration of character traits in young learners, most of the existing studies focused separately on either the home environment or school setting without examining the consistency of behavioral traits across these two contexts. For instance, while Muslimah (2023) and Agustina (2022) provided insights into character development at home, they did not specifically address how these traits translated to behaviors observed in school environments. Similarly, studies like those of Suwalska and Nowosad (2023) and Fuadia (2022) focused more on school-based programs without examining the influence of home-based character formation on learners' behaviors in school. This lack of a holistic view that bridged both settings suggested a need to investigate how character traits developed at home were reflected in behavioral traits at school. This gap in the literature led to the conduct of the study, which aimed to explore the link between home-based character traits and their manifestation in school behaviors among primary grade learners, thereby providing a foundation for an enhanced school values formation program.

2. STATEMENT OF THE PROBLEM

This study aimed to determine the character traits at home and behavioral traits at school of primary grade learners in Dampay Elementary School, Palauig District, Schools Division of Zambales, during the School Year 2024-2025.

Specifically, it sought to answer these questions:

1. How may the profile of the primary grade learners be described in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. grade level;
 - 1.4. number of siblings;

- 1.5. monthly family income;
- 1.6. highest educational attainment of learning facilitators; and
- 1.7. daily number of hours spent studying at home?
2. How may the character traits at home of primary grade learners be described in terms of:
 - 2.1. socio-emotional traits;
 - 2.2. academic responsibility traits;
 - 2.3. personal traits; and
 - 2.4. life skill traits?
3. How may the behavioral traits at school of primary grade learners be described by learners and their teachers in terms of:
 - 3.1. demonstrating empathy;
 - 3.2. taking ownership;
 - 3.3. displaying perseverance; and
 - 3.4. managing time?
4. Is there a significant difference between the character traits at home of primary grade learners and their profile when grouped accordingly?
5. Is there a significant difference between the behavioral traits at school of primary grade learners as described by themselves and their teachers?
6. Is there a significant correlation between the character traits at home of primary grade learners and their behavioral traits at school as described by themselves and their teachers?
7. What enhanced school values formation program can be developed to improve the character traits at home and behavioral traits at school of primary grade learners?

3. METHODS AND MATERIALS

This study aimed to determine the character traits at home and behavioral traits at school of primary grade learners in Dampay Elementary School, Palauig District, Schools Division of Zambales, during the School Year 2024-2025. A descriptive-correlational research design was employed, with data collected, classified, summarized, and analyzed using percentages and means. The study involved 100 primary grade learners and their teachers, utilizing total population sampling to involve all primary grade learners and their teachers in Dampay Elementary School, Palauig District, Schools Division of Zambales. A researcher-designed questionnaire served as the primary data collection tool, targeting dimensions of the character traits at home and behavioral traits at school of primary grade learners. The instrument demonstrated excellent reliability, as confirmed by Cronbach's Alpha values for character traits at home of primary grade learners ($\alpha = 0.92$), behavioral traits at school of primary grade learners ($\alpha = 0.93$), and behavioral traits at school of primary grade learners as perceived by their teachers ($\alpha = 0.99$). Statistical analyses, including the Kruskal-Wallis Test, Mann-Whitney U Test, and Spearman Rho Correlation, were used to test the study's hypotheses.

4. RESULTS AND DISCUSSIONS

4.1. Profile of Primary Grade Learners

4.1.1. Age

Table 1 illustrates the frequency and percentage distribution of the profile of primary grade learners in terms of age. The table provides a breakdown of the ages of the learners included in the study.

Table 1

Frequency and Percentage Distribution of the Profile of Primary Grade Learners in terms of Age

Age	Frequency	Percentage
6 years old	30	30.00
7 years old	21	21.00
8 years old	26	26.00
9 years old	13	13.00
10 years old and above	10	10.00
Total	100	100.00

The data showed that 30% of learners were 6 years old, followed by 26% who were 8 years old, and 21% who were 7 years old. Smaller percentages were observed for learners who were 9 years old (13%) and those aged 10 years and above (10%). This distribution suggested that the majority of learners were younger, with the highest concentration in the 6-year-old group, which was typical for primary grade learners. The item with the highest frequency was "6 years old" (30%), which indicated that a significant proportion of learners were at the start of their formal education. This finding was significant to the study as it underscored the importance of early childhood education for learners at this age, who were just beginning their academic journey.

These findings aligned with the study by Lim et al. (2021), which highlighted the critical role of age in shaping the educational needs and developmental stages of learners. Both studies suggested that understanding the age distribution of learners could help tailor instructional strategies and support mechanisms that aligned with learners' developmental stages.

4.1.2. Sex

Table 2 presents the frequency and percentage distribution of the profile of primary grade learners in terms of sex. It illustrates the gender representation of the learners included in the study.

Table 2

Frequency and Percentage Distribution of the Profile of Primary Grade Learners in terms of Sex

Sex	Frequency	Percentage
Male	65	65.00
Female	35	35.00
Total	100	100.00

The data showed that 65% of the learners were male, while 35% were female. This distribution indicated a higher proportion of male learners compared to female learners in the study. The interpretation suggested that there was a noticeable gender disparity, with male learners being more represented than female learners. The item with the highest frequency was "Male" (65%), which highlighted that the majority of learners in the study were male. This finding was significant to the study as it pointed to the need for gender-specific approaches to address the learning needs of male and female learners more effectively.

The findings aligned with the study by Marantika (2022), which noted the influence of gender on the learning experiences and outcomes of learners. Both studies suggested that gender representation in the learner population could inform the design of instructional strategies and educational support mechanisms.

4.1.3. Grade Level

Table 3 reports the frequency and percentage distribution of the profile of primary grade learners in terms of grade level. The table provides a breakdown of the number and percentage of learners in each grade level.

Table 3

Frequency and Percentage Distribution of the Profile of Primary Grade Learners in terms of Grade Level

Grade Level	Frequency	Percentage
Grade 1	39	39.00
Grade 2	32	32.00
Grade 3	29	29.00
Total	100	100.00

The data showed that 39% of learners were in Grade 1, followed by 32% in Grade 2, and 29% in Grade 3. This distribution suggested that the majority of the learners were from the lower grade levels, with Grade 1 having the highest number of learners. The interpretation indicated that the study covered a broad representation of primary grade learners, with a higher concentration of participants in the first two grades. The item with the highest frequency was "Grade 1" (39%), which represented the largest proportion of learners in the study. This finding was significant to the study as it highlighted the importance of early educational interventions and support for first-grade learners, who were at a critical stage of academic development.

The findings aligned with the study by Ahmetovic and Dubravac (2021), which emphasized the significance of grade level in shaping the educational needs of learners. Both studies suggested that learners in earlier grades, such as Grade 1, required tailored instructional strategies to ensure foundational skills were effectively developed.

4.1.4. Number of Siblings

Table 4 shows the frequency and percentage distribution of the profile of primary grade learners in terms of the number of siblings. It provides insights into the family structures of the learners included in the study.

Table 4

Frequency and Percentage Distribution of the Profile of Primary Grade Learners in terms of Number of Siblings

Number of Siblings	Frequency	Percentage
No sibling	12	12.00
1 sibling	18	18.00
2 siblings	29	29.00
3 siblings	21	21.00
4 siblings	7	7.00
5 siblings	11	11.00
6 siblings and above	2	2.00
Total	100	100.00

The data showed that 29% of learners had two siblings, followed by 21% with three siblings, and 18% with one sibling. Smaller percentages were observed for learners with no siblings (12%), five siblings (11%), and four siblings (7%). A very small percentage of learners had six siblings or more (2%). This distribution suggested that the majority of learners came from families with a moderate number of siblings, with the largest proportion having two siblings. The item with the highest frequency was "2 siblings" (29%), which indicated that the most common family structure for the learners involved having two siblings. This finding was significant to the study as it highlighted the typical family size and might have provided insights into the social dynamics that influenced learners' behavior and development.

The findings aligned with the study by Yunita (2024), which explored the relationship between family size and learner outcomes. Both studies suggested that the number of siblings might have influenced learners' interactions at home, potentially affecting their social skills and overall academic performance.

4.1.5. Monthly Family Income

Table 5 displays the frequency and percentage distribution of the profile of primary grade learners in terms of their monthly family income. The table shows how family income levels were distributed among the learners.

Table 5

Frequency and Percentage Distribution of the Profile of Primary Grade Learners in terms of Monthly Family Income

Monthly Family Income	Frequency	Percentage
P19,999 and below	88	88.00
P20,000 to P39,999	8	8.00
P40,000 to P59,999	4	4.00
Total	100	100.00

The data revealed that the majority of learners, 88%, came from families with a monthly income of P19,999 and below. The remaining learners came from families earning between P20,000 to P39,999 (8%) and P40,000 to P59,999 (4%). This distribution suggested that most primary grade learners came from lower-income families, which might have affected their access to resources that supported academic performance and development. The item with the highest

frequency was "P19,999 and below" (88%), indicating that a large majority of learners were from lower-income households. This finding was significant to the study because it highlighted the potential challenges that families with limited financial resources might have faced in providing educational support for their children.

The findings aligned with the study by Solehudin et al. (2023), which discussed the impact of family income on the educational opportunities available to learners. Both studies suggested that lower family income could have limited access to educational resources and may have affected the academic performance and overall development of learners.

4.1.6. Highest Educational Attainment of Learning Facilitator

Table 6 documents the frequency and percentage distribution of the profile of primary grade learners in terms of the highest educational attainment of their learning facilitators. This table highlights the educational background of the individuals guiding the learners' education at home.

Table 6

Frequency and Percentage Distribution of the Profile of Primary Grade Learners in terms of Highest Educational Attainment of Learning Facilitator

Highest Educational Attainment of Learning Facilitator	Frequency	Percentage
Did Not Attend Schooling	4	4.00
Elementary Undergraduate	32	32.00
Elementary Graduate	25	25.00
High School Graduate	38	38.00
College Graduate	1	1.00
Total	100	100.00

The data showed that the highest percentage of learning facilitators, 38%, were high school graduates, followed by 32% who were elementary undergraduates. The rest of the facilitators consisted of 25% elementary graduates, 4% who had not attended schooling, and only 1% who were college graduates. This distribution suggested that most primary grade learners were supported by facilitators with varying levels of educational background, with a substantial portion coming from a high school education level. The item with the highest frequency was "High School Graduate" (38%), which indicated that a significant number of learners were guided by individuals who completed high school. This finding was significant to the study as it highlighted the importance of having learning facilitators with at least a high school education, which may have influenced the quality of academic support learners received at home.

The findings aligned with the study by Cada (2021), which underscored the correlation between the educational level of learning facilitators and the academic performance of learners. Both studies suggested that higher levels of educational attainment among learning facilitators may have led to more effective learning support for primary grade learners.

4.1.7. Daily Number of Hours Spent Studying at Home

Table 7 presents the frequency and percentage distribution of the profile of primary grade learners in terms of the daily number of hours spent studying at home. The table highlights the distribution of learners based on their study habits.

Table 7

Frequency and Percentage Distribution of the Profile of Primary Grade Learners in terms of Daily Number of Hours Spent Studying at Home

Daily Number of Hours Spent Studying at Home	Frequency	Percentage
Less than 1.0 hour	84	84.00
1.0 to 1.9 hours	11	11.00
2.0 to 2.9 hours	5	5.00
Total	100	100.00

The data revealed that 84 learners, or 84%, spent less than 1.0 hour studying at home daily, while 11 learners (11%) studied between 1.0 to 1.9 hours, and only 5 learners (5%) studied for 2.0 to 2.9 hours. This distribution indicated that the majority of learners dedicated minimal time to studying at home, with only a small percentage of learners committing more time. The interpretation suggested that a large proportion of primary grade learners might have required additional support or motivation to increase their study time for academic improvement. The item with the highest frequency was "Less than 1.0 hour" (84%), reflecting a significant portion of learners who spent very little time on academic activities outside of school. This finding was significant to the study as it suggested that learners might not have been engaging in sufficient home study, potentially affecting their academic performance and readiness for learning.

The findings aligned with the study by Islahuddin (2023), which emphasized the need for a more structured and supportive study routine for young learners. Both studies suggested that allocating more time for studying at home could have enhanced learners' academic performance and overall learning outcomes.

4.2. Character Traits at Home of Primary Grade Learners

4.2.1. Socio-Emotional Traits

Table 8 exhibits the mean ratings and interpretations of the character traits at home of primary grade learners in terms of socio-emotional traits. The table provides insight into how learners exhibit socio-emotional behaviors in their home environments.

Table 8

Mean Rating and Interpretations of the Character Traits at Home of Primary Grade Learners in terms of Socio-Emotional Traits

Item	Indicators	Mean Rating	Interpretation
1	I show understanding of others' feelings.	3.22	Frequently Demonstrated
2	I say "thank you" after receiving help or a gift.	3.42	Always Demonstrated
3	I apologize when I make a mistake.	3.23	Frequently Demonstrated
4	I share my toys or belongings with my siblings or friends.	3.21	Frequently Demonstrated
5	I show concern for others when I have a problem.	3.18	Frequently Demonstrated

6	I know how to listen when someone is speaking.	3.24	Frequently Demonstrated
7	I try to be respectful when dealing with elders.	3.24	Frequently Demonstrated
8	I show appreciation for others' positive actions.	3.19	Frequently Demonstrated
9	I try to help with chores at home without being asked.	3.19	Frequently Demonstrated
10	I remain calm when facing challenging situations.	3.16	Frequently Demonstrated
General Mean Rating		3.23	Frequently Demonstrated

The range of mean ratings for the indicators varied from 3.16 to 3.42, with most of the indicators falling under the "Frequently Demonstrated" category. The general mean rating of 3.23 indicated that learners often demonstrated socio-emotional traits, suggesting that they perceived themselves as regularly exhibiting behaviors such as empathy, respect, and emotional regulation in their home life. This interpretation showed that primary grade learners recognized the importance of socio-emotional skills in their interactions with others and in managing their own emotions. The indicator with the highest mean rating was "I say 'thank you' after receiving help or a gift" (3.42), reflecting the learners' ability to express gratitude in social interactions. This finding was significant because it highlighted the importance of learners' social awareness and their ability to engage in positive social exchanges, which were essential for developing strong relationships and fostering empathy.

These findings aligned with the study by Abas et al. (2023), which emphasized the role of socio-emotional traits, such as empathy and emotional regulation, in promoting positive social interactions and emotional well-being among learners. Both studies suggested that demonstrating socio-emotional skills contributed to building positive relationships and improving emotional intelligence, which were key to young learners' overall development.

4.2.2. Academic Responsibility Traits

Table 9 presents the mean rating and interpretations of the character traits at home of primary grade learners in terms of academic responsibility traits. The table provides insights into how learners perceive their academic responsibility behaviors at home.

Table 9

Mean Rating and Interpretations of the Character Traits at Home of Primary Grade Learners in terms of Academic Responsibility Traits

Item	Indicators	Mean Rating	Interpretation
1	I complete my homework on time.	3.04	Frequently Demonstrated
2	I read books at home even without assigned tasks from the teacher.	3.00	Frequently Demonstrated
3	I prepare my school materials before going to bed.	3.01	Frequently Demonstrated

4	I ask questions when I do not understand the lesson.	3.12	Frequently Demonstrated
5	I make an effort to learn and listen when being taught by my parents.	3.06	Frequently Demonstrated
6	I set aside time to review before exams.	2.99	Frequently Demonstrated
7	I show diligence in completing school projects.	3.05	Frequently Demonstrated
8	I ask for help when struggling with a school task.	3.06	Frequently Demonstrated
9	I follow a regular study schedule at home.	2.96	Frequently Demonstrated
10	I take responsibility for keeping and caring for my books and school supplies.	3.00	Frequently Demonstrated
General Mean Rating		3.03	Frequently Demonstrated

The range of mean ratings for the indicators varied from 2.96 to 3.12, with all ratings falling under the "Frequently Demonstrated" category. The general mean rating of 3.03 indicated that learners consistently demonstrated academic responsibility traits, suggesting they perceived themselves as regularly exhibiting behaviors such as completing assignments, reviewing for exams, and seeking help when needed. This interpretation showed that primary grade learners considered themselves responsible for their academic tasks at home, which was essential for their academic growth and success. The indicator with the highest mean rating was "I ask questions when I do not understand the lesson" (3.12), reflecting the learners' willingness to take initiative in their learning process. This finding was significant because it emphasized the importance of learners' active engagement in their academic responsibilities, highlighting their self-awareness and desire for academic success.

The findings aligned with the study by Ponomaryov et al. (2024), which emphasized the importance of academic responsibility traits, such as self-initiative and seeking help, in enhancing learners' academic performance. Both studies suggested that demonstrating academic responsibility was a key factor in promoting a strong work ethic and improving academic outcomes for young learners. and life skill traits.

4.2.3. Personal Traits

Table 10 showcases the mean ratings and interpretations of the character traits at home of primary grade learners in terms of personal traits. The table illustrates the learners' perceptions of their behaviors in various personal situations at home.

Table 10

Mean Rating and Interpretations of the Character Traits at Home of Primary Grade Learners in terms of Personal Traits

Item	Indicators	Mean Rating	Interpretation
1	I say "thank you" and "sorry" when needed.	3.62	Always Demonstrated
2	I strive to be respectful towards family members.	3.35	Always Demonstrated
3	I show honesty by telling the truth.	3.33	Always Demonstrated
4	I know how to share my toys and belongings with my siblings or friends.	3.30	Always Demonstrated
5	I show care for pets and plants at home.	3.26	Always Demonstrated
6	I help with simple household tasks, like putting away my toys.	3.30	Always Demonstrated
7	I display a positive attitude even when facing challenges.	3.32	Always Demonstrated
8	I show reliability by keeping my promises.	3.36	Always Demonstrated
9	I take the initiative to help without being asked.	3.33	Always Demonstrated
10	I follow simple household rules.	3.30	Always Demonstrated
General Mean Rating		3.35	Always Demonstrated

The range of mean ratings for the indicators varied from 3.26 to 3.62, with all indicators falling under the "Always Demonstrated" category. The general mean rating of 3.35 indicated that learners consistently demonstrated positive personal traits, suggesting that they perceived themselves as consistently practicing behaviors such as respect, honesty, and responsibility in their home life. This interpretation showed that primary grade learners viewed themselves as regularly embodying essential personal traits that contributed to their emotional and social development. The indicator with the highest mean rating was "I say 'thank you' and 'sorry' when needed" (3.62), reflecting the learners' awareness and application of polite expressions in daily interactions. This finding was significant because it highlighted the learners' social skills and emotional intelligence, which were critical for establishing positive relationships and fostering empathy.

The findings aligned with the study by Tika et al. (2024), which emphasized the importance of personal traits, such as honesty and respect, in shaping learners' social interactions and emotional well-being. Both studies suggested that demonstrating personal traits, such as gratitude and reliability, was essential for developing strong interpersonal skills and positive character attributes in young learners.

4.2.4. Life Skill Traits

Table 11 details the mean rating and interpretations of the character traits at home of primary grade learners in terms of life skill traits. This table provides insights into how primary grade learners perceive their demonstration of various life skills at home.

Table 11

Mean Rating and Interpretations of the Character Traits at Home of Primary Grade Learners in terms of Life Skill Traits

Item	Indicators	Mean Rating	Interpretation
1	I can dress up independently.	3.63	Always Demonstrated
2	I practice making my bed every morning.	3.49	Always Demonstrated
3	I know how to use simple kitchen utensils like a spoon and fork.	3.53	Always Demonstrated
4	I can wash my own dishes after eating.	3.41	Always Demonstrated
5	I follow hygiene rules like washing hands before meals.	3.54	Always Demonstrated
6	I clean up my toys after playing.	3.45	Always Demonstrated
7	I can prepare simple snacks like a sandwich.	3.38	Always Demonstrated
8	I show the ability to plan my daily activities.	3.26	Always Demonstrated
9	I learn to save money from my allowance or received gifts.	3.25	Always Demonstrated
10	I demonstrate problem-solving skills, like fixing a broken toy.	3.23	Frequently Demonstrated
General Mean Rating		3.42	Always Demonstrated

The range of mean ratings for the indicators varied from 3.23 to 3.63, with most of the items falling under the "Always Demonstrated" category. The general mean rating of 3.42 indicated that learners consistently demonstrated life skill traits, suggesting that they exhibited responsibility and independence in performing various household tasks. This interpretation showed that primary grade learners perceived themselves as regularly practicing essential life skills, which were fundamental for their personal development and growth. The indicator with the highest mean rating was "I can dress up independently" (3.63), reflecting the learners' ability to perform personal tasks without assistance. This finding was significant because it highlighted the learners' growing independence and self-reliance, which were key indicators of their readiness for more complex responsibilities both at home and in school.

The findings aligned with the study by Hussain (2022), which emphasized the role of life skills in promoting independence and responsibility among young learners. Both studies suggested that demonstrating life skills, such as problem-solving and self-care, played a vital role in

supporting children's overall development and preparing them for future academic and life challenges.

4.3. Behavioral Traits at School of Primary Grade Learners

4.3.1. Demonstrating Empathy

Table 12 outlines the mean rating and interpretations of the behavioral traits of primary grade learners as perceived by themselves in terms of demonstrating empathy. This table shows the learners' self-reported behaviors that reflect their empathy toward others in various social situations.

Table 12

Mean Rating and Interpretations of the Behavioral Traits of Primary Grade Learners as Perceived by Learners Themselves in terms of Demonstrating Empathy

Item	Indicators	Mean Rating	Interpretation
1	I show concern for my classmates when they are sad.	3.16	Frequently Performed
2	I help my friends when they have problems or difficulties.	3.13	Frequently Performed
3	I listen to my friends' stories and show understanding.	3.10	Frequently Performed
4	I show my classmates that their feelings are important.	3.08	Frequently Performed
5	I help my classmates find their lost belongings.	3.17	Frequently Performed
6	I show appreciation for others by saying "Thank you" and "Sorry."	3.39	Always Performed
7	I help new classmates adjust to our class.	3.09	Frequently Performed
8	I show empathy to my classmates by helping them adjust when they are stressed or sad.	3.12	Frequently Performed
9	I show concern for my classmates by helping them when they fall or get hurt.	3.16	Frequently Performed
10	I show respect for others' feelings by being polite and not making fun of them.	3.12	Frequently Performed
General Mean Rating		3.15	Frequently Performed

The range of mean ratings for the indicators varied from 3.08 to 3.39, with all ratings falling under the "Frequently Performed" category, except for one item which was rated as "Always Performed." The general mean rating of 3.15 indicated that learners regularly exhibited empathetic behaviors, suggesting they demonstrated concern and care for others in different social contexts. This interpretation showed that primary grade learners were perceived by themselves as consistently demonstrating empathy, which was crucial for social development and positive relationships. The indicator with the highest mean rating was "I show appreciation for others by saying 'Thank you' and 'Sorry'" (3.39), reflecting the learners' ability to express gratitude and acknowledge others' feelings. This finding was significant because it highlighted how learners

understood the importance of expressing gratitude and politeness, which were essential aspects of fostering a respectful and empathetic classroom environment.

These findings aligned with the study by Kianinezhad (2023), which emphasized the importance of empathy in promoting positive social interactions and emotional well-being among learners. Both studies suggested that demonstrating empathy contributed to the development of strong interpersonal relationships and social skills, which were essential for learners' emotional and academic growth.

4.3.2. Taking Ownership

Table 13 summarizes the mean ratings and interpretations of the behavioral traits of primary grade learners as perceived by themselves in terms of "Taking Ownership." It shows the learners' self-reported behaviors regarding their responsibility in various aspects of their academic and personal lives.

Table 13

Mean Rating and Interpretations of the Behavioral Traits of Primary Grade Learners as Perceived by Learners Themselves in terms of Taking Ownership

Item	Indicators	Mean Rating	Interpretation
1	I take responsibility for my mistakes and apologize.	3.09	Frequently Performed
2	I organize my things when they are messy or missing.	3.10	Frequently Performed
3	I show responsibility by finishing my tasks on time.	3.08	Frequently Performed
4	I take responsibility for my tasks in class and do not avoid them.	3.07	Frequently Performed
5	I help my classmates when they need help with their tasks.	3.09	Frequently Performed
6	I take responsibility for my own work and do not pass it to others.	3.08	Frequently Performed
7	I choose to do the right thing even if it's hard or others don't like it.	3.07	Frequently Performed
8	I help myself learn new lessons without waiting for help from others.	3.08	Frequently Performed
9	I take responsibility for my losses in games and learn from them.	3.10	Frequently Performed
10	I show responsibility by cleaning up my space after studying.	3.08	Frequently Performed
General Mean Rating		3.08	Frequently Performed

The range of mean ratings for the indicators varied from 3.07 to 3.10, all of which fell under the "Frequently Performed" category. The general mean rating of 3.08 indicated that learners consistently exhibited responsible behaviors, suggesting that they viewed themselves as taking ownership of their tasks and actions. This interpretation showed that primary grade learners were

perceived by themselves as regularly demonstrating responsibility, which was crucial for their development in academic and personal growth. The indicator with the highest mean rating was "I organize my things when they were messy or missing" (3.10), which highlighted the learners' ability to take responsibility for their personal belongings. This finding was significant because it demonstrated the learners' self-management skills, which were essential for developing independence and organizational skills—key components for academic success.

The findings aligned with the study by Asadzadeh (2024), which emphasized the importance of taking responsibility for one's actions in enhancing learners' academic behaviors. Both studies suggested that taking ownership was a critical factor in promoting responsibility, personal growth, and success in academic environments.

4.3.3. Displaying Perseverance

Table 14 illustrates the mean ratings and interpretations of the behavioral traits of primary grade learners as perceived by the learners themselves in terms of displaying perseverance. This table provides insight into how learners view their own persistence in overcoming challenges and completing tasks.

Table 14

Mean Rating and Interpretations of the Behavioral Traits of Primary Grade Learners as Perceived by Learners Themselves in terms of Displaying Perseverance

Item	Indicators	Mean Rating	Interpretation
1	I continue doing my tasks even when I find them difficult.	3.03	Frequently Performed
2	I don't give up on my tasks when I feel confused or find them hard.	2.98	Frequently Performed
3	I try my best to finish my project even when it's hard.	3.00	Frequently Performed
4	When I fail, I get up and keep learning.	2.99	Frequently Performed
5	I make sure to finish all my tasks despite any challenges.	2.98	Frequently Performed
6	I try to finish my lesson even when I am tired.	3.03	Frequently Performed
7	When I struggle with a task, I ask for help and keep practicing.	3.03	Frequently Performed
8	I don't stop until I get something right.	2.96	Frequently Performed
9	I keep trying even if I don't succeed right away.	2.99	Frequently Performed
10	I work hard to get better at things that are difficult for me.	2.97	Frequently Performed
General Mean Rating		3.00	Frequently Performed

The range of mean ratings for the indicators ranged from 2.96 to 3.03, with all ratings falling under the "Frequently Performed" category. The general mean rating of 3.00 indicated that learners generally demonstrated perseverance, suggesting that they viewed themselves as consistently persisting in the face of difficulties. This interpretation showed that primary grade learners were perceived by themselves as regularly practicing perseverance in their academic and personal tasks. The indicator with the highest mean rating was "I continue doing my tasks even when I found them difficult" (3.03), highlighting the learners' determination to persist through challenges. This finding was significant because it reflected the learners' commitment to overcoming obstacles, which was a crucial trait for academic growth and resilience.

The findings aligned with the study by Allen et al. (2021), which emphasized the importance of perseverance in enhancing learners' ability to overcome academic challenges. Both studies suggested that perseverance played a vital role in fostering resilience and improving learners' success in the face of difficulties.

4.3.4. Managing Time

Table 15 highlights the mean ratings and interpretations of the behavioral traits of primary grade learners as perceived by themselves in terms of managing time. The table provides insight into how learners prioritize and organize their time to complete academic tasks.

Table 15

Mean Rating and Interpretations of the Behavioral Traits of Primary Grade Learners as Perceived by Learners Themselves in terms of Managing Time

Item	Indicators	Mean Rating	Interpretation
1	I prioritize important tasks before the less important ones.	3.04	Frequently Performed
2	I give time for each subject so I can finish all my tasks.	3.04	Frequently Performed
3	I set aside enough time to study and rest.	3.02	Frequently Performed
4	I use my time at school to finish projects and assignments.	2.98	Frequently Performed
5	I help myself plan when I will finish each task.	2.97	Frequently Performed
6	When there is extra time, I study to be ready for upcoming tasks.	3.05	Frequently Performed
7	I give time to each part of a project so I can do it properly.	3.02	Frequently Performed
8	I delay unnecessary tasks to focus on the important ones.	3.06	Frequently Performed
9	I help myself finish tasks on time.	3.03	Frequently Performed
10	I adjust my time when needed to complete all my tasks.	3.03	Frequently Performed

General Mean Rating **3.02** **Frequently Performed**

The range of mean ratings for the indicators varied from 2.97 to 3.06, with all ratings fallen under the "Frequently Performed" category. The general mean rating of 3.02 indicated that learners generally demonstrated effective time management skills, suggesting that they were able to manage their tasks efficiently. This interpretation showed that primary grade learners were perceived by themselves as regularly practicing time management behaviors. The indicator with the highest mean rating was "I delay unnecessary tasks to focus on the important ones" (3.06), emphasizing the learners' ability to prioritize essential tasks over distractions. This finding was significant because it highlighted how learners understood the importance of focusing on critical activities, a key skill for academic success and productivity.

The findings aligned with the study by Napoles et al. (2023), which emphasized the role of time management in enhancing learners' academic performance and productivity. Both studies suggested that the ability to prioritize and allocate time effectively contributed to better academic outcomes and overall time management proficiency.

4.3.5. Demonstrating Empathy

Table 16 reports the mean rating and interpretations of the behavioral traits of primary grade learners as perceived by their teachers in terms of demonstrating empathy. This table provides an overview of the teachers' perceptions regarding how frequently primary grade learners demonstrated empathetic behaviors in various situations.

Table 16

Mean Rating and Interpretations of the Behavioral Traits of Primary Grade Learners as Perceived by Their Teachers in terms of Demonstrating Empathy

Item	Indicators	Mean Rating	Interpretation
1	My learners show concern for their classmates when they are sad.	2.83	Frequently Performed
2	My learners help their friends when they have problems or difficulties.	2.76	Frequently Performed
3	My learners listen to their friends' stories and show understanding.	2.83	Frequently Performed
4	My learners show their classmates that their feelings are important.	2.77	Frequently Performed
5	My learners help their classmates find their lost belongings.	2.84	Frequently Performed
6	My learners show appreciation for others by saying "Thank you" and "Sorry."	2.77	Frequently Performed
7	My learners help new classmates adjust to their class.	2.81	Frequently Performed
8	My learners show empathy to their classmates by helping them adjust when they are stressed or sad.	2.77	Frequently Performed

9	My learners show concern for their classmates by helping them when they fall or get hurt.	2.82	Frequently Performed
10	My learners show respect for others' feelings by being polite and not making fun of them.	2.76	Frequently Performed
General Mean Rating		2.80	Frequently Performed

The range of mean ratings for the indicators varied from 2.76 to 2.84, with all ratings falling under the "Frequently Performed" category. The general mean rating of 2.80 reflected a consistent pattern, suggesting that learners generally exhibited empathetic behaviors. This indicated that, in general, the learners were perceived by their teachers to regularly demonstrate care and understanding toward their peers. The indicator with the highest mean rating was "My learners help their classmates find their lost belongings" (2.84), highlighting the learners' willingness to assist others in practical situations. This finding was significant as it showed that empathy in primary grade learners extended beyond emotional understanding to active support in resolving problems, which was essential in building a positive and supportive classroom environment.

The findings aligned with the study by Aldrup et al. (2022), which emphasized the importance of empathy in fostering positive social interactions and emotional well-being among learners. Both studies suggested that demonstrating empathy contributed to the development of strong interpersonal relationships and social skills, crucial for learners' overall emotional and academic growth.

4.3.6. Taking Ownership

Table 17 presents the mean ratings and interpretations of the behavioral traits of primary grade learners in terms of taking ownership, as perceived by their teachers. The table provides an overview of the frequency with which these learners exhibited behaviors related to responsibility and accountability.

Table 17

Mean Rating and Interpretations of the Behavioral Traits of Primary Grade Learners as Perceived by Their Teachers in terms of Taking Ownership

Item	Indicators	Mean Rating	Interpretation
1	My learners take responsibility for their mistakes and apologize.	2.82	Frequently Performed
2	My learners organize their things when they are messy or missing.	2.76	Frequently Performed
3	My learners show responsibility by finishing their tasks on time.	2.81	Frequently Performed
4	My learners take responsibility for their tasks in class and do not avoid them.	2.76	Frequently Performed
5	My learners help their classmates when they need help with their tasks.	2.83	Frequently Performed
6	My learners take responsibility for their own work and do not pass it to others.	2.87	Frequently Performed

7	My learners choose to do the right thing even if it is hard or others do not like it.	2.80	Frequently Performed
8	My learners help themselves learn new lessons without waiting for help from others.	2.79	Frequently Performed
9	My learners take responsibility for their losses in games and learn from them.	2.81	Frequently Performed
10	My learners show responsibility by cleaning up their space after studying.	2.76	Frequently Performed
General Mean Rating		2.79	Frequently Performed

The range of mean ratings for the indicators varied from 2.76 to 2.87, with all ratings falling under the "Frequently Performed" category. The general mean rating of 2.79 also reflected frequent performance, indicating that primary grade learners consistently displayed behaviors associated with taking ownership and responsibility. This suggested that, in general, teachers perceived the learners as actively engaging in responsible behaviors. The indicator with the highest mean rating was "My learners took responsibility for their own work and did not pass it to others" (2.87), highlighting the learners' ability to take ownership of their tasks and avoid relying on others. This finding was significant as it emphasized the learners' independence and accountability, which were key factors in fostering self-discipline and academic success.

The findings aligned with the study by Az-Zahra et al. (2023), which emphasized the role of responsibility and ownership in enhancing learners' academic behaviors. Both studies suggested that fostering a sense of responsibility in learners could positively influence their academic performance and overall development.

4.3.7. Displaying Perseverance

Table 18 shows the mean rating and interpretations of the behavioral traits of primary grade learners as perceived by their teachers in terms of displaying perseverance. The statistical analysis used in this table provides insights into the perseverance traits of primary grade learners, as observed by their teachers.

Table 18

Mean Rating and Interpretations of the Behavioral Traits of Primary Grade Learners as Perceived by Their Teachers in terms of Displaying Perseverance

Item	Indicators	Mean Rating	Interpretation
1	My learners continue doing their tasks even when they find them difficult.	2.82	Frequently Performed
2	My learners do not give up on their tasks when they feel confused or find them hard.	2.80	Frequently Performed
3	My learners try their best to finish their project even when it is hard.	2.85	Frequently Performed
4	When my learners fail, they get up and keep learning.	2.83	Frequently Performed
5	My learners make sure to finish all their tasks despite any challenges.	2.82	Frequently Performed

6	My learners try to finish their lesson even when they are tired.	2.81	Frequently Performed
7	When my learners struggle with a task, they ask for help and keep practicing.	2.85	Frequently Performed
8	My learners do not stop until they get something right.	2.77	Frequently Performed
9	My learners keep trying even if they do not succeed right away.	2.85	Frequently Performed
10	My learners work hard to get better at things that are difficult for them.	2.82	Frequently Performed
General Mean Rating		2.82	Frequently Performed

The range of mean ratings for the indicators ranged from 2.77 to 2.85, with all ratings categorized under "Frequently Performed," suggesting that learners generally displayed perseverance in their academic behaviors. The general mean rating of 2.82 indicated that, overall, primary grade learners consistently exhibited perseverance in the face of challenges, as perceived by their teachers. The indicator with the highest mean rating was "My learners keep trying even if they did not succeed right away" (2.85), highlighting learners' determination and persistence in the face of failure. This finding was significant because it emphasized the learners' resilience and their ability to persist in tasks, which was crucial for their academic growth and success.

The findings aligned with the study by Sudina and Plonsky (2021), which highlighted the importance of perseverance in learners' academic performance. Both studies underscored the role of perseverance in helping learners overcome challenges and improve their problem-solving abilities, ultimately contributing to their academic success.

4.3.8. Managing Time

Table 19 displays the mean ratings and interpretations of the behavioral traits of primary grade learners as perceived by their teachers in terms of managing time. The table highlights various indicators related to time management, showing how frequently learners perform specific behaviors.

Table 19

Mean Rating and Interpretations of the Behavioral Traits of Primary Grade Learners as Perceived by Their Teachers in terms of Managing Time

Item	Indicators	Mean Rating	Interpretation
1	My learners prioritize important tasks before the less important ones.	2.83	Frequently Performed
2	My learners give time for each subject so they can finish all their tasks.	2.81	Frequently Performed
3	My learners set aside enough time to study and rest.)	2.83	Frequently Performed
4	My learners use their time at school to finish projects and assignments.	2.79	Frequently Performed

5	My learners help themselves plan when they will finish each task.	2.82	Frequently Performed
6	When there is extra time, my learners study to be ready for upcoming tasks.	2.79	Frequently Performed
7	My learners give time to each part of a project so they can do it properly.	2.82	Frequently Performed
8	My learners delay unnecessary tasks to focus on the important ones.	2.76	Frequently Performed
9	My learners help themselves finish tasks on time.	2.84	Frequently Performed
10	My learners adjust their time when needed to complete all their tasks.	2.81	Frequently Performed
General Mean Rating		2.81	Frequently Performed

The range of mean ratings for the indicators ranged from 2.76 to 2.84, with all ratings falling under the "Frequently Performed" interpretation. The general mean rating of 2.81 also reflected this frequent performance, indicating that, in general, the learners demonstrated consistent and frequent behaviors associated with effective time management. The indicator with the highest mean rating was "My learners help themselves finish tasks on time" (2.84), emphasizing that learners were particularly effective at completing their tasks within the allocated time. This finding was significant as it underscored the learners' ability to manage time effectively, which was crucial for their academic success and development of self-discipline.

The findings aligned with the study by Mariano et al. (2022), which emphasized the importance of time management skills in learners' academic performance. Both studies highlighted that fostering time management abilities in learners could positively impact their efficiency and productivity in school tasks.

4.4. Difference Between the Character Traits at Home of Primary Grade Learners and Their Profile

4.4.1. Age

Table 20 presents the difference between the character traits at home of primary grade learners and their profile in terms of age groups, analyzed using the Kruskal-Wallis Test. This statistical tool was used to determine if significant differences existed in the character traits at home across different age groups.

Table No. 20

Difference Between the Character Traits at Home of Primary Grade Learners and Their Profile in terms of Age

Groups	MR	Eta squared (η^2)	H	df	p	Decision
6 years old	40.80	.39 (Large)	11.11	4	.025	Reject H ₀₁ (Significant)
7 years old	65.33					
8 years old	48.94					
9 years old	43.77					
10 years old and above	61.25					

The mean ranks (MR) for the age groups varied, with the highest MR observed in the 7 years old group (65.33), followed by the 10 years old and above group (61.25). The eta squared (η^2) value of .39 indicated a large effect size, while the Kruskal-Wallis H value was 11.11, with 4 degrees of freedom (df), and a p-value of .025. Since the p-value was less than the alpha level of 0.05, the null hypothesis (H_{01}) was rejected, indicating a significant difference in character traits at home among the different age groups. The overall interpretation of the findings suggested that age significantly influenced the character traits at home of primary grade learners. The highest MR of 65.33, observed in the 7 years old group, and the large eta squared value (.39) highlighted a strong relationship between age and the development of character traits, emphasizing that age-specific developmental factors played a significant role in shaping learners' behaviors at home.

These findings were consistent with the study by Heintz and Ruch (2021), which found that age could significantly affect various aspects of learners' development, including their character traits. Both studies emphasized the need to consider age when examining the development of behaviors and traits in learners.

4.4.2. Sex

Table 21 exhibits the difference between the character traits at home of primary grade learners and their profile in terms of sex. The statistical tool used for this analysis was the Kruskal-Wallis Test.

Table 21

Difference Between the Character Traits at Home of Primary Grade Learners and Their Profile in terms of Sex

Groups	MR	Eta squared (η^2)	H	df	p	Decision
Male	56.38	.33	7.70	1	.006	Reject H_{01}
Female	39.59	(Large)				(Significant)

The mean ranks (MR) for male learners were 56.38, while female learners had a MR of 39.59. The eta squared (η^2) value of .33 indicated a large effect size, and the Kruskal-Wallis H value was 7.70, with 1 degree of freedom (df), and a p-value of .006. Since the p-value was less than the alpha level of 0.05, the null hypothesis (H_{01}) was rejected, indicating a significant difference in character traits at home between male and female learners. The overall interpretation of the findings suggested that gender significantly influenced the character traits of primary grade learners at home. The higher MR of 56.38 observed in males, along with the large eta squared value (.33), highlighted a strong relationship between gender and character traits, underscoring the importance of considering gender as a factor in shaping home behaviors.

The findings were consistent with the study by Wang et al. (2022), which noted that gender differences played a significant role in the development of learners' behaviors. Both studies emphasized the need to examine gender-specific factors when assessing learners' character traits at home.

4.4.3. Grade Level

Table 22 highlights the difference between the character traits at home of primary grade learners and their profile in terms of grade level, using the Kruskal-Wallis Test as the statistical tool. The test assessed whether there were significant differences in the character traits at home among grade levels of primary grade learners.

Table 22

Difference Between the Character Traits at Home of Primary Grade Learners and Their Profile in terms of Grade Level

Groups	MR	Eta squared (η^2)	H	df	p	Decision
Grade 1	40.31	.32 (Large)	8.13	2	.017	Reject H ₀₁ (Significant)
Grade 2	58.41					
Grade 3	55.48					

The mean ranks (MR) for the groups varied, with Grade 1 having the lowest MR of 40.31, Grade 2 showing a MR of 58.41, and Grade 3 having a MR of 55.48. The eta squared (η^2) value of .32 indicated a large effect size, while the Kruskal-Wallis H value was 8.13, with 2 degrees of freedom (df), and a p-value of .017. Since the p-value was less than the alpha level of 0.05, the null hypothesis (H₀₁) was rejected, indicating a significant difference in character traits at home across grade levels. The overall interpretation of the findings suggested that the grade level of primary grade learners significantly influenced their character traits at home. The highest MR of 58.41 observed in Grade 2 learners, coupled with the large eta squared value (.32), indicated a strong relationship between grade level and character traits, highlighting the influence of grade-specific developmental factors on home behaviors.

The findings aligned with the study by Mashuri (2022), which found that grade level could significantly impact the character traits of learners, emphasizing that learners in different grade levels might exhibit distinct behaviors at home. Both studies underscored the importance of considering developmental stages when assessing learners' character traits at home.

4.4.4. Number of Siblings

Table 23 presents the difference between the character traits at home of primary grade learners and their profile in terms of the number of siblings. The statistical tool used to analyze the data was the Kruskal-Wallis Test.

Table 23

Difference Between the Character Traits at Home of Primary Grade Learners and Their Profile in terms of Number of Siblings

Groups	MR	Eta squared (η^2)	H	df	p	Decision
No sibling	72.62	.56 (Large)	30.97	6	.000	Reject H ₀₁ (Significant)
1 sibling	64.39					
2 siblings	57.14					
3 siblings	26.52					
4 siblings	30.71					
5 siblings	44.95					
6 siblings and above	48.00					

The mean ranks (MR) for the groups varied, with the highest MR observed in the "No Sibling" group (72.62), indicating a notable difference in character traits at home for this group. The eta squared (η^2) value of .56 indicated a large effect size, while the Kruskal-Wallis H value was 30.97, with 6 degrees of freedom (df), and a p-value of .000. Since the p-value was less than the alpha level of 0.05, the null hypothesis (H₀₁) was rejected, indicating a significant difference

between the groups. The overall interpretation of the findings suggested that the number of siblings in a learner's family significantly influenced the character traits at home of primary grade learners. The highest MR of 72.62, observed in the "No Sibling" group, and the large eta squared value (.56) indicated a strong relationship between the absence of siblings and the development of character traits at home, emphasizing the importance of sibling dynamics in shaping home behaviors.

The findings were consistent with the study by Downey and Cao (2023), which found that family dynamics, including the number of siblings, could play a significant role in shaping learners' behaviors and development. Both studies highlighted that familial factors, such as sibling relationships, needed to be considered when assessing learners' character traits at home.

4.4.5. Monthly Family Income

Table 24 applies the Kruskal-Wallis Test to assess whether there were significant differences in character traits at home based on monthly family income groups.

Table 24

Difference Between the Character Traits at Home of Primary Grade Learners and Their Profile in terms of Monthly Family Income

Groups	H	df	p	Decision
P19,999 and below	4.63	2	.099	Accept H ₀₁
P20,000 to P39,999				(Not Significant)
P40,000 to P59,999				

The Kruskal-Wallis H value was 4.63, with 2 degrees of freedom (df), and the p-value was .099. Since the p-value exceeded the alpha level of 0.05, the null hypothesis (H₀₁) was accepted, indicating that there were no significant differences between the family income groups in terms of the character traits at home of primary grade learners. The findings suggested that family income did not have a significant effect on the character traits of learners at home, implying that factors other than income may have played a more significant role in shaping learners' home behaviors. This outcome was important as it underscored the complexity of factors influencing character development in learners.

The results were consistent with the study by Stanley and Olumuyiwa (2023), which found that while family income could influence various aspects of a learner's life, it did not necessarily correlate with significant differences in character traits. Both studies highlighted the need to consider a variety of factors beyond income in understanding learners' home environments.

4.4.6. Highest Educational Attainment of Learning Facilitator

Table 25 performs the Kruskal-Wallis Test to examine the relationship between learners' home character traits and the highest educational attainment of their learning facilitators.

Table 25

Difference Between the Character Traits at Home of Primary Grade Learners and Their Profile in terms of Highest Educational Attainment of Learning Facilitator

Groups	MR	Eta squared (η^2)	H	df	p	Decision
Did Not Attend Schooling	8.75	.51 (Large)	19.13	4	.001	Reject H ₀₁ (Significant)
Elementary Undergraduate	64.84					

Elementary	50.96
Graduate	
High School	42.80
Graduate	
College Graduate	39.50

The mean ranks (MR) for the groups varied, with the highest MR observed in the "Did Not Attend Schooling" group (8.75). The eta squared (η^2) value of .51 indicated a large effect size, while the Kruskal-Wallis H value was 19.13, with 4 degrees of freedom (df), and a p-value of .001. Since the p-value was less than the alpha level of 0.05, the null hypothesis (H_{01}) was rejected, indicating a significant difference between the groups. The overall interpretation of the findings suggested that the educational attainment of family members significantly influenced the character traits at home of primary grade learners. The highest MR of 64.84, observed in the "Elementary Undergraduate" group, and the large eta squared value (.51) indicated a strong relationship between family educational background and learners' character traits, emphasizing the importance of educational factors in shaping home behaviors.

The findings were consistent with the study by Ntabwoba and Sikubwabo (2024), which highlighted the influence of family education on learners' development. Both studies emphasized that the educational profile of parents and caregivers could significantly impact the character traits learners exhibited at home.

4.4.7. Daily Number of Hours Spent Studying at Home

Table 26 uses the Kruskal-Wallis Test to determine if there is a significant difference in character traits at home based on the daily number of hours spent studying at home.

Table 26

Difference Between the Character Traits at Home of Primary Grade Learners and Their Profile in terms of the Daily Number of Hours Spent Studying at Home

Groups	H	df	p	Decision
Less than 1.0 hour	.09	2	.956	Accept H_{01}
1.0 to 1.9 hours				(Not Significant)
2.0 to 2.9 hours				

The Kruskal-Wallis test yielded a value of $h = .09$ with 2 degrees of freedom (df), and the p-value was .956. Since the p-value was greater than the alpha level of 0.05, the null hypothesis (H_{01}) was accepted, indicating no significant difference between the character traits at home of learners in the different time groups. The overall interpretation of the findings suggested that the amount of time learners spent on homework did not significantly affect their character traits at home. This finding was important as it implied that factors other than homework duration might have played a more significant role in shaping character traits at home.

The results aligned with the study by Tsang et al. (2022), which concluded that while various factors contributed to learners' character development, the time spent on academic tasks such as homework did not have a significant impact on character traits. Both studies emphasized the complexity of influences on learners' development and suggested that multiple factors should be considered.

4.5. Difference Between the Behavioral Traits at School of Primary Grade Learners as Described by Learners and Their Teachers

Table 27 utilizes the Mann-Whitney U Test to compare the differences in the behavioral traits at school as described by learners and their teachers.

Table 27

Difference Between the Behavioral Traits at School of Primary Grade Learners as Described by Learners and Their Teachers

Groups	MR	U	W	z	p	Decision
Behavioral Traits at School of Primary Grade Learners -Described by Learners	10.82	15.50	205.50	-1.86	.067	Accept H ₀₂ (Not Significant)
-Described by Their Teachers	17.62					

The mean rank (MR) for the behavioral traits as described by learners was 10.82, and for teachers, it was 17.62. The U value was 15.50, W was 205.50, and the z-value was -1.86, with a p-value of .067. Since the p-value was greater than the alpha level of 0.05, the null hypothesis (H₀₂) was accepted, indicating no significant difference between the two groups' descriptions. The overall interpretation of the findings suggested that there was no significant difference between the behavioral traits at school as described by learners and their teachers. The highest MR of 17.62, attributed to teachers, indicated that teachers generally rated the behavioral traits higher, but this difference was not statistically significant, highlighting the consistency in perceptions between the two groups.

These findings were consistent with the study of Salimi and Zhaleh (2021), which found that while learners and teachers often had differing perspectives on behavioral traits, these differences did not always result in significant statistical differences. Both studies emphasized the importance of examining multiple perspectives to better understand learners' behaviors in the school setting.

4.6. Correlation Between the Character Traits at Home of Primary Grade Learners and Their Behavioral Traits at School as Described by Learners and Their Teachers

4.6.1. Described by Learners

Table 28 utilizes the Spearman Rho Correlation Coefficient to determine the relationships between the variables.

Table 28

Correlation Between the Character Traits at Home of Primary Grade Learners and Their Behavioral Traits at School as Described by Learners Themselves

Dependent Variables	r	P	Interpretation	Decision
Demonstrating Empathy	.88	.000	Positive Strong Correlation	Reject H ₀₃ (Significant)
Taking Ownership	.88	.000	Positive Strong Correlation	Reject H ₀₃ (Significant)
Displaying Perseverance	.88	.000	Positive Strong Correlation	Reject H ₀₃ (Significant)
Managing Time	.90	.000	Positive Strong Correlation	Reject H ₀₃ (Significant)
Overall	.91	.000	Positive Strong Correlation	Reject H₀₃ (Significant)

The correlation coefficient (r) values for the dependent variables ranged from .88 to .91, with corresponding p-values of .000. These results indicated a positive strong correlation for all variables. Overall, the r-value of .91 and p-value of .000 confirmed a strong and significant positive relationship between character traits at home and behavioral traits at school, leading to the rejection of the null hypothesis (H₀₃). The findings suggested that learners' character traits developed at home, such as demonstrating empathy, taking ownership, displaying perseverance, and managing time, significantly influenced their behavioral traits in school. This emphasized the critical role of the home environment in fostering positive school behaviors and underscored its importance to the study.

The results aligned with the findings of Geneta and Sarmiento (2023), which demonstrated a similarly strong relationship between the home environment and learners' development of behavioral traits in school. Both studies highlighted the necessity of fostering supportive and character-building practices at home to enhance learners' overall behavioral and academic performance.

4.6.2. Described by Teachers

Table 29 employs the Spearman Rho Correlation Coefficient to examine the relationships between the variables.

Table 29

Correlation Between the Character Traits at Home of Primary Grade Learners and Their Behavioral Traits at School as Described by Their Teachers

Dependent Variables	r	p	Interpretation	Decision
Demonstrating Empathy	-.02	.873	Negative Weak Correlation	Accept H ₀₃ (Not Significant)
Taking Ownership	-.05	.593	Negative Weak Correlation	Accept H ₀₃ (Not Significant)
Displaying Perseverance	-.03	.809	Negative Weak Correlation	Accept H ₀₃ (Not Significant)
Managing Time	-.04	.710	Negative Weak Correlation	Accept H ₀₃ (Not Significant)
Overall	-.04	.728	Negative Weak Correlation	Accept H₀₃ (Not Significant)

The correlation coefficient (r) values for the dependent variables ranged from $-.02$ to $-.05$, with p -values consistently above $.05$. These results suggested a negative weak correlation for all variables, with none of the correlations reaching statistical significance, leading to the acceptance of the null hypothesis (H_{03}). The findings indicated that there was no significant relationship between the character traits at home and the behavioral traits at school as perceived by teachers. This highlighted that, in this case, teachers did not observe a substantial link between the home environment and learners' school behaviors, which was important for understanding the broader context of learner development.

The results contrasted with the study by Canonizado (2024), which found a more significant positive correlation between home character traits and school behavioral traits. While Hooper and Gaviria-Loaiza (2021) observed a strong relationship, this study suggested that teachers' perceptions might not always align with the impact of the home environment on learners' behavior.

4.7. An Enhanced School Values Formation Program to Improve the Character Traits at Home and Behavioral Traits at School of Primary Grade Learners

The enhanced school values formation program addresses learners' academic and personal challenges through targeted interventions that promote socio-emotional growth, foundational learning, and home-school collaboration. It provides a school-based resource hub to support learners from low-income families and conducts training sessions for facilitators to improve their guidance skills. Initiatives like the "Study Hour Challenge," self-discipline games, and foundational skills workshops encourage positive study habits, self-regulation, and academic preparedness. Family-focused learning sessions and school-family partnership forums strengthen parental engagement, ensuring balanced support for all children. The program fosters a collaborative environment through joint expectation sessions, continuous training, and monitoring mechanisms, ensuring sustainable character and academic development.

5. CONCLUSIONS

1. The primary grade learners were 6 years old, male, in Grade 1, had two siblings, belonged to families with a monthly income of ₱19,999 and below, had learning facilitators with at least a high school education, and spent less than one hour studying at home.
2. The character traits at home of primary grade learners were frequently demonstrated in the areas of socio-emotional traits and academic responsibility, and always demonstrated in the areas of personal traits and life skills.
3. The behavioral traits at school of primary grade learners, as described by themselves and their teachers, were frequently exhibited in demonstrating empathy, taking ownership, displaying perseverance, and managing time.
4. A significant difference existed between the character traits at home of primary grade learners and their profiles in terms of age, sex, grade level, number of siblings, and the highest educational attainment of their learning facilitators, but no significant difference was found in terms of monthly family income and the number of hours spent studying at home.
5. There was no significant difference between the behavioral traits at school of primary grade learners as described by themselves and their teachers.
6. A strong positive significant correlation was found between the character traits at home of primary grade learners and their behavioral traits at school as described by themselves, while a

weak negative non-significant correlation existed between the character traits at home and behavioral traits at school as described by their teachers.

7. An enhanced school values formation program was crafted to improve the character traits at home and the behavioral traits at school of primary grade learners.

6. RECOMMENDATIONS

1. The primary grade learners should be provided with additional support and resources to enhance their study habits, considering their young age, family background, and limited time spent on studies at home.

2. The primary grade teachers should incorporate more activities that reinforce and develop socio-emotional, academic responsibility, personal, and life skills traits in their instructional practices.

3. The primary grade teachers should continue to encourage and model empathy, ownership, perseverance, and time management in their classroom practices to foster these behavioral traits further.

4. The primary grade learners should receive tailored interventions and support based on their individual profiles, particularly in areas such as family income and study habits, to improve their character traits at home.

5. The primary grade teachers should regularly assess and reinforce behavioral traits in learners, focusing on consistency between self-perception and teacher observation.

6. The primary grade teachers should explore strategies to strengthen the alignment between the character traits at home and the behavioral traits at school, focusing on the weak correlation identified in teacher observations.

7. The school heads should implement the enhanced school values formation program to foster a stronger connection between character traits at home and behavioral traits at school among primary grade learners.

8. Further studies on the character traits at home and behavioral traits at school focusing on the influence of family dynamics and parental involvement should be conducted to better understand their impact on primary grade learners' development.

7. ACKNOWLEDGMENT

The researcher extends heartfelt appreciation to all who contributed to the successful completion of this study, particularly Edgar G. Geniza, PhD, Editha B. Geniza, PhD, Elisa A. Menor, PhD, Arturo P. Caseñas, PhD, and Yzagany Ivarra B. Geniza from Mondriaan Aura College, Subic Bay Freeport Zone. Gratitude is also extended to William Roderick R. Fallorin, CESO VI, Assistant Schools Division Superintendent and Officer-in-Charge of the Office of the Schools Division Superintendent, and Richard A. Doctolero, Public Schools District Supervisor, Palauig District, Schools Division of Zambales, for their kind permission and steadfast support. The active participation and valuable contributions of the primary grade learners and their teachers at Dampay Elementary School, Palauig District, Schools Division of Zambales, were instrumental in shaping the direction of this research. Special thanks are extended to John Harries L. Rillon, EdD, Master Teacher I of San Felipe Elementary School (East); Rica F. Sanchez, EdD, Master Teacher I of Sagpat Elementary School; and Quencess Honeyshaine A. De Jesus, EdD, and Shiela Mae F. Fuñe, PhD, both Teacher III at Sto. Niño Elementary School in the San Felipe District, Schools Division of Zambales, for their invaluable assistance in validating the research questionnaire. Recognition is also due to Whea D. Dayap, School Principal IV and Coordinating Principal of San Felipe

District, Schools Division of Zambales, for graciously allowing the pilot testing of the research questionnaire. The unyielding support and constant assistance of the researcher's family, including Esteban V. Taganas, Flordeliza A. Taganas, Lazaro A. Taganas, Max A. Taganas, Patricio A. Taganas, Luzviminda A. Taganas, and the Taganas and Costales families, have been indispensable throughout this academic endeavor. Special gratitude is expressed to the researcher's supportive husband, Jun A. Costales and daughter, Jumel Rose T. Costales, for his unwavering encouragement and support.

REFERENCES

- Abas, B., Vo-Thanh, T., Bukhari, S., Villivalam, S., & Senbeto, D. L. (2023). Interpersonal deviance, organizational deviance and socio-emotional factors at work: the role of socio-demographic traits. *International Journal of Social Economics*, 51(8), 1041–1056. <https://doi.org/10.1108/ijse-04-2023-0304>
- Agustina, D. (2022). Implementation of family-based character education during the pandemic. *Jurnal Pendidikan Sosiologi Dan Humaniora*, 13(2), 411. <https://doi.org/10.26418/j-psh.v13i2.55560>
- Ahmetovic, E., & Dubravac, V. (2021). Elementary School EFL Learning Experience: A Needs analysis. *Theory and Practice in Language Studies*, 11(12), 1515–1525. <https://doi.org/10.17507/tpls.1112.02>
- Aldrup, K., Carstensen, B., & Klusmann, U. (2022). Is Empathy the Key to Effective Teaching? A Systematic Review of Its Association with Teacher-Student Interactions and Student Outcomes. *Educational Psychology Review*, 34(3), 1177–1216. <https://doi.org/10.1007/s10648-021-09649-y>
- Allen, R. E., Kannangara, C., & Carson, J. (2021). True Grit: How Important is the Concept of Grit for Education? A Narrative Literature Review. *International Journal of Educational Psychology*, 10(1), 73. <https://doi.org/10.17583/ijep.2021.4578>
- Asadzadeh, H. (2024). The role of teaching models in academic performance and responsibility among students. *Deleted Journal*, 3(1), 97–104. <https://doi.org/10.61838/kman.ijes.7.3.12>
- Az-Zahra, N. F., Muda, N. S. N., AR, N. N. A., Pribadi, N. B., & Arsini, N. Y. (2023). The Implementation of Solution-Focused Brief Counseling to Enhance Students' Responsibility in Learning. *Tabsyir Jurnal Dakwah Dan Sosial Humaniora*, 5(1), 125–130. <https://doi.org/10.59059/tabsyir.v5i1.822>
- Cada, B. (2021). Learning Styles & Academic Performance of Teacher Education Students. *British Journal of Arts and Humanities*, 86–96. <https://doi.org/10.34104/bjah.021086096>
- Canonizado, I. C. (2024). Self-care practices and work-life balance of elementary teachers: Basis for a wellness program. *International Journal of Education Humanities and Social Science*, 07(06), 699–713. <https://doi.org/10.54922/ijehss.2024.0871>
- Canonizado, M. J. S. (2024). Character traits at home and at school of middle school learners in private schools: A comparative study. *International Journal of Education Humanities and Social Science*, 07(06), 445–467. <https://doi.org/10.54922/ijehss.2024.0857>
- Downey, D. B., & Cao, R. (2023). Number of siblings and mental health among adolescents: evidence from the U.S. and China. *Journal of Family Issues*, 45(11), 2822–2850. <https://doi.org/10.1177/0192513x231220045>
- Fuadia, N. (2022). Social-emotional development in early childhood. *Wawasan Jurnal Kediklatan Balai Diklat Keagamaan Jakarta*, 3(1), 31–47. <https://doi.org/10.53800/wawasan.v3i1.131>

- Gbadegesin, F., Marais, L., Cloete, J., Rani, K., Lenka, M., Serekoane, M., Boivin, M., Shohet, C., Givon, D., & Sharp, C. (2022). Housing, Home and Children's Socio-Emotional Health: Conceptual Ideas and Empirical Evidence from a South African Pilot Study. *Housing Theory and Society*, 39(5), 555–572. <https://doi.org/10.1080/14036096.2022.2058602>
- Geneta, M. F., & Sarmiento, M. B., EdD. (2023). Home Learning Environment and Parent-Teacher Ecology towards Academic Performance and Positive Social Behavior. *International Journal of Social Science Humanity & Management Research*, 2. <https://doi.org/10.58806/ijsshmr.2023.v2i7n12>
- Hanurawati, P. C., Aprily, N. M., Qonita, Q., & Mulyana, E. H. (2023). Child character transformation: The secret to success in shaping early childhood character through education at home. *Early Childhood Research Journal (ECRJ)*, 6(2), 96–100. <https://doi.org/10.23917/ecrj.v6i2.23304>
- Heintz, S., & Ruch, W. (2021). Cross-sectional age differences in 24 character strengths: Five meta-analyses from early adolescence to late adulthood. *The Journal of Positive Psychology*, 17(3), 356–374. <https://doi.org/10.1080/17439760.2021.1871938>
- Hooper, A., & Gaviria-Loaiza, J. (2021). Predictors of Head Start Teachers' Perceived Quality of Relationships with Families. *HS Dialog the Research to Practice Journal for the Early Childhood Field*, 24(1). <https://doi.org/10.55370/hsdialog.v24i1.1054>
- Hussain, I. (2022). Evaluating the Role of Universities in Promoting Life skills among Young Students. *Tenth Pan-Commonwealth Forum on Open Learning*. <https://doi.org/10.56059/pcf10.4135>
- Islahuddin, M. (2023). Teaching English to Young Learners: A literature review. *International Journal of Multicultural and Multireligious Understanding*, 10(10), 500. <https://doi.org/10.18415/ijmmu.v10i10.5127>
- Kianinezhad, N. (2023). The significance of teacher empathy in fostering students' engagement in English language classes. *Journal of Research in Curriculum Instruction and Educational Technology*, 9(2), 77–106. <https://doi.org/10.21608/jrciet.2023.311221>
- Lim, H., Kim, Y., Lee, C., Song, H., Hwang, H., & Kim, K. (2021). A study on the education Needs for Health Promotion and Chronic Disease Management for Well-Aging. *Journal of Digital Convergence*, 19(4), 205–215. <https://doi.org/10.14400/jdc.2021.19.4.205>
- Marantika, J. E. R. (2022). The relationship between learning styles, gender and learning outcomes. *Cypriot Journal of Educational Sciences*, 17(1), 56–67. <https://doi.org/10.18844/cjes.v17i1.6681>
- Mariano, L. A., Madel, N. S., & Miranda, A. T. (2022). The Relationship between Time Management Skills and Academic Performance of Working Students in Open High School Program. *Asian Journal of Education and Social Studies*, 61–66. <https://doi.org/10.9734/ajess/2022/v36i2776>
- Mashuri, H. (2022). Traditional games to reinforce the character of students in terms of educational qualifications: a meta-analysis. *Jurnal SPORTIF Jurnal Penelitian Pembelajaran*, 7(4), 15–26. https://doi.org/10.29407/js_unpgri.v7i4.14942
- Muslimah, N. (2023). Analysis of fable character value contained in 2nd Grade Theme 7 books. *LADU Journal of Languages and Education*, 3(2), 89–97. <https://doi.org/10.56724/ladu.v3i2.197>

- Mutiara, H., & Yatri, I. (2022). The value of character education in a collection of fairy Tales by Ungu Lianza. *MIMBAR PGSD Undiksha*, 10(2), 337–341. <https://doi.org/10.23887/jpgsd.v10i2.48114>
- Napoles, M. A., Altubar, J. A. B., & Anding, H. K. T. (2023). The role of time management to the academic performance of the college students during pandemic. *The International Journal of Social Sciences and Humanities Invention*, 10(02), 7731–7741. <https://doi.org/10.18535/ijsshi/v10i02.05>
- Ntabwoba, L., & Sikubwabo, C. (2024). Influence of Family Background on English Language Proficiency among Learners in Nine and Twelve Years Basic Education Schools: A Case of Musanze District, Rwanda. *African Journal of Empirical Research*, 5(2), 119–134. <https://doi.org/10.51867/ajernet.5.2.12>
- Ponomaryov, O., Kharchenko, A., & Kvasnyk, O. (2024). Responsibility in the system of leader attributive traits. *Theory and Practice of Social Systems Management*, 2, 56–64. <https://doi.org/10.20998/2078-7782.2024.2.05>
- Riyani, N. L., & Mulyawati, N. I. (2023). The influence of parenting styles on the social-emotional development and learning motivation of elementary school students. *Jurnal Elementaria Edukasia*, 6(3), 1180–1186. <https://doi.org/10.31949/jee.v6i3.6269>
- Rogamelia, R., Amalia, F., & Mubasit. (2022). The socio-emotional development of children during the Covid-19 pandemic. *Al Huwiyah Journal of Woman and Children Studies*, 2(1). <https://doi.org/10.24042/jwcs.v2i1.12041>
- Salimi, E. A., & Zhaleh, K. (2021). An exploration of convergence and divergence on the characteristics of successful Iranian EFL teachers: learners' and teachers' perspectives. *DOAJ (DOAJ: Directory of Open Access Journals)*. <https://doi.org/10.30486/relp.2020.1910522.1223>
- Solehudin, R. H., Budiarti, E., Hikmat, A., Gunawan, R., Habibah, N., Yumirawati, E., Nahidl, N. A. A., & Anwar, S. (2023). The effect of family economy on education opportunities (Analysis of the impact of parents' irregular income on millennial children's educational opportunities in the DKI Jakarta Area). *Migration Letters*, 20(5), 1095–1107. <https://doi.org/10.59670/ml.v20i5.4714>
- Stanley, G., & Olumuyiwa, O. A. (2023). Investigating the effect of family income on academic performance and student motivation in a South African private school. *Forum for Education Studies*, 1(1), 218. <https://doi.org/10.59400/fes.v1i1.218>
- Sudina, E., & Plonsky, L. (2021). Academic Perseverance in Foreign Language Learning: An Investigation of Language-Specific Grit and its Conceptual Correlates. *Modern Language Journal*, 105(4), 829–857. <https://doi.org/10.1111/modl.12738>
- Suwalska, A., & Nowosad, I. (2023). The varied dimensions of Character and Citizenship Education in the prism of values in grades 1-2 in Primary Education in Singapore. *Studia Z Teorii Wychowania*, XIV(4 (45)), 277–291. <https://doi.org/10.5604/01.3001.0054.1210>
- Tika, T., Kabri, K., & Ponijan, P. (2024). The role of emotional intelligence in shaping students' social behavior. *JETISH Journal of Education Technology Information Social Sciences and Health*, 3(1), 573–577. <https://doi.org/10.57235/jetish.v3i1.2004>
- Tsang, A., Dang, B. Y., & Moorhouse, B. L. (2022). An examination of learners' homework engagement, academic achievement, and perceptions. *Educational Studies*, 1–15. <https://doi.org/10.1080/03055698.2022.2126295>

- Volodina, A. (2022). Home learning environment and out-of-home activities: their relations to prosocial behaviour and peer relationships in primary school children. *Current Psychology*, 42(27), 23619–23633. <https://doi.org/10.1007/s12144-022-03410-6>
- Wang, H., Tlili, A., Lämsä, J., Cai, Z., Zhong, X., & Huang, R. (2022). Temporal perspective on the gender-related differences in online learning behaviour. *Behaviour and Information Technology*, 42(6), 671–685. <https://doi.org/10.1080/0144929x.2022.2039769>
- Yunita, D. (2024). Study of the relationship between students' biology learning outcomes and students' family environment. *Journal of Academic Biology and Biology Education*, 1(1), 38–45. <https://doi.org/10.37251/jouabe.v1i1.1044>