

# Moral Virtues, Social Values and Academic Behaviour of Students

Ariel B. Incio<sup>1</sup>, Arlinda N. Ramasola<sup>2</sup>

<sup>1</sup>Bohol Northern Star College, Inc., Bohol, Philippines

<sup>2</sup>Bohol Island State University- Candijay, Bohol, Philippines

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## ABSTRACT

This study surveyed the impacts of moral virtues and social values formation on academic behavior of the secondary students of Ubay District I, II and III, Ubay Bohol in terms of its demographic profile (age, sex, and grade level). There are 100 students, 100 teachers, and 100 parents who participated in the survey. The researcher utilized descriptive survey method & correlational designs. Students' Moral Virtues, Social Values, and Academic Behaviour were measured using an adapted questionnaire authored by Arlinda Ramasola (2006) and Boris Zezik (2019) using modified checklist. Results were then subjected to Pearson correlational analysis to determine the relationship between the students' academic behaviour and moral virtues. Sufficient evidence of a significant relationship between the students' academic behaviour and moral virtues, thus reject the null hypothesis. This infers that relationship between students' academic behaviour and moral virtues are associated with each other. Results were then subjected to Pearson correlational analysis to determine the relationship between the students' academic behaviour and social values. It divulged sufficient evidence of a significant relationship between the students' academic behavior and social values, thus rejecting the null hypothesis. In school, competition is not a measure of a student's learning or achievements, but rather how they behave with others. Students' moral virtues, social values, and academic behaviour are not linked to their profile; they must prioritize their academic behaviour to develop academic motivation. There is a correlation between academic behaviour and moral attributes in students. Moreover, students' ability to learn is a human phenomenon that everyone possesses. A harmonious relationship and good output in the learning process must observe collaborative learning in both teaching setups. Teachers have a vital role in students' overall school adjustment, and they demonstrate the value of considering many perspectives and levels of analysis. As a result, moral virtues should always be emphasized while evaluating student academic performance. Furthermore, a proposed intervention was redesigned by the researcher based on the format of Public School to meet the solution of the problem.

**Keywords:** Moral Virtues, Social Values and Academic Behaviour

## INTRODUCTION

Education is a basic tool used by society for transmission of its societal values. It is an instrument that can be used to train future generations to instill moral and good behaviour towards academic achievements of a students. The way a child is born has a detrimental effect not only on itself but on society as a whole. While growing up the child spends most of his time at home and the type of environment, he or she is brought in hampering their cognitive development as well. Another pertinent study is by Sipahutar et al. (2024), "Analysis of Parental Involvement in the Formation of Children's Character at Primary School Age," which explores how different forms of parental engagement influence character development in elementary-aged children. The findings indicate that active parental involvement plays a pivotal role in shaping children's character, reinforcing the idea that parents are instrumental in guiding their children's moral and social development.

Teachers, schools, and parents each play a vital role in the educational development of a child. Among these, the guidance and training provided by parents are especially crucial in shaping a child's future. Children who grow up with educated parents often exhibit greater confidence, resourcefulness, and a broader range of experiences compared to those whose parents lack formal education. A child's family background significantly

influences their academic performance, as early exposure to encouraging and supportive environments helps nurture positive learning habits. Academic success is often inspired by the people children regularly interact with during their formative years. Lim, W.-T. (2021). Impacts of Parental Involvement and Parents' Level of Education on Student's Academic Accomplishment. *Education Journal*, 10(1), 35–39. Lim's research indicates that while parental involvement is crucial, the level of parents' education alone does not significantly affect children's academic performance when all parents are equally committed to their children's education.

The interest and encouragement of the researchers in this subject is the fact that some students are incredibly good at their jobs, while some are extremely poor. When such variations in scores are traced it is more frequently discovered that a major contributing factor is the family morale and social values. It is therefore important to examine the levels of such contributions and their influence on children, so that useful suggestions can be made to parents, teachers and educational planners. A recent study by Tzung-Ruei Tsou (2024) examined the impact of family background on students' academic achievement in Taiwan. Utilizing data from the 2018 Programme for International Student Assessment (PISA), the research found that family background significantly influences academic performance. However, the study also highlighted that certain school-level factors, such as the socioeconomic composition of the student body and teacher engagement, can mitigate these effects. This suggests that while family background plays a crucial role, the educational environment can influence student outcomes.

However, the majority of contemporary surveys show that society prefers the schools to actively participate to build character of the youth contrary to the opposition found in teaching character education (Berkowitz, 1999). Additionally, a 2024 article by D. Anggraini titled "The Role of Citizenship Education in Building Students' Moral Character in The Modern Era" discusses how civic education contributes to the moral development of students. The study highlights the importance of integrating moral and civic education to prepare students for responsible citizenship in contemporary society.

The researcher come up with the study intended to measure the values integration of the students with regards to its moral virtues, social values and academic behaviour in terms of age, sex, and grade level with the help of getting both the perceptions of the parents which is the primary source of values in home and in any various aspect of life and the teachers in the development and adding interpretation of what values is, creating means and ways on how to elaborate socialization and academic behavior in a classroom settings that are beneficial for student growth.

## Objectives of the Study

The main thrust of the study was to determine the moral virtues, social values and academic behaviour of students in the public secondary school in Ubay District I, II, & III for the school year 2020-2021. For the purpose of this research work the following research questions have been formulated;

1. What is the demographic profile of the student-respondents with reference to their:
  - 1.1 . age;
  - 1.2 . sex; and
  - 1.3 . grade level?
2. What is the socioeconomic profile of the parent-respondents as to:
  - 2.1 . age;
  - 2.2 . occupation; and
  - 2.3 .educational attainment?

3. What is the socioeconomic profile of the teacher-respondents as to:
  - 3.1. age;
  - 3.2. sex;
  - 3.3. highest educational attainment;
  - 3.4. length of teaching experience; and
  - 3.5. field of specialization?
4. What is the perception of the respondents on the students' moral virtues?
5. What is the perception of the respondents of the students to social values?
6. What is the perception of the respondents of the students to academic behavior?
7. Is there a significant relationship between the profile of the respondents and the students:
  - 7.1. moral virtues;
  - 7.2. social values; and
  - 7.3. academic behavior?
8. Is there a significant relationship between the students' academic behavior and their:
  - 8.1. moral virtues; and
  - 8.2. social values?
9. What plan of action or intervention program maybe proposed based on the results of the study?

## RESEARCH METHODOLOGY

The research design adopted for this study was they descriptive survey method. Descriptive survey design required that data are typically collected through questionnaires, from a sample for the purpose of describing the population represented by the sample of that particular point in time.

Thus, the researcher used the survey design to ascertain whether the selected variables have any significant relationship on educational performance on students. By using this design, the researcher will sample from the population that can allow inferences from generalization to the total population.

The descriptive ratings 1 to 5 were used with 1 as the lowest and 5 as the highest.

Legend:

Rating Scale	Descriptive Interpretation	Weighted Mean
4.20 – 5.00	Strongly Agree	Always Observed
3.40 – 4.19	Agree	Oftentimes Observed
2.60 – 3.39	Neutral	Sometimes Observed
1.80 – 2.59	Disagree	Rarely Observed

1.00 – 1.79 Strongly Disagree

Not Observed

On the basis of the research methodology presented, the questionnaires will be administered and the required data will be collected.

## RESULTS AND DISCUSSION

This chapter covers the tabular presentation of gathered data on the profile of the respondents covering the moral virtues, social values and academic behaviour of the secondary students of Ubay District for the School Year 2020-2021.

These salient variables were statistically treated, analyzed and interpreted in accordance to the specific problems of the study.

Table 1 shows the profile of the students in terms of age, sex, and grade level, students with the age of 16-18 years old got the highest rank with a frequency of 60 covering 60.00% while nine (9) or 9.00% of the students belonged to the age range of 19 years old and above got the lowest rank.

With regards to their sex, male students got the highest rank with a frequency of 51 or 51.00% while the female students got the lowest rank with the frequency of 49 and 49.00% of the total population.

As to Grade Level, student from Grade 10 got the highest rank with a frequency of 42 or 42.00 % while the remaining 3 or 3.00 % from grade 7 rank as the lowest. The results states that grade 10 students are more suited to answer the survey because of their maturity and understanding.

Table 1 Profile of the Student-Respondents N = 100

<b>1.1 Age</b>	<b>Frequency</b>	<b>Percentage (%)</b>	<b>Rank</b>
15 years and below	31	31.00	2
16 – 18 years old	60	60.00	1
19 years old and above	9	9.00	3
<b>Total</b>	<b>100</b>	<b>100%</b>	
<b>1.2 Sex</b>			
Male	51	51.00	1
Female	49	49.00	2
<b>Total</b>	<b>100</b>	<b>100%</b>	
<b>1.3 Grade Level</b>			
Grade 7	3	3.00	6
Grade 8	5	5.00	5
Grade 9	9	9.00	3
Grade 10	42	42.00	1
Grade 11	7	7.00	4
Grade 12	34	34.00	2
<b>Total</b>	<b>100</b>	<b>100%</b>	

Table 2 Profile of parent-respondents. As to their, age, relationship with the learner, highest educational attainment and occupation. It revealed that many of the parents belonged to the age range from 41-50 years old with a frequency of 47 with the percentage of 47.00% and got the highest rank contrary to parents aged 31-40 years old got the lowest rank with 31.00% As to relationship with the student's shows that the mother got the

highest rank with a frequency of 63 covering the 63.00% in the opposite side both uncle and grandmother got the lowest rank with a percentage of 3.00% respectively.

Table 2 Profile of the Parent-Respondents

2.1 Age	Frequency	Percentage (%)	Rank
30 years old and below	0	0	
31 – 40 years old	31	31.00	2
41 – 50 years old	47	47.00	1
51 – 60 years old	22	22.00	3
<b>Total</b>	<b>100</b>	<b>100%</b>	
2.2 Relationship with the Learner			
Mother	63	63.00	1
Father	26	26.00	2
Aunt	4	4.00	3
Uncle	3	3.00	4.5
Grandfather	0	0	
Grandmother	3	3.00	4.5
Relative	1	1.00	6
<b>Total</b>	<b>100</b>	<b>100%</b>	
2.3 Highest Educational Attainment			
Elementary	29	29.00	2
High School	56	56.00	1
College	13	13.00	3
Master's Degree	2	2.00	4
Doctorate	0	0	
<b>Total</b>	<b>100</b>	<b>100%</b>	
2.4 Occupation			
<b>Public Employee</b>	27	27.00	2
<b>Private Employee</b>	2	2.00	3
Self-Employed	71	71.00	1
<b>Total</b>	<b>100</b>	<b>100%</b>	

N = 100

As to the highest educational attainment of the parents, the results shows that a High School graduate got the highest rank with the total of 56 respondents having a percentage of 56.00 % while on the contrary only 2.00% parents-respondents that is a master's degree holder.

Table 3 Profile of the Teacher-Respondents

3.1 Age	Frequency	Percentage (%)	Rank
21 -- 30 years old	66	66.00	1
31 – 40 years old	21	21.00	2
41 – 50 years old	9	9.00	3
51 – 60 years old	4	4.00	4
<b>Total</b>	<b>100</b>	<b>100%</b>	
3.2 Sex			
Male	34	34.00	2
Female	66	66.00	1

<b>Total</b>	<b>100</b>	<b>100%</b>	
<b>1.3 Highest Educational Attainment</b>			
Bachelor's Degree Holder	49	49.00	1
With Units in Master's Degree	42	42.00	2
Master's Degree Holder	5	5.00	3
With Units in Doctorate Degree	3	3.00	4
Doctorate Degree Holder	1	1.00	5
<b>Total</b>	<b>100</b>	<b>100%</b>	
<b>3.4 Length of Teaching Experience</b>			
Below 1 year	9	9.00	3
1-5 years	72	72.00	1
6-10 years	14	14.00	2
11-15 years	1	1.00	6
16-20 years	2	2.00	4.5
21-25 years	0	0.00	
26-30 years	0	0.00	
31 years and above	2	2.00	4.5
<b>Total</b>	<b>100</b>	<b>100%</b>	
<b>3.5 Field of Specialization</b>			
English	16	16.00	3
Filipino	10	10.00	6
Mathematics	18	18.00	1.5
Science	8	8.00	7
Araling Panlipunan	14	14.00	4
T.L.E.	18	18.00	1.5
MAPEH	13	13.00	5
E.S.P.	1	1.00	9
Others	2	2.00	8
<b>Total</b>	<b>100</b>	<b>100%</b>	

N = 100

Thus, literature around the globe shares that the level of education attained by the parents can also affect the growth of the child as literate parents have the ability to instill the wisdom they have acquired for their children. Parents who are educated and illiterate differ in the sense that they can read and write, and the accumulation of skills and knowledge of certain fields of study.

As stated by Chohan, B. I., and Khan, R. M. (2015). There's an impact of parental support on the academic performance and self-concept of the student. This indicates that most of the parents need to pay attention in understanding their children in aspects of both moral and social values in its academic behavior.

With regards to parent's occupation, the table revealed that "self-employed" got the highest rank with a frequency of 71 or 71.00% while "private employed" got the lowest rank with a frequency of 2 or 2.00%.

Table 3 Profile of teacher-respondents as to their, age, gender, highest educational attainment, length of teaching experience and field of specialization. This shows that most of the teachers belonged to the age range from 21-30 years old with a frequency of 66 or 66.00%. Teachers aged 51-60 years old got the lowest rank with 4.00%. Female teachers got the highest rank with a percentage of 66.00% while male teachers got 34.00% or the lowest rank. As to the highest educational attainment of the teachers, the result revealed that bachelor's degree holder got the highest rank with the total of 49 respondents having a 49.00 % while on the far side (1) of the one hundred (100) respondents that is a doctorate degree holder.



Teachers with 1-5 years of teaching experience got the frequency of 72 or 72.00%. Teachers with 16-20 and 31 years and above in experience got the lowest rank with 2.00% both in ranking. It indicates that most of the teachers' respondents are new in the field of teaching.

In connection with teacher's field of specialization, T.L.E. and Mathematics got the highest rank with a frequency of 18 covering 18.00% the other way around E.S.P. got the lowest rank with a frequency of 1 or 1.00%. Thus, it emphasizes that T.L.E. and Mathematics teachers are the main implementer of the survey as part of its subject.

As stated in the study of Muhamad, D., et. al (2020) entitled "Teacher quality standards", The differences in Moral Competency Level among Malaysian Teachers, provided a basic knowledge of the Teacher Quality Standards practice in national schools and its relationship to moral competency based on demographic and experience in school aspects. Teachers in public school must take a step in discovering something new through continuing its education in various aspects of learning, considering its schooling and development of its career path.

Table 7.1 Relationship Between the Students' Moral Virtues and their Profile

N = 100

Profile	X <sup>2</sup>	df	p-value	Interpretation	Decision
Age	7.531	4	0.110	Not Significant	Do Not Reject H <sub>0</sub>
Sex	0.781	2	0.677	Not Significant	Do Not Reject H <sub>0</sub>
Grade Level	2.281	2	0.320	Not Significant	Do Not Reject H <sub>0</sub>

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

Table 7.1 shows the test of relationship between the students' moral virtues and their profile. The result revealed that there is no significant relationship between the students moral virtues and their profile in terms of their age,  $X^2(4, N=100)=7.531$ ,  $p\text{-value}=0.110$ , sex,  $X^2(2, N=100)=0.781$ ,  $p\text{-value}=0.677$ , and Grade Level,  $X^2(2, N=100)=2.281$ ,  $p\text{-value}=0.320$ , thus failed to reject the null hypothesis. This implies that student's moral virtues are not associated with their profile. Further, the moral virtues of the students do not determined through their profile.

In the same vein, in line with the study of (Corrigan et al., 2010) stated that values and beliefs are both have a cognitive dimension, and values and attitudes are developed within an affective domain. The notion of values is that they play a large role in how student's attitudes and beliefs are formed. It is clearly understood that moral virtues are not school driven factors, instead it's a self-regulated that have been learned through encounters with others.

Table 7.2 Relationship Between the Students' Social Values and their Profile

N = 100

Profile	X <sup>2</sup>	df	p-value	Interpretation	Decision
Age	5.981	4	0.201	Not Significant	Do Not Reject H <sub>0</sub>
Sex	4.212	2	0.122	Not Significant	Do Not Reject H <sub>0</sub>
Grade Level	2.887	2	0.236	Not Significant	Do Not Reject H <sub>0</sub>

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

Table 7.2 displays the test of relationship between the students' social values and their profile. The result exposed that there is no significant relationship between the students social values and their profile in terms of their age,  $X^2(4, N=100)=5.981$ ,  $p\text{-value}=0.201$ , sex,  $X^2(2, N=100)=4.212$ ,  $p\text{-value}=0.122$ , and Grade Level,  $X^2(2, N=100)=2.887$ ,  $p\text{-value}=0.236$ , thus failed to reject the null hypothesis. This denotes that student's social

values are not connected with their profile. Further, the social values of the students do not decided through their profile.

Students with emotional disturbances present with behavioral and academic deficits that often limit their participation in general education settings. As an antecedent intervention, academic choice provides multiple choices surrounding academic work promoting academic and behavioral gains according to Mandi Davis Skerbetz & Douglas E. Kostewicz, (2013).

Table 7.3 Relationship Between the Students' Academic Behavior and their Profile  
N = 100

Profile	X <sup>2</sup>	df	p-value	Interpretation	Decision
Age	1.939	4	0.747	Not Significant	Do Not Reject H <sub>0</sub>
Sex	1.557	2	0.459	Not Significant	Do Not Reject H <sub>0</sub>
Grade Level	2.587	2	0.274	Not Significant	Do Not Reject H <sub>0</sub>

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

Table 7.3 illustrates the test of relationship between the students' academic behaviour and their profile. The result depicted that there is no significant relationship between the students' academic behavior and their profile in terms of their age,  $X^2(4, N=100)=1.939$ ,  $p\text{-value}=0.747$ , sex,  $X^2(2, N=100)=1.557$ ,  $p\text{-value}=0.459$ , and Grade Level,  $X^2(2, N=100)=2.587$ ,  $p\text{-value}=0.274$ , thus failed to reject the null hypothesis. This signifies that student's academic behaviour are not correlated with their profile. Further, the academic behaviour of the students do not resolute through their profile. Academic behavior of students is something that must be given priority in setting educational motivation in learning process.

Kathryn W., (2010) added that relations of students' perceptions to motivational outcomes differed as a function of source of support. In addition, students' perceptions of teacher and peer support differed as a function of teacher and classroom. In general, findings confirm the utility of a multi-dimensional approach to social support that acknowledges the independent as well as interactive contributions of teachers and peers to student motivation.

Table 8.1 Relationship Between the Students' Academic Behaviour and Moral Virtues  
N = 100

Academic Behavior and....	r	df	p-value	Interpretation	Decision
Moral Virtues	0.573	98	<.001	Significant	Reject H <sub>0</sub>

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

Table 8.1 discloses the test of relationship between the students' academic behavior and moral virtues. The result disclosed that there is sufficient evidence of significant relationship between the students' academic behavior and moral virtues,  $r(98)=0.573$ ,  $p\text{-value}<.001$ , thus reject the null hypothesis. This infers that relationship between students' academic behavior and moral virtues are associated with each other. Thus, moral virtues should always be a highlight in observing student academic behavior.

As stated in the study of Nurlaela S., (2013) that moral values had an impact on the students' achievement and behavior. It can be concluded that teaching moral values to the students is very important and to teach moral values to the students, strategies or methods are needed to make the teaching process succeed. Moral values have an impact on the students' behavior at the class and school. For example, the students of in the public vocational school in this study acted differently while doing the examination because their behavior could influence their achievement. In the broader sense, moral values and academic behavior are both a requisite and should always be together in forming one's students learning development.



Table 8.2 Relationship Between the Students' Academic Behaviour and their Social Values

N = 100

Academic and....	Behavior	r	df	p-value	Interpretation	Decision
Social Values		0.618	98	<.001	Significant	Reject H <sub>0</sub>

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

Table 8.2 unveils the test of relationship between the students' academic behaviour and social values. The result divulged that there is sufficient evidence of significant relationship between the students' academic behavior and social values,  $r(98)=0.618$ ,  $p\text{-value}=<.001$ , thus reject the null hypothesis. This deduces that socialization matters, particularly in the educational lives of children and youth.

They are neither part of the Common Core State Standards (CCSS) nor a graduation requirement, but without them, learning suffers, school is less satisfying, and many students fail to graduate. Socialization matters because they facilitate the development of mutually supportive relationships with others and enable academic behavior and positive emotional growth as study of Elliott, S. N., Frey, J. R., & Davies, M. (2015).

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