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The Effectiveness of the Implementation of the Rules on the Behavioral Conduct in Improving the Values of the Grade 6 Learners in Naga District IV, Division of Naga City

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ABSTRACT

This study determined the effectiveness of implementing behavioral conduct rules in improving the values of Grade 6 learners in Naga District IV, Division of Naga City, during School Year 2025–2026. Specifically, it assessed the extent of implementation in terms of respect and discipline, responsibility and accountability, cooperation and social interaction, obedience to authority, and emotional self-control. It also examined the effectiveness of implementation in improving learners' values and the significant agreement among respondents' rankings. The study employed the descriptive-evaluative-correlational method. Data were gathered from 45 respondents using a researcher-made questionnaire. Frequency count, percentage, weighted mean, rank, and Kendall's Coefficient of Concordance were utilized for statistical analysis, with the significance level set at 0.05. Findings revealed that behavioral conduct rules were Very Much Implemented, with respect and discipline receiving the highest weighted mean of 4.84. Obedience to authority received the lowest mean of 4.48 and was rated Much Implemented. Regarding effectiveness, compliance with school policies and regulations ranked highest, with a mean of 4.84, while enhancement of social interaction and cooperation received the lowest mean of 4.48 and was rated Much Effective. The tests of significant agreement indicated no significant agreement in the respondents' rankings across the identified indicators; therefore, the null hypotheses were accepted. The study concluded that behavioral conduct rules were extensively implemented and highly effective in promoting positive values among Grade 6 learners. It recommended strengthening school-based programs, monitoring policy implementation, enhancing teachers' capacities, and consistently modeling positive behavior to support learners' discipline, responsibility, respect, and character development.

1. Introduction

Schools play an essential role not only in providing academic instruction but also in developing learners' moral values, social skills, and behavioral conduct. School rules and regulations establish acceptable behavior, maintain order, promote safety, and create a conducive learning environment. Their effective implementation helps learners develop respect, responsibility, accountability, and self-discipline. The 1987 Philippine Constitution upholds the right of every Filipino to quality and accessible education. Similarly, Republic Act No. 9155, or the *Governance of Basic Education Act of 2001*, emphasizes the responsibility of schools in teaching national values and developing responsible, productive, and socially aware citizens. Republic Act No. 10533, or the *Enhanced Basic Education Act of 2013*, further strengthens the basic education curriculum to develop learners' knowledge, competencies, and values necessary for lifelong learning and responsible citizenship.

The Department of Education continues to promote quality and inclusive education through various policies and programs, including the Enhanced K to 12 Curriculum, the Schools First Initiative, the Basic Education Sector Reform Agenda, and the Sulong EduKalidad framework. These initiatives emphasize improved learning outcomes, teacher development, stakeholder participation, and holistic learner development. Furthermore, DepEd policies on child protection promote positive and nonviolent discipline to ensure learners' safety, emotional well-being, and proper behavioral development. Despite these policies, behavioral concerns such as disobedience, bullying, tardiness, and disrespect for authority remain challenges in some schools. These concerns raise questions about the consistency and effectiveness of implementing school rules in developing appropriate learner behavior.

Grade 6 learners are at a critical developmental stage as they begin to explore their social identities and assert their independence. Consistent and appropriate implementation of behavioral conduct rules is therefore important in helping them develop self-control, respect for others, responsibility, and positive social relationships. Teachers and school administrators play significant roles in modeling appropriate behavior, enforcing school policies fairly, and guiding learners toward positive values.

Previous studies have also emphasized the importance of behavioral conduct and social-emotional learning. Durlak, Domitrovich, Weissberg, and Gullotta (2022) discussed behavioral conduct techniques; Weissberg et al. (2023) examined characteristics of these techniques; Schonert-Reichl (2024) highlighted teachers' roles in implementing social-emotional learning programs; Wilkinson and Kao (2022) explored attitudes and practices related to social-emotional learning; and Alzahrani, Alharbi, and Alodwani (2021) emphasized the importance of behavioral conduct techniques in children's development.

In Naga District IV, Division of Naga City, the effective implementation of school rules remains important in sustaining a positive learning environment and promoting learners' values. Although schools have established behavioral expectations, understanding how consistently these rules are implemented and how they contribute to learners' behavioral development is necessary. Evaluating existing practices can help identify strengths and areas for improvement in classroom management and school discipline programs. As a Grade 6 teacher, the researcher recognizes the need to examine the implementation of behavioral conduct rules because some learners continue to experience difficulties following established guidelines. The study therefore aims to determine the effectiveness of implementing behavioral conduct rules in improving the values of Grade 6 learners in Naga District IV, Division of Naga City, during School Year 2025–2026. Specifically, it focuses on respect and discipline, responsibility and accountability, cooperation and social interaction, obedience to authority, and emotional self-control.

The findings may provide a basis for formulating policy recommendations to strengthen the implementation of behavioral conduct rules, improve teachers' classroom management practices, and promote positive values among learners. Ultimately, the study seeks to contribute to the development of responsible, disciplined, respectful, and well-rounded Grade 6 learners.

1.1 Statement of the Problem

The study determined the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners in Naga District IV, Division of Naga City for School Year 2025-2026. Specifically, it sought to answer the following questions:

1.To what extent were the rules on the behavioral conduct implemented in terms of:

- Respect and Discipline,
- Responsibility and Accountability,
- Cooperation and Social Interaction,
- Obedience to Authority, and
- Emotional Self-Control?

2. How significant is the agreement on the rank orders of the extent of the implementation of the rules on the behavioral conduct along the aforementioned aspects?

3. To what extent is the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners along:

- Compliance with School Policies and Regulations,
- Reduction in Behavioral Infractions,
- Promotion of Positive Attitudes and Values,
- Enhancement of Social Interaction and Cooperation, and
- Development of Self-Discipline and Independence?

4. How significant is the agreement on the rank orders of the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners among the different groups of respondents?

5. What policy recommendations can be generated based from the findings of the study?

1.2 Assumptions

This study was guided by the following assumptions:

- The extent of the rules on the behavioral conduct implemented in terms of Respect and Discipline, Responsibility and Accountability, Cooperation and Social Interaction, Obedience to Authority, and Emotional Self-Control can be determined.
- The extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners along Compliance with School Policies and Regulations, Reduction in Behavioral Infractions, Promotion of Positive Attitudes and Values, Enhancement of Social Interaction and Cooperation, and Development of Self-Discipline and Independence can be gauged.
- The policy recommendations that can be generated based on the findings of the study.

1.3 Hypotheses of the Study

The study tested the following null hypotheses:

- There is no significant agreement on the rank orders of the extent of the implementation of the rules on the behavioral conduct along the aforementioned aspects.
- There is no significant agreement on the rank orders of the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners among the different groups of respondents.

2. Literature Review

This section presents local and foreign literature and studies relevant to the present research. Sources from journals, books, and other materials were reviewed to establish the study's foundation, identify related findings, and determine the research gap, gap bridged of the study and the theoretical framework.

2.1 Effectiveness of School Rules Implementation

School rules and regulations promote order, safety, responsibility, respect, and self-discipline among learners. Their effective implementation helps establish a positive learning environment, develop good behavior, and support learners' holistic growth and character formation.

Graham (2020), in his study on blended learning and emerging technologies, examined learners' access, success, and perceptions of learning environments. The findings emphasized the importance of evaluating educational experiences and adapting instructional

approaches to changing technologies. Although the study focused on learning delivery rather than school discipline, it provides insights into evaluating the effectiveness of educational practices.

Gonda (2020) examined the transition from conventional flipped classrooms to fully online learning. The findings showed that learners in online flipped classrooms performed comparably to those in conventional classes. The study identified practices that supported effective instruction. It is related to the present study in terms of evaluating educational practices, although its focus was instructional delivery rather than school rules.

Pacheco (2020) discussed the effects of educational changes on personal, social, and economic life. The study emphasized the need for responsive, ethical, humane, and inclusive education. This perspective supports the importance of implementing school policies that promote learners' well-being and positive values.

Achenta (2020) examined the challenges faced by private basic education institutions in the Philippines during the pandemic. The discussion highlighted the importance of learning continuity plans and health and safety protocols. The study provides insights into policy implementation, although it differs from the present study in its focus, respondents, and intended output.

Reyes (2021), in a literature review on the impact of the COVID-19 pandemic on teaching and learning, discussed educational disruptions and the adoption of alternative learning and assessment strategies. The study illustrates how educational institutions must adapt their practices to maintain quality education. However, it focused on teaching and learning rather than behavioral conduct.

Tria (2020) examined Philippine education during the COVID-19 pandemic and discussed the challenges and opportunities associated with educational policies and the new learning environment. The study is relevant to the present research because both recognize the importance of appropriate policy implementation, although their main concerns differ.

Malik (2023) investigated the effects of modular and traditional teaching approaches on Grade 9 learners' general comprehension. Using an independent-samples t-test, the study found that learners taught through the modular approach obtained higher mean scores than those taught through the traditional approach. Although its focus differs from the present study, the findings provide insights into evaluating educational approaches and their outcomes. These studies emphasize the importance of effective educational practices, responsive policies, and appropriate implementation strategies. However, their primary focus was on instructional delivery, technology, and educational continuity rather than the implementation of school rules to improve learners' values.

2.2 Studies about Behavioral Conduct

Behavioral conduct refers to how learners act and interact within the school environment based on accepted rules, norms, and values. Positive conduct includes respect, responsibility, honesty, cooperation, and self-discipline. Among Grade 6 learners, these behaviors are essential in developing social maturity, emotional regulation, and readiness for higher levels of education.

Durlak, Domitrovich, Weissberg, and Gullotta (2020) emphasized the development of social and emotional competencies through explicit instruction and learner-centered approaches. These approaches promote communication, collaboration, analytical skills, and active participation in learning.

The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2021) identified five core competencies of Social and Emotional Learning (SEL): self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies help learners understand their emotions, regulate their behavior, respect others, maintain positive relationships, and consider the consequences of their actions. They provide a useful foundation for developing positive behavioral conduct and values.

Weissberg et al. (2020) identified four characteristics of effective SEL programs: sequenced, active, focused, and explicit. These characteristics emphasize coordinated activities, opportunities to practice skills, and direct instruction in social and emotional development. Such practices can help learners apply positive behaviors in everyday situations.

Schonert-Reichl (2022) emphasized the important role of teachers in implementing SEL programs. A safe and supportive school environment encourages respectful communication, appropriate emotional expression, and positive classroom participation. Teachers therefore need the knowledge and skills to address learners' social and emotional needs and promote positive behavior.

Wilkinson and Kao (2024) explored teachers' attitudes and practices concerning children's social and emotional learning in Taiwan. Their discussion indicated that socio-emotional development sometimes received less attention than academic subjects. They emphasized the importance of teacher preparation and professional development in strengthening social and emotional learning.

Alzahrani, Alharbi, and Alodwani (2024) examined the importance of social and emotional competence in children's development. They highlighted its relationship with communication, positive relationships, academic success, well-being, and the ability to manage behavior. Their findings support the importance of developing social and emotional skills to promote positive conduct.

Reyes (2020) discussed challenges associated with blended learning models, including technology costs and inadequate training. Although the study focused on instructional delivery, it illustrates how limited resources and insufficient preparation can affect the implementation of educational practices. These considerations may also be relevant when schools implement programs intended to improve learner behavior.

Alice (2024) investigated challenges encountered by teachers and learners in using instructional technologies in secondary schools in Kisii County, Kenya. The findings identified inadequate resources, limited technical skills, insufficient funding, and lack of administrative support as major concerns. The study recommended strategies to improve access to resources and strengthen support for teachers and learners.

Mateo (2022) examined learners' preferences for synchronous and asynchronous e-learning resources in two public universities in Lahore. The findings showed differences in learners' responses to these learning approaches, including preferences associated with gender and the availability of academic credit. Although the study focused on higher education and e-learning, it provides insights into differences in learner participation and learning experiences.

Thompson (2022) examined teachers' perceptions of teacher quality in relation to qualifications, personal attributes, pedagogical practices, and effectiveness. The findings highlighted the importance of teacher-learner relationships, content mastery, and relevant instruction. The study also identified differences between teachers' perceptions and their schools' evaluation systems.

Liando (2023) investigated the perceptions of 126 learners and 28 teachers at a university in Indonesia regarding teacher characteristics and immediacy behaviors. The findings emphasized the importance of teachers' personal and academic qualities and their influence on

learner motivation. The study highlights the role of positive teacher-learner relationships in promoting productive learning environments.
Rogayan (2023) explored the reasons why young Filipino teachers chose the teaching profession. Based on the narratives of 31 teachers, the study identified motivations such as inspiring learners, promoting values, transforming lives, sharing knowledge, and preparing learners for life. These findings highlight the role of teachers in developing learners' character and positive values.
Borup (2021) identified parental support practices that can help learners in virtual learning environments, including organizing schedules, nurturing relationships, monitoring engagement, providing motivation, and assisting with learning tasks. These practices emphasize the importance of family involvement in supporting learners' development.
Mufidayati (2021), in a study on stakeholder participation in implementing School-Based Management (SBM), identified challenges in relationships among school stakeholders, particularly between school committees and parents. The findings indicated varying levels of participation, highlighting the need to strengthen stakeholder involvement in school governance.
Dangle and Sumaoang (2020) examined the challenges of implementing Modular Distance Learning in selected Philippine public high schools during School Year 2020–2021. The findings identified inadequate funding, learners' difficulties with independent study, and parents' limited capacity to provide academic assistance. The study emphasized the importance of resources, preparedness, and communication in improving educational implementation.
The reviewed studies emphasize the importance of positive behavioral conduct, social and emotional competencies, teacher support, parental involvement, and adequate resources. Although several studies focused on instructional challenges and educational practices, they provide relevant insights into the conditions that may influence the implementation of school rules and the development of learners' values.

2.3 Policy Recommendations

Policy recommendations help address identified challenges and strengthen educational programs and practices. They guide school administrators and teachers in improving policies, providing resources, and implementing appropriate interventions.
Caluza and Verecio (2022), in their study An Assessment of ICT Competencies of Public School Teachers: Basis for Community Extension Program, assessed the ICT competencies of 62 teachers at San Jose Central Elementary School in Tacloban City. The findings showed that most teachers possessed basic ICT knowledge but needed further improvement. The researchers recommended additional training to strengthen teachers' technological skills and their ability to integrate ICT into teaching and related tasks.
Asiyai (2024) examined ICT integration in higher education institutions in Delta State, Nigeria. The findings indicated low availability of ICT resources and identified inadequate funding, limited ICT literacy, and insufficient facilities as barriers to effective integration. The study recommended providing electronic classrooms and laboratories, offering pedagogical ICT training, and incorporating ICT into institutional strategic plans.
These studies emphasize the importance of professional development, adequate resources, and administrative support in implementing educational policies and programs. Although they focus on ICT rather than school rules, their recommendations provide insights into strengthening implementation strategies and addressing institutional challenges.

2.4 Synthesis of the State-of-the-Art

The reviewed literature and studies provide relevant insights into educational policy implementation, behavioral conduct, social and emotional learning, stakeholder participation, and institutional support.
Studies by Graham (2020), Gonda (2020), Pacheco (2020), Achenta (2020), Reyes (2021), Tria (2020), and Malik (2023) discussed educational practices, learning approaches, and policy implementation. Although these studies primarily focused on instructional delivery and educational challenges, they provide background for understanding the importance of evaluating school practices.
Studies by Durlak et al. (2020), CASEL (2021), Weissberg et al. (2020), Schonert-Reichl (2022), Wilkinson and Kao (2024), and Alzahrani et al. (2024) emphasized social and emotional competencies and their role in promoting positive behavior, relationships, responsibility, and well-being.
Other studies examined challenges affecting educational implementation. Reyes (2020), Alice (2024), Mateo (2022), Thompson (2022), Liando (2023), and Rogayan (2023) discussed instructional challenges, teacher characteristics, learner experiences, and professional motivations. Borup (2021), Mufidayati (2021), and Dangle and Sumaoang (2020) highlighted parental support, stakeholder participation, and resource availability.
Meanwhile, Caluza and Verecio (2022) and Asiyai (2024) emphasized professional development, resource provision, and institutional support as important considerations in policy recommendations.
Taken together, these studies establish the importance of effective educational practices, positive behavioral development, consistent support, and appropriate implementation strategies. However, the reviewed studies do not directly address the effectiveness of implementing school rules in improving the values of Grade 6 learners in Naga District IV, Division of Naga City. This limitation provides the basis for conducting the present study.

2.5 Gap Bridged by the Study

The reviewed literature and studies address educational practices, behavioral conduct, social and emotional learning, teacher development, stakeholder participation, and policy implementation. However, based on the researcher's review, no identified study directly examined the effectiveness of implementing school rules in improving the values of Grade 6 learners in Naga District IV, Division of Naga City, during School Year 2025–2026.
The present study seeks to address this gap by determining the effectiveness of school rules implementation in improving learners' values, particularly respect and discipline. Its findings may provide a basis for strengthening school policies, improving implementation practices, and developing appropriate recommendations to promote positive behavioral conduct among Grade 6 learners.

2.6 Theoretical Framework

This study is anchored on the following theories: Need Hierarchy Theory by Abraham Maslow (1985); Grossman Theory by Charles Grossman (1991); Path-Goal Theory by Robert House and Martin G. Evans (1988); and Control Theory of Performance Management System by E. Barrows and A. Neely (2023); Hierarchy of Needs theory, (Maslow's, 1985). This is an often-referenced motivation theory in management and scholarly literature. This includes the basic needs: human beings. People move up the pyramid when their needs are met physiological, safety, love, esteem, and self-actualization. He referred to these needs as basic goals of human beings. Maslow introduced a hierarchy of human needs where five basic goals are organized in order of influence or domination: (a) physiological, (b) safety, (c) love, (d) esteem, and (e) self-actualization. As the lower order needs are met, there are next needs in line that emerge as motivators of behavior. The first four basic needs are deficiency needs: the individual feels nothing if basic needs are met, but feel a void or longing if basic needs are not met. In contrast, self- actualization is considered after it is satisfied. As physiological needs are higher or growth need that continues to motivate behavior safety needs emerge as motivators. As physiological and safety needs are met, love needs emerge as motivators. Love needs include connections with people and a sense of belonging with others. When physiological, safety, and love needs are met, esteem needs become the motivators (Maslow, 1954). Esteem needs refers to one's understanding of how others regard them. Finally, when all four basic needs are satisfied, self-actualization needs become the ongoing motivators. Self-actualization is when one operates at his or her fullest potential; this is a lifelong process. Nevertheless, one does not need to have one need met completely before the next need emerges. People can be partially satisfied in all their basic needs and partially unsatisfied in all their basic needs at the same time, but the unsatisfied portion is what drives the motivation or longing for more. Maslow's hierarchy of needs theory related to the researcher's study. Just as it has been used to help teachers create conditions for them that are conducive to optimal outcomes, it can offer a framework for looking closely at the needs of teachers regarding their evaluations. Grossman Theory, (Charles Grossman, 1991). He posits that teacher must possess content knowledge, general pedagogical knowledge of learner's characteristics, knowledge of educational contents and knowledge of educational aims and school history and philosophy. These are knowledge that will help out teachers steer the extent of development in the learners of concepts and skills that are essential to triumph in college. Furthermore, without the knowledge of the appropriate method of teaching suited to ones specializations, the teacher would not be able to teach effectively. This will give him insights or directions to achieve desired outcomes. A teacher cannot give what he does not have. Path-Goal Theory, (Robert House and Martin G. Evans, 1988). According to this theory, people will select the behavior (to motivate to do things) that they believe to have the best chance (highest possibility) of enabling them to reach personal goals (things that are most valued). This theory is applicable in this study on the context that people behave in terms of their expectations. Teachers are expected to be the molder of the society. Thus, the future of every human being depends on them. Recognition of these needs envisions a person to live in a healthy atmosphere, which could be specifically on developing the learners in providing them a quality education Control Theory of Performance Management System, (E. Barrows and A. Neely, 2023). This helps in sustaining the performance management system by defining forms of control between the organization and the systems within. According to the control theory, actions of all systems should be in sync with the overall goals and objectives of an organization. This Theory focuses on control mechanisms imposed at all levels of an organization. They may be behavioral or organizational, and the goals should be aligned with organizational goals and objectives. It has three types of control systems: 1) behavior control, rewarding job well done and penalizing actions contrary to group goals; 2) Output control, where the outcome is the basis of reward; 3) input control system which focuses on training and improvement of competence of employees. Out of these three systems, organizations can use any type of control system or a combination of different models. Selection of the control depends on the structure, norms, policies and administrative information in an organization. Researcher's Theory. Relating this theory on this study, teachers whether they are new or experienced in instruction, they should do their best role to improve their pedagogical knowledge in teaching in order for them to satisfy the physiological, safety, esteem needs of the learners. With the insights gained from the aforementioned theories, the researcher was able to theorize that, "Analyzing the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners in Naga District IV, Division of Naga City, School Year 2025-2026, will lead to the formulation of policy recommendations towards quality education."

3. Methodology

The discussion in this section is focused on the research process and methodologies that served as guide for the researcher in the conduct of the study on the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners in Naga District IV, Division of Naga City The topics explained in the foregoing paragraphs are the methods and processes that were adopted, research respondents, data gathering tools, data gathering procedure and statistical treatment of data.

3.1 Research Design

This study utilized the descriptive-evaluative-correlational method of research. The descriptive method was used to gather information about the present existing conditions. The principal aims are to describe the nature of a situation, as it exists at the time of study and to explore the cases of particular phenomena. According to Subong and Beldia (2005), a descriptive research involves collection of data to answer questions concerning the current status of the study. To Best (1990), he stated that the descriptive method describes what is and allows an in-depth analysis of conditions being looked into.Correlational method was used to determine the the significant agreement on the rank orders of the extent of the implementation of the rules on the behavioral conduct along the aforementioned aspects and the significant agreement on the rank orders of the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners among the different groups of respondents.

3.2 Sampling Technique

Purposive sampling was used in the choice of Naga District IV, while total enumeration was used for the Grade 6 teachers as the

respondents of the study. On the other hand, no sampling was used in the choice of the respondents since there was a total enumeration of all the Grade 6 teachers in Naga District IV.

3.3 Respondents of the Study

A 100% enumeration of the respondents of the study consisted of forty-five (45) teachers handling Grade 6 of public elementary schools, Naga District IV, Division of Naga City, School Year 2025-2026. The research respondents were distributed.

3.4 Research Instrumens

Data relevant to the present study were gathered through a questionnaire and documentary analysis.

Questionnaire: A questionnaire is a research instrument used to collect information about individuals' characteristics, behaviors, attitudes, beliefs, and opinions. According to Bulmer (2012), it is an established tool in social science research for gathering information on participants' social characteristics, past and present behaviors, standards, attitudes, beliefs, and reasons for their actions. In this study, a questionnaire was used to determine the effectiveness of implementing school rules in improving the values of Grade 6 learners in Naga District IV, Division of Naga City.

Preparation of the Questionnaire: The questionnaire was prepared using the Table of Specifications presented in Table 2. It was designed for the Grade 6 teachers who served as the respondents of the study.

Validity and Reliability of the Instrument: The questionnaire was validated through comments and suggestions from Grade 6 teachers, professors from the University of Northeastern Philippines, and the research adviser. Their recommendations were incorporated into the revisions until the instrument was approved for printing and distribution to the target respondents in Naga District IV. The instrument's internal consistency was assessed using the Kuder-Richardson Formula 21, as cited by Diederich (1976). The computed value was reported as 5.08 and compared with a tabular value of 0.416 at the 0.05 significance level. The original report stated that the result exceeded the criterion and indicated high reliability, with only 0.001% attributed to error or change.

3.5 Statistica Tools

The statistical treatment of the data were, frequency count, percentage, weighted mean, rank, and Kendall Coefficient of Concordance. The data collected were analyzed and presented in the tabular form to facilitate analysis and interpretation.

Weighted Mean. This was used to quantify the data and make the interpretation more objective particularly in determining the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners in Naga District IV, Division of Naga City; and on the validation of the output of the study.

The Kendall's Coefficient of Concordance (W) was used to determine the significant agreement on the rank orders of the extent of the implementation of the rules on the behavioral conduct along the aforementioned aspects and the significant agreement on the rank orders of the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners among the different groups of respondents, the corresponding chi-square test was used. (Siegel, 1988)

4. Findings

This chapter deals with the representation, analysis, and interpretation of the data gathered in the study.

4.1 The Extent of the Implementation of the Rules on the Behavioral Conduct

The extent of the implementation of the rules on the behavioral conduct refers to how consistently and effectively school policies and guidelines regarding proper behavior are applied and practiced within the school environment. It reflects the level at which teachers, school heads, and other stakeholders enforce established rules to promote discipline, respect, responsibility, and positive values among learners. Through clear communication of expectations, consistent monitoring, and appropriate reinforcement, the implementation of behavioral conduct rules helps create an orderly and supportive learning atmosphere. Moreover, it ensures that learners develop desirable attitudes and behaviors that contribute to their personal growth and their ability to interact positively with others inside and outside the classroom.

4.1.1 The Extent of the Implementation of the Rules on the Behavioral Conduct in terms of Respect and Discipline

The evaluation of the extent of the implementation of the rules on the behavioral conduct in terms of Respect and Discipline. Based on the data, the indicators rated Very Much Implemented (VMI) in descending order were: Learners line up properly during school activities, 4.93; Learners follow classroom rules consistently, 4.87; Learners wait for their turn to speak, 4.85; Learners avoid disruptive behavior in class, 4.84; Learners listen attentively during class discussions, 4.82; Learners show respect by greeting teachers politely, 4.81; Learners respect school property and materials, 4.81; Learners show discipline in completing tasks, 4.81; and Learners use respectful words when speaking to others, 4.80. Learners line up properly during school activities, is the most commonly reported indicator on the extent of the implementation of the rules on the behavioral conduct in terms of Respect and Discipline. It implies that learners have effectively internalized one of the core tenets of school behavioral expectations exhibiting a thorough comprehension of how to uphold order and adhere to directives in a structured environment. As they wait their turn and respect their classmates time and space their regular practice of lining up correctly demonstrates their capacity for self-control patience and consideration for others. Additionally, it shows that teachers have successfully led and demonstrated the value of routines and regulations by employing techniques for reinforcement that promote obedience and a sense of accountability. Additionally, by minimizing disruptions and ensuring that daily operations run smoothly this behavior promotes a culture of respect between learners and authority figures as well as among learners themselves. The consistent observation of this behavior indicates that learners are starting to internalize these practices as habits that support a respectful safe and orderly learning environment rather than just as rules to follow. This eventually improves their social skills cooperation and general readiness to take on more challenging academic and interpersonal tasks. Meanwhile, Learners use respectful words when speaking to others, noted

as the last rank on the extent of the implementation of the rules on the behavioral conduct in terms of Respect and Discipline. It implies that even though learners may adhere to visible routines and exhibit behavior that is deemed acceptable on the outside they still find it difficult to consistently apply polite communication in verbal interactions. This lower ranking suggests that learners may require more direction modeling and reinforcement to fully comprehend and practice respectful speech in a variety of contexts indicating a gap in the internalization of polite language and social etiquette. The tendency to rank this indicator last could be due to issues like peer pressure a lack of opportunities for role-playing polite communication inconsistent teacher feedback on language use or even home environments that do not always prioritize polite speech. Because respectful language is fundamental to healthy relationships conflict resolution and emotional intelligence—all of which are critical for comprehensive personal development—closing this gap is imperative. As a result, systematic interventions are needed to encourage polite verbal communication. These interventions will assist learners in transferring the values of discipline and respect from structured routines to their regular social interactions resulting in a more profound and significant adherence to behavioral expectations. To address the lowest ranked indicator, it is recommended that the school heads should implement structured programs and activities specifically aimed at developing learners' respectful communication skills, such as role-playing scenarios, verbal praise for polite language, classroom discussions on respectful dialogue, and modeling respectful interactions at all times. Additionally, the Schools Division Superintendent should provide support through training workshops, instructional materials, and monitoring frameworks that ensure consistent emphasis on respectful speech across all schools under their supervision, thereby reinforcing this critical aspect of behavioral conduct and ensuring learners internalize both the principles and the practice of respect in communication. With these results of the respondent's evaluation on the extent of the implementation of the rules on the behavioral conduct in terms of Respect and Discipline, which resulted to 4.84 which is interpreted as Very Much Implemented (VMI). The said results joined with the findings of Graham, (2020) on his study Effectiveness of the school rules implementation: the Effectiveness of the school rules implementation and emerging technologies. This study addressed several outcomes, implications, and possible future directions for Effectiveness of the school rules implementation (BL) in higher education in a world where information communication technologies (ICTs) increasingly communicate with each other. In considering effectiveness, the authors contend that BL coalesces around access, success, and learners' perception of their learning environments. Success and withdrawal rates for face-to-face and online courses are compared to those for BL as they interact with minority status. Investigation of learner perception about course excellence revealed the existence of robust if-then decision rules for determining how learners evaluate their educational experiences. Those rules were independent of course modality, perceived content relevance, and expected grade. The authors conclude that although Effectiveness of the school rules implementation preceded modern instructional technologies, its evolution will be inextricably bound to contemporary information communication technologies that are approximating some aspects of human thought processes.

4.1.2 Extent of the implementation of the rules on behavioral conduct in terms of Responsibility and Accountability

Based on the data, the indicators rated Very Much Implemented (VMI) in descending order were Learners take care of their personal belongings, 4.67; Learners participate actively in class activities, 4.65; Learners accept consequences for their behavior, 4.57; Learners submit their assignments on time, 4.52. The remaining indicators rated Much Implemented (MI) were Learners take responsibility for their actions, 4.49; Learners follow schedules and deadlines, 4.48; Learners admit mistakes when they commit errors, 4.47; Learners bring required materials to class, 4.46; and Learners complete assigned tasks independently, 4.45. Learners take care of their personal belongings, is the most commonly reported indicator on extent of the implementation of the rules on the behavioral conduct in terms of Responsibility and Accountability. It implies that learners understand the value of upholding order in their immediate surroundings and have clearly developed a sense of ownership over their personal belongings. They have a growing habit of organization and self-discipline as well as an awareness of personal responsibility demonstrated by their regular practice of taking care of their possessions. Additionally, it implies that teachers have successfully modeled and reinforced the importance of accountability through encouragement direction and reminders assisting learners in assimilating this behavior into their everyday routines. The high ranking of this indicator shows that learners are not only capable of adhering to guidelines for personal property care but they are also starting to apply these concepts to other aspects of school life like handling classroom supplies honoring shared resources and being aware of the repercussions of carelessness. All things considered this behavior shows that the learners have a solid sense of responsibility which serves as a solid basis for more difficult assignments that call for accountability and diligence in social and academic settings. However, Learners complete assigned tasks independently, noted as the last rank on extent of the implementation of the rules on the behavioral conduct in terms of Responsibility and Accountability. It implies that by the fact that learners complete assigned tasks independently which is noted as the last rank on the extent of the implementation of the rules on behavioral conduct in terms of Responsibility and Accountability. A gap in self-directed behavior and intrinsic motivation is indicated by the lower ranking which implies that some learners may rely significantly on teacher prompts peer support or outside supervision. This could also be a sign of difficulties like a lack of self-assurance a poor comprehension of task instructions or a lack of support for independent work habits. Closing this gap is crucial because independent task completion is not only a sign of responsibility but also an essential life skill that promotes accountability self-reliance and problem-solving in both academic and real-world settings. The indicator draws attention to the need for more organized approaches and interventions that empower learners to take charge of their education and develop the self-discipline needed to finish assignments without continual outside encouragement. To address the lowest ranked indicator, it is recommended that the Schools Division Superintendent should provide professional development programs and monitoring support to ensure that schools adopt consistent strategies that strengthen learners' ability to take initiative and complete assignments independently, thereby enhancing their overall sense of responsibility and accountability.With these results of the respondent's evaluation on extent of the implementation of the rules on the behavioral conduct in terms of Responsibility and Accountability, which resulted to 4.52 which is interpreted as Very Much Implemented (VMI). The said results joined with the findings of Gonda, (2020) on his study Transitioning to the Effectiveness of the school rules implementation of the learning in unpredictable times: pedagogical practices and learning performance in fully

online flipped classroom. The COVID-19 outbreak has compelled many universities to immediately switch to the online delivery of lessons. Many instructors, however, have found developing effective online lessons in a very short period of time very stressful and difficult. This study describes how we successfully addressed this crisis by transforming two conventional flipped classes into fully online flipped classes with the help of a cloud-based video conferencing app. As in a conventional flipped course, in a fully online flipped course learners are encouraged to complete online pre-class work. But unlike in the conventional flipped approach, learners do not subsequently meet face-to-face in physical classrooms, but rather online. This study examines the effect of fully online flipped classrooms on learner learning performance in two stages. In Stage One, we explain how we drew on the 5E framework to design two conventional flipped classes. The 5E framework consists of five phases—Engage, Explore, Explain, Elaborate, and Evaluate. In Stage Two, we describe how we transformed the two conventional flipped classes into fully online flipped classes. Quantitative analyses of learners' final course marks reveal that the participants in the fully online flipped classes performed as effectively as participants in the conventional flipped learning classes. Our qualitative analyses of learner and staff reflection data identify seven good practices for videoconferencing-assisted online flipped classrooms.

4.1.3 Extent of the implementation of the rules on the behavioral conduct in terms of Cooperation and Social Interaction

Based on the data, the indicators rated Very Much Implemented (VMI) in descending order were: Learners work well with their classmates, 4.76; Learners help classmates when needed, 4.69; Learners participate actively in group tasks, 4.66; Learners show teamwork during school events, 4.55; Learners communicate politely with others, 4.54; Learners follow group rules during activities, 4.51; and Learners avoid conflicts with peers, 4.50. The remaining indicators rated Much Implemented (MI) were: Learners resolve misunderstandings peacefully, 4.47; Learners share ideas during group activities, 4.43; and Learners respect different opinions, 4.39.Based on the table, Learners work well with their classmates, is the most commonly reported indicator on extent of the implementation of the rules on the behavioral conduct in terms of Cooperation and Social Interaction. It implies that teachers are actively using collaborative and interactive teaching techniques that motivate learners to interact with one another in a welcoming and active learning environment. In addition to assisting learners in understanding numerical concepts counting games promote communication teamwork and taking turns—all of which are critical components of social interaction. By playing these games learners improve their interpersonal skills and foster a positive classroom environment by learning how to work together share resources and listen to their peers. Teachers' awareness of the value of integrating academic learning with the development of social skills is reflected in the frequent use of these games which enable learners to naturally practice cooperation while strengthening their cognitive abilities. All things considered this behavior shows that learners are being guided to engage with peers in a courteous and productive manner which is essential to their overall development and gets them ready for collaborative experiences both inside and outside of the classroom. However, Learners respect different opinion, noted as the last rank on extent of the implementation of the rules on the behavioral conduct in terms of Cooperation and Social Interaction. It implies that while interactive methods exist some strategies that could further improve social learning are underutilized. Although their lower ranking may indicate that teachers either use board games less frequently or do not fully integrate them into the cooperative learning process board games are useful tools for promoting cooperation problem-solving and peer interaction. This might be the result of things like scarce resources time restraints or a lack of experience creating board games that specifically foster social skills and teamwork in addition to academic goals. The low ranking also suggests that learners might not be getting regular chances to practice cooperative decision-making negotiation and conflict resolution in controlled but enjoyable settings—all of which are crucial components of social development. Closing this gap is crucial because fostering cooperative behaviors through guided activities increases learners' academic engagement while also fostering empathy tolerance and respect all of which contribute to a more peaceful and productive learning environment.To address the lowest ranked indicator, it is recommended that the School heads should encourage teachers to integrate board games and other collaborative play activities more systematically into lesson plans, provide resources and training for designing effective cooperative games, and monitor their implementation to ensure that learners are consistently practicing cooperation and social interaction. By supporting teachers in this way, school heads can help create a structured yet enjoyable setting where learners develop both their academic skills and essential social competencies.With these results of the respondent's evaluation on extent of the implementation of the rules on the behavioral conduct in terms of Cooperation and Social Interaction, which resulted to 4.55 which is interpreted as Very Much Implemented (VMI). The said results joined with the findings of Achenta, (2020) in his study, The Effectiveness of the school rules implementation In Education: A Challenge To The Private Basic Education Institutions In The Philippines? This article aims to examine and discuss the challenges faced by the private basic education institutions in the Philippines as an effect of the Effectiveness of the school rules implementation. This pandemic has brought a dilemma to educational institutions especially when the government announced and ordered not to open face to face classes for Academic Year 2020 - 2021 until the vaccine.

4.1.4 Extent of the implementation of the rules on the behavioral conduct in terms of Obedience to Authority

The indicators rated Very Much Implemented (VMI) in descending order were: Learner's respect decisions made by teachers, 4.62; Learners respond appropriately to corrections, 4.55; Learners comply with school policies, 4.53; Learners follow teachers' instructions promptly, 4.52. The remaining indicators rated Much Implemented (MI) were: Learners respect school officials and staff, 4.47; Learners observe classroom procedures, 4.47; Learners listen carefully to authority figures, 4.46; Learners seek permission when necessary, 4.42; Learners follow rules during school activities, 4.36.Based on the table, Learners respect decisions made by teachers, is the most commonly reported indicator on extent of the implementation of the rules on the behavioral conduct in terms of Obedience to Authority. It implies that learners understand the significance of following instructions and decisions that uphold justice and order as well as the role that teachers play as authority figures in the classroom. A growing understanding of social hierarchies, discipline and the repercussions of breaking rules—all crucial for preserving an orderly and productive learning environment—is reflected in their persistent display of respect for teachers' choices. Additionally, it implies that teachers have successfully established a classroom environment where earners feel safe and comprehend the bounds of appropriate behavior by

modeling appropriate authority and continuously rewarding respectful behavior. In addition to demonstrating compliance learners who respect teacher decisions also exhibit maturity self-control and an awareness of group responsibilities all of which improve peer relationships and foster a peaceful learning environment. Overall, this behavior demonstrates how well school rules work to promote an environment of mutual respect trust and orderly behavior that promotes social and academic growth.

However, Learners follow rules during school activities, noted as the last rank on extent of the implementation of the rules on the behavioral conduct in terms of Obedience to Authority. It implies that although learners may respect teachers verbally or symbolically the regular application of school rules in day-to-day activities may still require reinforcement. This lower ranking implies that some learners may occasionally break the rules forget how to do things or need constant reminders to behave appropriately during different school activities. Inconsistent oversight ambiguous expectations peer pressure or a lack of internal drive to obey rules on one's own are all potential causes. Closing this gap is essential because adhering to the rules is essential to preserving safety equity and order in the school setting as well as a sign of respect for authority. The need for structured guidance and reinforcement techniques is highlighted by the possibility of disruptions that impact both teaching and learning in the absence of consistent adherence.To address the lowest ranked indicator, it is recommended that the teachers should consistently monitor learners' behavior during school activities, provide clear explanations of rules, model appropriate conduct, and apply positive reinforcement strategies for compliance. By doing so, learners are encouraged to internalize the importance of following rules and develop a habit of obedience rooted in understanding rather than fear, which will strengthen both classroom management and the overall behavioral conduct of learners.With these results of the respondent's evaluation on extent of the implementation of the rules on the behavioral conduct in terms of Obedience to Authority, which resulted to 4.48 which is interpreted as Much Implemented (MI). The said results joined with the findings of Reyes, (2021) in his study A Literature Review on Impact of Effectiveness of the school rules implementation on Teaching and Learning. The Effectiveness of the school rules implementation has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries. Closures of schools, institutions and other learning spaces have impacted more than 94% of the world's learner population. This has brought far-reaching changes in all aspects of our lives. Social distancing and restrictive movement policies have significantly disturbed traditional educational practices. Reopening of schools after relaxation of restriction is another challenge with many new standard operating procedures put in place. Within a short span of the Effectiveness of the school rules implementation, many researchers have shared their works on teaching and learning in different ways. Several schools, colleges and universities have discontinued face-to-face teachings. There is a fear of losing 2020 academic year or even more in the coming future. The need of the hour is to innovate and implement alternative educational system and assessment strategies. The Effectiveness of the school rules implementation has provided us with an opportunity to pave the way for introducing digital learning. This article aims to provide a comprehensive report on the impact of the Effectiveness of the school rules implementation on online teaching and learning of various papers and indicate the way forward.

4.1.5 Extent of the implementation of the rules on behavioral conduct in terms of Emotional Self-Control

The indicators rated Very Much Implemented (VMI) in descending order. Learners accept feedback without frustration, 4.67; Learners show patience during group activities, 4.53; Learners manage their emotions during class, 4.52; Learners avoid shouting or aggressive behavior, 4.51; Learners handle stress in a positive manner, 4.51. The remaining indicators rated Much Implemented (MI) were: Learners remain calm during difficult situations, 4.49; Learners express feelings in a respectful way, 4.46; Learners control anger when facing challenges, 4.36.

Gleaning on the table, Learners accept feedback without frustration, is the most reported indicator on the extent of the implementation of the rules on the behavioral conduct in terms of Emotional Self-Control. It implies that learners have learned to control their emotions when they receive direction corrections or constructive criticism from peers and teachers. Their ability to calmly take criticism shows self-awareness patience and a desire to learn—qualities crucial for both academic and personal development. In order to help learners, internalize the importance of self-control in social and academic contexts it also recommends that teachers constantly model emotional regulation and offer constructive and encouraging feedback. The high ranking of this indicator shows that learners are starting to realize that despite being natural emotions can be effectively controlled enabling them to react appropriately in a variety of circumstances. In addition to creating a supportive environment in the classroom where constructive criticism is welcomed this behavior gives learners valuable life skills like resilience adaptability and the capacity to evaluate and enhance their own performance without experiencing emotional distress.

Meanwhile, Learners control anger when facing challenges, noted as the last rank on the extent of the implementation of the rules on the behavioral conduct in terms of Emotional Self-Control. It implies by the fact that learners control anger when facing challenges which is noted as the last rank on the extent of the implementation of the rules on behavioral conduct in terms of Emotional Self-Control. The lower ranking indicates a deficiency in learners' capacity to consistently control strong emotions which could lead to impulsive responses outbursts or avoidance behaviors that obstruct social interactions and learning. This suggests the need for focused interventions that clearly teach techniques for identifying comprehending and controlling emotions in a range of situations. It is imperative to close this gap because emotional self-control is essential for long-term resilience healthy relationships peaceful conflict resolution and academic success. Without adequate assistance learners might find it difficult to handle difficulties which could have an impact on their general behavioral development and classroom harmony.

To address the lowest ranked indicator, it is recommended that the School Guidance Counselors should implement structured programs on emotional regulation, such as workshops on anger management, stress-relief techniques, mindfulness activities, and role-playing scenarios that simulate challenging situations. Additionally, counselors should provide ongoing monitoring, counseling sessions, and collaboration with teachers to ensure that learners consistently practice strategies for controlling anger, thereby strengthening their overall emotional self-control and contributing to a positive, supportive learning environment.

With these results of the respondent's evaluation on the extent of the implementation of the rules on the behavioral conduct in terms of Emotional Self-Control, which resulted to 4.51 which is interpreted as Very Much Implemented (VMI). The said results joined with the findings of Tria, (2020) on the Effectiveness of the school rules implementation through the Lens of Education in the Philippines: The Effectiveness of the school rules implementation. The present Effectiveness of the school rules implementation has brought extraordinary challenges and has affected the educational sectors, and no one knows when it will end. Every country is presently implementing plans and procedures on how to contain the virus, and the infections are still continually rising. In the educational context, to sustain and provide quality education despite lockdown and community quarantine, the Effectiveness of the school rules implementation should be taken into consideration in the planning and implementation of the "Effectiveness of the school rules implementational policy". This article presents opportunities for responding issues, problems and trends that are currently arising and will arise in the future due to Effectiveness of the school rules implementation through the lens of education in the Philippines - the new educational norm.

4.1.6 The Summary of the Extent of the Implementation of the Rules on the Behavioral Conduct

Table 1 illustrate the different indicators included for the evaluation of the summary of the extent of the implementation of the rules on the behavioral conduct. Based on the data, the indicators rated Very Much Implemented (VMI) in descending order were: Respect and Discipline, 4.84; Cooperation and Social Interaction, 4.55; Responsibility and Accountability, 4.52; Emotional Self-Control, 4.51; while Obedience to Authority, 4.48 rated Much Implemented (MI). Gleaning on the table, Respect and Discipline, is the most commonly reported indicator on the summary of the extent of the implementation of the rules on the behavioral conduct. It implies that learners regularly exhibit actions that demonstrate respect for school policies polite interactions with teachers and peers and a general understanding of what is appropriate behavior. This indicators prominence indicates that school activities and routines successfully reinforce these values allowing learners to internalize the concepts of respect order and proper social behavior. It demonstrates the effectiveness of teacher modeling constant observation and reinforcement techniques that foster a supportive learning environment where learners recognize the value of self-control and respect for one another. Additionally, the high ranking of Respect and Discipline shows that learners are not only adhering to obvious rules but also forming behaviors that support a peaceful school environment. They exhibit a fundamental degree of behavioral competence that promotes both academic engagement and social development through their ability to line up correctly adhere to classroom procedures and participate in school activities with decorum. The effectiveness of the schools' behavioral policies and the emphasis on developing values that will direct learners throughout their academic journey and into larger social contexts are highlighted by this consistent practice of respectful conduct.

Table 1: The Summary of the Extent of the Implementation of the Rules on the Behavioral Conduct

Indicators	Big Schools			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Respect and Discipline	4.82	VMI	1	4.79	VMI	1	4.90	VMI	1	4.84	VMI	1
2. Responsibility and Accountability	4.56	VMI	2.5	4.51	VMI	4	4.52	VMI	4	4.52	VMI	3
3. Cooperation and Social Interaction	4.50	VMI	4	4.62	VMI	2	4.55	VMI	3	4.55	VMI	2
4. Obedience to Authority	4.25	MI	5	4.64	VMI	3	4.57	VMI	2	4.48	MI	5
5. Emotional Self-Control	4.56	VMI	2.5	4.50	VMI	5	4.44	MI	5	4.51	VMI	4
Average	**4.53**	**VMI**		**4.63**	**VMI**		**4.67**	**VMI**		**4.61**	**VMI**	

Meanwhile, Obedience to Authority, noted as the last rank on the summary of the extent of the implementation of the rules on the behavioral conduct. It implies that learners may find it difficult to consistently adhere to rules and instructions even though they recognize how important it is to respect teachers and school policies. The lower ranking implies that learners may not fully internalize or consistently exhibit compliance during daily activities even though they may verbally acknowledge authority or show respect in some circumstances. This gap may be caused by elements like peer pressure uneven reinforcement or a lack of experience with self-directed rule compliance. Additionally, the final rank of Obedience to Authority emphasizes the vital need for focused interventions that improve learners' capacity to consistently and independently follow rules. Without this kind of support problems with classroom management peer relationships and general school order might continue which could have an impact on the learning environment as well as learners' overall development. This disparity highlights the significance of methodical instruction and organized programs that support learners in internalizing obedience as a value crucial to social and personal responsibility rather than just as a rule to follow. To address the lowest ranked indicator, it is recommended that the Education Program Supervisor in Values Education should provide professional development programs and instructional support for teachers that focus on strategies to reinforce obedience and rule-following. This may include the design of structured activities, behavioral reinforcement systems, and continuous monitoring frameworks that ensure learners consistently practice and internalize respect for authority, thereby improving the overall implementation of behavioral conduct rules across schools.

With these results of the respondent's evaluation on the summary of the extent of the implementation of the rules on the behavioral conduct, which resulted to 4.61 which is interpreted as Very Much Implemented (VMI). The said results joined with the findings of Malik, (2023) on her study about the effects of modular and traditional approaches on learners' general comprehension, her paper addresses the differential effect on learners' general comprehension taught through modular and traditional teaching approaches at secondary school level. The study was conducted in one male and one female secondary school. Sample for conducting experiment was selected randomly from population of grade 9 learners. Data was obtained through administration of general comprehension-based teacher-made test. The data was analyzed by applying statistical package for social science through independent sample t test. Conclusions showed that there were significant differences between modular and traditional in general comprehension of learners. Findings depicted that learners taught through modular approach gained higher mean score in teacher made general comprehension-based test than learners taught through traditional approach.

4.1.7 The Test of Significant Agreement on the Rank Orders of the Extent of the Implementation of the Rules on the Behavioral Conduct

The Kendall's Coefficient of Concordance W was used to find out if there is an agreement on concordance among the respondents in the extent of the implementation of the rules on the behavioral conduct.

Table 2: The Test of Significant Agreement on the Rank Orders of the Extent of the Implementation of the Rules on the Behavioral Conduct

Indicator	Respect and Discipline	Responsibility and Accountability	Cooperation and Social Interaction	Obedience to Authority	Emotional Self-Control
Summation of the squared Deviation from the Mean	97	170.5	394	141.5	91
Number of Indicators	9	9	10	9	8
Coefficient of Concordance W	0.18	0.32	0.53	0.26	0.24
Computed X^2	**4.32**	**7.68**	**14.31**	**6.24**	**5.04**
Degree of freedom	8	8	9	8	7
Tabular X^2 value at 0.05	15.51	15.51	16.92	15.51	14.07
0.025	18.17	18.17	19.68	18.17	16.62
0.01	20.09	20.09	21.67	20.09	18.48
0.005	21.95	21.95	23.59	21.95	20.28
0.001	26.12	26.12	27.88	26.12	24.32
Decision on Ho	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant

Based on the results, the summations of the square deviation from the mean difference were: Respect and Discipline, 97; Responsibility and Accountability, 170.5; Cooperation and Social Interaction, 394; Obedience to Authority, 141.5; and Emotional Self-Control, 91. On the other hand, the Coefficient of Concordance W and the computed chi square (x^2) value resulted to: Respect and Discipline, 0.18 and 4.32 ($p>0.05$); Responsibility and Accountability, 0.32 and 7.68 ($p>0.05$); Cooperation and Social Interaction, 0.53 and 14.31 ($p>0.05$); Obedience to Authority, 0.26 and 6.24 ($p>0.05$); and Emotional Self-Control, 0.24 and 5.04 ($p>0.05$). Thus, the null hypothesis was accepted.

It was revealed in the foregoing table that the computed chi square (x^2) value with regard to the significant agreement in the rank orders of the extent of the implementation of the rules on the behavioral conduct in terms of did not exceed the tabular value at 0.05 level of significance. Thus, the null hypothesis was accepted indicating that there is no significant agreement on the rank Orders of the Extent of the implementation of the rules on the behavioral conduct. Gleaning on the table, different teachers from different schools may have varying perceptions regarding the extent of rules on behavioral conduct implemented—particularly in terms of Respect and Discipline, Responsibility and Accountability, Cooperation and Social Interaction, Obedience to Authority, and Emotional Self-Control—due to several interrelated factors. First, differences in teacher training and classroom management experience influence perception, as teachers with extensive exposure to behavior management strategies are more likely to observe consistent adherence to rules and positive learner behavior, while less experienced teachers may perceive lower effectiveness. Second, availability of clear school policies and behavioral guidelines affects perception, since schools with well-communicated rules and structured disciplinary frameworks enable teachers to enforce standards consistently, whereas vague or inconsistent policies may lead to varied interpretations. Third, administrative support and monitoring by school leadership shape perception, as principals and supervisors who actively support, model, and reinforce behavior management enhance teachers' perception of rule effectiveness, while lack of guidance may limit implementation. Fourth, classroom size and learner composition influence perception, as teachers handling larger or more diverse groups may face challenges in maintaining discipline and emotional self-control among learners, impacting observed outcomes. Fifth, teachers' personal beliefs and attitudes toward discipline affect perception, as teachers who value structured behavioral expectations and proactive guidance are more likely to recognize improvements in responsibility, cooperation, and respect, while those with a more lenient approach may perceive lesser impact.

These factors collectively explain the differences in teacher perceptions regarding the implementation and effectiveness of behavioral conduct rules.It is recommended that the Schools Division Superintendent should establish standardized behavior management policies, provide training on effective classroom conduct strategies, and implement regular monitoring and support mechanisms to ensure consistent and effective enforcement of behavioral rules across all schools.

4.1.8 Extent of the Effectiveness of the Implementation of the Rules on the Behavioral Conduct in Improving the Values of the Grade 6 Learners

The implementation of rules on behavioral conduct plays a vital role in shaping the values and character of learners in the school environment. In the elementary level, particularly among Grade 6 learners, adherence to clearly defined behavioral guidelines helps promote discipline, responsibility, respect, and positive social interaction. Schools establish these rules to guide learners in developing appropriate attitudes and behaviors that contribute to a safe, orderly, and supportive learning atmosphere. When consistently implemented by teachers and school administrators, these rules can influence learners' moral development and encourage them to practice desirable values both inside and outside the classroom. Hence, examining the extent of the effectiveness of the implementation of the rules on behavioral conduct is important in determining how these guidelines contribute to the improvement of the values of Grade 6 learners and in identifying ways to further strengthen character formation in the school setting.

4.1.9 Extent of the effectiveness of the implementation of the rules on behavioral conduct in improving the values of the Grade 6 Learners along Compliance with School Policies and Regulations.

Based on the data, all indicators rated Very Much Effective (VME) in descending order were: Learners follow school rules more consistently, 4.93; Learners understand the importance of school regulations, 4.87; Learners observe discipline during assemblies, 4.85; Learners observe proper conduct inside the classroom, 4.84; Learners obey classroom policies daily, 4.82; Learners respect school procedures, 4.81; Learners follow safety rules at all times, 4.81; Learners follow instructions from school authorities, 4.81; and Learners comply with rules during school activities, 4.80.Learners follow school rules more consistently, is the most commonly reported indicator on extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners along Compliance with School Policies and Regulations. It implies that learners are able to consistently exhibit behavior that is in line with the expectations of the school and have internalized the significance of following the rules. Their consistent adherence to the rules demonstrates both self-control and an awareness of the wider effects of their behavior on peer relationships classroom order and the general school environment. The high ranking of this indicator indicates that the rules are effectively communicated modeled by teachers and reinforced through positive strategies increasing learners' awareness of the value of compliance as it supports their academic and social development. Additionally, it shows that learners understand the link between abiding by the law and upholding justice safety and respect for others all of which support the development of moral and civic values in a supportive learning environment.

However, Learners comply with rules during school activities, noted as the last rank on extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners along Compliance with School Policies and Regulations. It implies that the fact that learners comply with rules during school activities which is ranked last on the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 learners along Compliance with School Policies and Regulations. This lower ranking implies that during structured or unstructured activities some learners may occasionally disregard protocols forget rules or need reminders to follow them. This discrepancy may be caused by elements like different teacher supervision peer pressure or situational difficulties suggesting that compliance has not yet been completely internalized as a habitual behavior. In addition to ensuring order and discipline consistent compliance during school activities reinforces learners understanding of responsibility fairness and respect for institutional regulations—all of which are crucial components of value formation. This is why addressing this issue is crucial.

To address the lowest ranked indicator, it is recommended that the Supreme Elementary Learner Government(SELG) should implement structured programs and monitoring mechanisms that promote consistent compliance with rules during school activities. This may include workshops for teachers on effective behavior management strategies, reinforcement systems for learners who demonstrate consistent rule-following, and continuous evaluation to ensure that learners practice compliance across various school contexts. By supporting both teachers and learners in this way, the SELG can strengthen the effectiveness of behavioral conduct rules in instilling values that foster discipline, responsibility, and respect among Grade 6 learners.

With these results of the respondent's evaluation on extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners along Compliance with School Policies and Regulations, which resulted to 4.84 which is interpreted as Very Much Effective (VME). The said results joined with the findings of Weissberg et. al., (2020) mentioned that the four characteristics must be present to ensure that SEL is effective in promoting Behavioral conduct, namely, the program must be: (1) sequenced, i.e., include a set of coordinated and connected activities designed to promote skill development; (2) active, which is to say that they must help learners master new skills; (3) focused, so it must enhance learners' personal and social skills development; and it must be (4) explicit, thereby targeting specific social and emotional skills (Weissberg et al., 2020). Promoting the development of learners' socio-emotional skills in the classroom involves teaching socio-emotional skills, allowing learners to practice and improve these skills, and applying them in various everyday situations.

4.1.10 Extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners along Reduction in Behavioral Infractions.

Based on the data, the indicators rated Very Much Effective (VME) in descending order. Learners behave properly during activities, 4.67; Learners are more aware of consequences, 4.65; Learners show respect for school discipline, 4.57; Learners show fewer disciplinary violations, 4.52. The remaining indicators rated Much Effective (ME) were: Cases of misbehavior have decreased, 4.49; Incidents of conflict are reduced, 4.48; Learners avoid disruptive classroom behavior, 4.47; Learners demonstrate improved self-

control, 4.46; and Learners follow rules more carefully, 4.45.Learners behave properly during activities, is the most commonly reported indicator on the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners along Reduction in Behavioral Infractions. It implies that learners have become more conscious of proper behavior and can apply the rules consistently in a variety of school contexts which leads to a decrease in disruptive or inappropriate behavior. Their appropriate conduct during activities demonstrates the success of teacher modeling regular reinforcement and an organized learning environment that fosters positive values in addition to the efficacy of the behavioral conduct rules. This indicators, high ranking indicates that learners are internalizing the values of self-control respect for others and personal accountability which in turn promotes academic engagement upholds classroom order and creates a positive school environment. Additionally, it shows that learners understand and accept the rules as part of their moral and social development which helps them make better decisions and reduce actions that might cause conflict disruption or other violations. All things considered this shows that the application of behavioral rules is greatly aiding in the development of positive values and molding learners into accountable disciplined and socially conscious people. Meanwhile, Learners follow rules more carefully, noted as the last rank on the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners along Reduction in Behavioral Infractions. It implies that while learners generally exhibit appropriate behavior there are still instances in which they fail to consistently follow the rules. The lower ranking implies that learners might occasionally disregard particular rules behave impulsively or need reminders to fully adhere to rules during class activities. This disparity may be caused by a variety of factors such as uneven supervision peer pressure a lack of reinforcement of expectations or situational difficulties that put self-control and rule-following to the test. In order to minimize behavioral infractions, ensure fairness and maintain a safe and orderly learning environment it is imperative that this gap be filled. In the absence of reinforcement infrequent mistakes could turn into persistent transgressions which could interfere with learning damage relationships with peers and reduce the overall efficacy of value formation programs.

To address the lowest ranked indicator, it is recommended that the learners, in assistance with the teachers, should engage in structured activities that reinforce rule-following behaviors, such as monitoring checklists, peer accountability exercises, role-playing scenarios, and reflection sessions where learners analyze the consequences of non-compliance. Teachers should guide and provide feedback consistently while recognizing and rewarding instances of careful adherence to rules. These collaborative efforts will help learners internalize the importance of following rules meticulously, thereby reducing behavioral infractions and further strengthening the values of discipline, responsibility, and self-regulation among Grade 6 learners. With these results of the respondent's evaluation on the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners along Reduction in Behavioral Infractions, which resulted to 4.52 which is interpreted as Very Much Effective (VME). The said results joined with the findings of Schonert-Reich, (2022) believes that teachers are the major driving force behind SEL programs in schools and the classroom. For the author to successfully implement an SEL program, we had to have a safe, supportive, and protective school atmosphere so that learners could feel confident discussing and requesting support for their perceived needs. This positive atmosphere comprises low levels of conflict and disruptive behavior, respectful communication, proper expression of emotions, interest and focuses on tasks, and support and responsiveness to individual differences and learner needs. Worse behaviors and lessened interest in classroom activities have been found in classrooms where teachers lack the resources to manage the social and emotional challenges that occur. Teachers, thus, must be able to not only explicitly teach socio-emotional skills but also must have the necessary portfolio of the knowledge and skills to create safe and supportive classroom environments.

4.1.11 Extent of the effectiveness of the implementation of the rules on behavioral conduct in improving the values of the Grade 6 Learners along Promotion of Positive Attitudes and Values.

The indicators rated Very Much Effective (VME) in descending order were: Learners practice kindness and fairness, 4.76; Learners demonstrate responsibility in their actions, 4.69; Learners show concern for classmates, 4.66; Learners develop a positive school attitude, 4.55; Learners value discipline and order, 4.54; Learners practice good manners daily, 4.51; Learners show willingness to follow rules, 4.50. The remaining indicators rated Much Effective (ME) were: Learners show respect toward others, 4.47; Learners display honesty in school tasks, 4.43; Learners demonstrate integrity in school activities, 4.39.

Based on the table, Learners practice kindness and fairness, is the most commonly reported indicator on extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners along Promotion of Positive Attitudes and Values. It implies that in their everyday interactions at school, learners are actively internalizing important moral values like empathy consideration for others and equitable treatment. Their constant demonstration of fairness and kindness is a reflection of both the efficacy of the behavioral conduct guidelines and the nurturing atmosphere fostered by teachers who model and uphold these ideals through planned activities constructive criticism and guided introspection. This indicators prominence indicates that learners are adopting socially responsible behaviors realizing how their actions affect other people and fostering a supportive classroom environment that values cooperation and respect for one another. Additionally, it shows how learners are progressively turning these principles into routines which enhances their moral growth promotes peaceful peer relationships and cultivates a feeling of community and belonging in the educational environment.

However, Learners demonstrate integrity in school activities, noted as the last rank on extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners along Promotion of Positive Attitudes and Values. It implies that by the fact that learners exhibit integrity in school activities as indicated by the last rank on the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 learners along Promotion of Positive Attitudes and Values. The lower ranking might suggest that learners occasionally find it difficult to uphold the values of integrity and responsibility particularly when faced with difficult decisions or circumstances that call for self-monitoring. This disparity may be caused by elements like peer pressure a lack of clear reinforcement or few opportunities to uphold integrity in various educational settings. Since integrity is a fundamental component of character

development and guarantees that positive values are internalized and reflected in consistent principled actions outside of structured activities addressing this issue is crucial. The effectiveness of value formation programs may be limited if learners do not fully develop the habit of making ethical decisions on their own without intentional interventions.

To address the lowest ranked indicator, it is recommended that the School Heads, in collaboration with teachers, should implement targeted programs and activities that cultivate integrity, such as role-playing ethical dilemmas, reflective journaling on decision-making, reward systems for honest behavior, and guided discussions on moral choices in school scenarios. By actively reinforcing integrity and providing opportunities for learners to practice principled behavior, school leaders and teachers can strengthen the internalization of values, ensuring that learners not only demonstrate kindness and fairness but also consistently uphold honesty, responsibility, and ethical decision-making in all school activities.

With these results of the respondent's evaluation on extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners along Promotion of Positive Attitudes and Values, which resulted to 4.55 which is interpreted as Very Much Effective (VME). The said results joined with the findings of Wilkinson & Kao, (2024) explored the attitudes and practices of Grade 6 teachers in Taiwan related to Behavioral conduct learning in children aged 3–6. The study attempted to illuminate how teachers interpret their role in supporting children's socio-emotional learning. Even in the public sector, it was found that the relatively new curriculum guidelines were only casually referred to in the teachers' professional practice though several teachers recognized that children's socio-emotional learning in the Grade 6 was now essential. However, in some pre-schools, more attention was paid to developing other areas of the curriculum such as language and math, rather than to developing social and emotional skills. In the private sector, which provides two-thirds of Taiwan's Grade 6 places, the guidelines were almost completely ignored. The authors maintain that this tradition now needs to be challenged and propose that programs of both initial and in-service training should be given priority to improve children's socio-emotional learning and suggest ideas from an on-going initiative in the US.

4.1.12 Extent of the effectiveness of the implementation of the rules on behavioral conduct in improving the values of the Grade 6 Learners along Enhancement of Social Interaction and Cooperation.

The indicators rated Very Much Effective (VME) in descending order. Learners help classmates when needed, 4.62; Learners build healthy peer relationships, 4.55; Learners communicate respectfully with others, 4.53; Learners interact positively with peers, 4.52. The remaining indicators rated Much Effective (ME) were: Learners cooperate well during group work, 4.47; Learners respect others' opinions, 4.47; Learners show teamwork in class activities, 4.46; Learners resolve conflicts peacefully, 4.42; and Learners participate actively in group tasks, 4.36.Learners help classmates when needed, is the most commonly reported indicator on the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners along Enhancement of Social Interaction and Cooperation. It implies that learners are exhibiting empathy support and cooperation in their interactions with peers as well as strong interpersonal skills and a cooperative mindset. Their readiness to help peers is indicative of a supportive classroom environment where learners appreciate teamwork and recognize the value of helping one another to accomplish shared objectives. This indicators prominence indicates that the behavioral conduct guidelines along with teacher modeling and reinforcement techniques successfully motivate learners to interact positively with others building a sense of community trust and respect. Additionally, it shows that learners are internalizing the importance of cooperation as a habit rather than just a requirement which promotes peaceful classroom dynamics lessens conflict and improves peer relationships in general skills that are critical for both academic success and social development outside of the classroom. Meanwhile, Learners participate actively in group tasks, noted as the last rank on the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners along Enhancement of Social Interaction and Cooperation. It implies that by the last rank on the effectiveness of the rules on behavioral conduct in improving the values of the Grade 6 learners along Enhancement of Social Interaction and Cooperation. This suggests that while learners are willing to assist their peers on an individual basis they may not yet regularly participate fully in structured collaborative activities or group tasks. The lower ranking implies that learners occasionally hesitate to share responsibilities offer ideas or communicate clearly in a group setting which may restrict the full development of cooperative behaviors and the advantages of group learning. Lack of confidence insufficient opportunities to engage in meaningful group activities or a lack of guidance on collaborative processes could all be contributing factors to this gap. Closing this gap is crucial because engaging in group activities fosters critical social skills promotes group problem-solving and improves learners' capacity to collaborate with others—all of which are critical for holistic development and preparation for future social and academic experiences.

To address the lowest ranked indicator, it is recommended that the learners, with guidance and structured support from teachers, should actively engage in collaborative activities such as group projects, team challenges, and peer-led tasks, while teachers provide scaffolding, feedback, and recognition for effective participation. By promoting consistent involvement in group tasks, learners will strengthen their cooperation skills, improve communication, and internalize the value of teamwork, thereby enhancing both social interaction and collaborative learning within the school environment.

With these results of the respondent's evaluation on the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners along Enhancement of Social Interaction and Cooperation, which resulted to 4.48 which is interpreted as Much Effective (ME). The said results joined with the findings of Alzahrani, Alharbi, & Alodwani, (2024) explored the importance of Behavioral conduct competence on children's growth. The authors concluded that social and emotional skills are related to communication skills and the ability to form connections with people, both inside and outside of school. Children need to learn various skills by interacting with their teachers and peers to develop their social and emotional competence. Social and emotional skills are fundamental, and the development of social and emotional competence leads to academic success and positive future learning. Moreover, young children with strong social and emotional skills can recognize and handle their behaviors in positive ways. The development of social-emotional skills will lead to better school outcomes, the adaption of future learning, well-being, and the ability to manage good behaviors.

4.1.13 Extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners along Development of Self-Discipline and Independence.

Based on the data, the indicators rated Very Much Effective (VME) in descending order were: Learners organize their tasks effectively, 4.67; Learners take initiative in schoolwork, 4.53; Learners manage their behavior independently, 4.52; Learners make responsible decisions, 4.51; Learners show confidence in completing duties, 4.51. The remaining indicators rated Much Effective (ME) were: Learners complete tasks without constant supervision, 4.49; Learners show self-control in difficult situations, 4.46; Learners follow rules even when unsupervised, 4.36.Based on the table, Learners organize their tasks effectively, is the most commonly reported indicator on extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners along Development of Self-Discipline and Independence. It implies that learners have acquired critical abilities in organizing setting priorities and handling their obligations which shows a high degree of self-control and responsibility. Their capacity for efficient task organization is a reflection of both their cognitive abilities and the helpful guidance modeling and reinforcement of structured behavior and time management provided by their teachers. This indicators prominence indicates that learners are starting to internalize the importance of self-discipline taking initiative to finish assignments keeping up with personal and classroom materials and adhering to routines without constant reminders. Because they are able to control their own learning make decisions and finish assignments on time and responsibly this behavior shows that learners are developing independent habits that are essential for both academic success and personal development.

Overall, these indicators high ranking shows how well the behavioral conduct guidelines foster learners' independence accountability and self-control. However, Learners follow rules even when unsupervised, noted as the last rank on extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners along Development of Self-Discipline and Independence. It implies that this lower ranking implies that self-discipline and autonomous adherence to rules are not yet fully internalized as some learners rely significantly on teacher presence or reminders to direct their behavior. This disparity may be caused by elements like habit peer pressure or insufficient practice of self-controlled behavior. It is crucial to address this issue because genuine independence and self-discipline necessitate that, learners make responsible decisions on a regular basis even when there is no supervision. This reinforces accountability integrity and the development of life skills that go beyond the classroom. To address the lowest ranked indicator, it is recommended that the teachers should implement strategies that gradually promote independent rule-following, such as structured self-monitoring systems, reflective exercises, incentive-based recognition for consistent unsupervised compliance, and activities that encourage learners to take ownership of their behavior. By providing opportunities for learners to practice self-regulation in a supportive environment, teachers can help strengthen the internalization of self-discipline and independence, ensuring that learners consistently apply behavioral conduct rules both under supervision and when acting autonomously.

With these results of the respondent's evaluation on extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners along Development of Self-Discipline and Independence, which resulted to 4.51 which is interpreted as Very Much Effective (VME). The said results joined with the findings of Reyes, (2020) on his study Challenges of Effectiveness of the school rules implementation Models. He stressed that Effectiveness of the school rules implementation is a teaching method that combines traditional face-to-face instruction with technology. Effectiveness of the school rules implementation models extend the reach of the instruction beyond the classroom through the use of digital resources. For example, a class taught in a blended format might ask learners to play an online game to reinforce learning following the introduction of a new topic in class. Another example of Effectiveness of the school rules implementation might require that learners view an introductory video prior to the introduction of the concept in class. Both examples utilize technology and traditional instruction to increase learning. At first glance, Effectiveness of the school rules implementation sounds like a dream for learners and teachers. Theoretically, class time is reduced, and the process of instruction is streamlined through the use of technology. However, Effectiveness of the school rules implementation presents unique challenges that can become barriers to learning. Take a closer look at some of these challenges now: Technology is Expensive. Many traditional classrooms have a computer present for learner and teacher use. Some traditional classrooms have even more than one computer, depending on school budgets. Effectiveness of the school rules implementation usually requires that all learners and teachers have a computer, tablet, or laptop. This is expensive to implement and maintain! And Inadequate Training, mentioned the expense related to providing adequate technology for the implementation of Effectiveness of the school rules implementation in schools. Training is important as well yet very expensive to take on, thus may be overlooked. For example, Effectiveness of the school rules implementation assumes that learners and teachers have a reasonable level of competence with computers. Anyone who does not have adequate computer skills will more than likely struggle with Effectiveness of the school rules implementation models. Also, teachers who have never taught in an online capacity may be lacking in the skills necessary to effectively do so. In short, inadequate training of teachers and learners can quickly derail a Effectiveness of the school rules implementation model.

4.1.14 The Summary of the Extent of the Effectiveness of the Implementation of the Rules on the Behavioral Conduct in Improving the Values of the Grade 6 Learners

Table 3 illustrate the different indicators included for the evaluation of the summary of the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners. Based on the data, the indicators rated Very Much Effective (VME) in descending order were Compliance with School Policies and Regulations, 4.84; Promotion of Positive Attitudes and Values, 4.55; Reduction in Behavioral Infractions, 4.52; Development of Self-Discipline and Independence, 4.51; while Enhancement of Social Interaction and Cooperation, 4.48 was rated Much Effective (ME). Gleaning on the table, Compliance with School Policies and Regulations, is the most commonly reported indicator on the summary of the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners. It implies that learners have internalized the significance of abiding by the rules and regulations of the school exhibiting consistent behavior that is consistent with the expectations of the educational setting. Their adherence to rules shows that they have a solid

grasp of how important rules are to preserving justice safety and order in the classroom and throughout the school. This indicators prominence also implies that teachers successfully convey model and reinforce these guidelines enabling learners to understand the useful advantages of compliance and how it promotes both positive social behavior and academic engagement.

Table 3: The Summary of the Extent of the Effectiveness of the Implementation of the Rules on the Behavioral Conduct in Improving the Values of the Grade 6 Learners

Indicators	Big Schools			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Compliance with School Policies and Regulations	4.82	VME	1	4.79	VME	1	4.90	VME	1	4.84	VME	1
2. Reduction in Behavioral Infractions	4.56	VME	2.5	4.51	VME	4	4.52	VME	4	4.52	VME	3
3. Promotion of Positive Attitudes and Values	4.50	VME	4	4.62	VME	2	4.55	VME	3	4.55	VME	2
4. Enhancement of Social Interaction and Cooperation	4.25	ME	5	4.64	VME	3	4.57	VME	2	4.48	ME	5
5. Development of Self-Discipline and Independence	4.56	VME	2.5	4.50	VME	5	4.44	ME	5	4.51	VME	4
Average	**4.53**	**VME**		**4.63**	**VME**		**4.67**	**VME**		**4.61**	**VME**	

Additionally, the high ranking of Compliance with School Policies and Regulations shows that learners are starting to form habits of self-control accountability and responsibility in addition to being aware of the rules. Their capacity to adhere to rules consistently helps create a peaceful learning environment where interruptions are reduced peer relationships are reinforced and learners are better able to concentrate on their academic and personal development. This demonstrates how the application of behavioral conduct regulations has successfully aided in the formation of values that encourage moral consciousness respect for institutional authority and responsible citizenship preparing learners for challenges that may arise both inside and outside of the classroom.

Meanwhile, Enhancement of Social Interaction and Cooperation, noted as the last rank on the summary of the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners. It implies that although learners exhibit positive individual behaviors they might not regularly participate in cooperative activities or interact successfully in group settings. The lower ranking implies that some learners might be reluctant to share responsibilities offer ideas or engage in constructive communication when working in groups which restricts the development of cooperative behaviors and social skills. This disparity could be caused by a number of factors such as a lack of confidence a lack of experience with structured group activities or a lack of guidance from teachers in promoting mutual accountability and teamwork.

Furthermore, the final rank of Enhancement of Social Interaction and Cooperation emphasizes the necessity of focused interventions that motivate learners to actively engage in group projects exercise empathy and cultivate constructive peer relationships. Learners may find it difficult to internalize the values of cooperation compromise and shared responsibility—all of which are critical for holistic development and social preparedness—if they are not given regular opportunities to participate in meaningful collaborative experiences. This emphasizes the value of organized programs that support social skills and cooperative learning in addition to academic goals.

To address the lowest ranked indicator, it is recommended that the Public Schools District Supervisor (PSDS) should provide guidance, monitoring, and professional development for teachers to implement collaborative learning strategies, group activities, and peer-based initiatives that encourage active participation and cooperation. By supporting teachers in these efforts, the PSDS can ensure that learners consistently develop social interaction and cooperation skills, thereby improving the overall effectiveness of behavioral conduct rules in fostering positive values among Grade 6 learners.

With these results of the respondent's evaluation on the summary of the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners, which resulted to 4.61 which is interpreted as Very Much Effective (VME). The said results joined with the findings of Alice, (2024) on his study Challenges Facing Teachers and Learners in the Use of Instructional Technologies. This study was concerned with the challenges facing secondary schools" teachers and learners in the use of instructional technologies. The rationale was based on the view that properly designed, learning materials inspired by instructional technology and delivered by technology add value to a teaching environment on which contact hours are limited. This is because the curriculum needs academic standards and the development of digital age skills for the 21st century learners. The literature review focuses on the meaning of instructional technology, the use of instructional technologies in teaching and learning in institutions in other parts of the world as well as Kenya, however, the challenges faced in the use of instructional technologies in secondary schools have not been addressed. This was a descriptive survey design. The study was conducted in ten (10) provincial public secondary schools in Kisii County. Data was collected using questionnaires, interview schedules and observation schedules. The obtained data were analyzed systematically using descriptive statistics and presented with the help of frequency tables, graphs and percentages. The study findings revealed that most of the instructional technologies were available but inadequate in terms of quantity. Not all the instructional technologies were easily accessible for both teachers and learners for

teaching and learning processes. The use of instructional technologies was influenced by their availability, how the technology will enhance learning, knowledge and skills on use, syllabus requirement, accessibility and administration among others. Further, that the teachers‟ academic and professional qualifications had little influence on how successfully the teacher uses instructional technologies for teaching and learning.

4.1.15 The Test of Significant Agreement on the Rank Orders of the Extent of the Effectiveness of the Implementation of the Rules on the Behavioral Conduct in Improving the Values of the Grade 6 Learners

The Kendall's Coefficient of Concordance W was used to find out if there is an agreement on concordance among the respondents in the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners.

Table 4 reflects the Summation of the squared deviation from the mean, number of indicators, Coefficient of concordance W, Computed X^2 and the significance of agreement.

Indicator	Respect and Discipline	Responsibility and Accountability	Cooperation and Social Interaction	Obedience to Authority	Emotional Self-Control
Summation of the squared Deviation from the Mean	97	170.5	394	141.5	91
Number of Indicators	9	9	10	9	8
Coefficient of Concordance W	0.18	0.32	0.53	0.26	0.24
Computed X^2	**4.32**	**7.68**	**14.31**	**6.24**	**5.04**
Degree of freedom	8	8	9	8	7
Tabular X^2 value at 0.05	15.51	15.51	16.92	15.51	14.07
0.025	18.17	18.17	19.68	18.17	16.62
0.01	20.09	20.09	21.67	20.09	18.48
0.005	21.95	21.95	23.59	21.95	20.28
0.001	26.12	26.12	27.88	26.12	24.32
Decision on Ho	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant

4.1.16 The Test of Significant Agreement on the Rank Orders of the Extent of the Effectiveness of the Implementation of the Rules on the Behavioral Conduct in Improving the Values of the Grade 6 Learners

Based on the results, the summations of the square deviation from the mean difference were: Respect and Discipline, 97; Responsibility and Accountability, 170.5; Cooperation and Social Interaction, 394; Obedience to Authority, 141.5; and Emotional Self-Control, 91. On the other hand, the Coefficient of Concordance W and the computed chi square (x^2) value resulted to: Respect and Discipline, 0.18 and 4.32 ($p>0.05$); Responsibility and Accountability, 0.32 and 7.68 ($p>0.05$); Cooperation and Social Interaction, 0.53 and 14.31 ($p>0.05$); Obedience to Authority, 0.26 and 6.24 ($p>0.05$); and Emotional Self-Control, 0.24 and 5.04 ($p>0.05$). Thus, the null hypothesis was accepted.

It was revealed in the foregoing table that the computed chi square (x^2) value with regard to the significant agreement in the rank orders of the extent of the implementation of the rules on the behavioral conduct in terms of did not exceed the tabular value at 0.05 level of significance. Thus, the null hypothesis was accepted indicating that there is no significant agreement on the rank Orders of the Extent of the implementation of the rules on the behavioral conduct.

Gleaning on the table, different teachers from different schools may have varying perceptions regarding the extent of rules on behavioral conduct implemented—particularly in terms of Respect and Discipline, Responsibility and Accountability, Cooperation and Social Interaction, Obedience to Authority, and Emotional Self-Control—due to several interrelated factors. First, differences in teacher training and classroom management experience influence perception, as teachers with extensive exposure to behavior management strategies are more likely to observe consistent adherence to rules and positive learner behavior, while less experienced teachers may perceive lower effectiveness. Second, availability of clear school policies and behavioral guidelines affects perception, since schools with well-communicated rules and structured disciplinary frameworks enable teachers to enforce standards consistently, whereas vague or inconsistent policies may lead to varied interpretations. Third, administrative support and monitoring by school leadership shape perception, as principals and supervisors who actively support, model, and reinforce behavior management enhance teachers' perception of rule effectiveness, while lack of guidance may limit implementation. Fourth, classroom size and learner composition influence perception, as teachers handling larger or more diverse groups may face challenges in maintaining discipline and emotional self-control among learners, impacting observed outcomes. Fifth, teachers' personal beliefs and attitudes toward discipline affect perception, as teachers who value structured behavioral expectations and proactive guidance are more likely to recognize improvements in responsibility, cooperation, and respect, while those with a more lenient approach may perceive lesser impact. These factors collectively explain the differences in teacher perceptions regarding the implementation and effectiveness of behavioral conduct rules.

It is recommended that the Schools Division Superintendent should establish standardized behavior management policies, provide training on effective classroom conduct strategies, and implement regular monitoring and support mechanisms to ensure consistent and effective enforcement of behavioral rules across all schools.

4.1.17 The Summary of the Extent of the Effectiveness of the Implementation of the Rules on the Behavioral Conduct in Improving the Values of the Grade 6 Learners

The summary of the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners. Based on the data, the indicators rated Very Much Effective (VME) in descending order were: Compliance with School Policies and Regulations, 4.84; Promotion of Positive Attitudes and Values, 4.55; Reduction in Behavioral Infractions, 4.52; Development of Self-Discipline and Independence, 4.51; while Enhancement of Social Interaction and Cooperation, 4.48 was rated Much Effective (ME). Gleaning on the table, Compliance with School Policies and Regulations, is the most commonly reported indicator on the summary of the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners. It implies that learners have internalized the significance of abiding by the rules and regulations of the school exhibiting consistent behavior that is consistent with the expectations of the educational setting. Their adherence to rules shows that they have a solid grasp of how important rules are to preserving justice safety and order in the classroom and throughout the school. This indicators prominence also implies that teachers successfully convey model and reinforce these guidelines enabling learners to understand the useful advantages of compliance and how it promotes both positive social behavior and academic engagement.

Table 6: The Summary of the Extent of the Effectiveness of the Implementation of the Rules on the Behavioral Conduct in Improving the Values of the Grade 6 Learners

Indicators	Big Schools			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Compliance with School Policies and Regulations	4.82	VME	1	4.79	VME	1	4.90	VME	1	4.84	VME	1
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3. Promotion of Positive Attitudes and Values	4.50	VME	4	4.62	VME	2	4.55	VME	3	4.55	VME	2
4. Enhancement of Social Interaction and Cooperation	4.25	ME	5	4.64	VME	3	4.57	VME	2	4.48	ME	5
5. Development of Self-Discipline and Independence	4.56	VME	2.5	4.50	VME	5	4.44	ME	5	4.51	VME	4
Average	**4.53**	**VME**		**4.63**	**VME**		**4.67**	**VME**		**4.61**	**VME**	

Additionally, the high ranking of Compliance with School Policies and Regulations shows that learners are starting to form habits of self-control accountability and responsibility in addition to being aware of the rules. Their capacity to adhere to rules consistently helps create a peaceful learning environment where interruptions are reduced peer relationships are reinforced and learners are better able to concentrate on their academic and personal development. This demonstrates how the application of behavioral conduct regulations has successfully aided in the formation of values that encourage moral consciousness respect for institutional authority and responsible citizenship preparing learners for challenges that may arise both inside and outside of the classroom.

Meanwhile, Enhancement of Social Interaction and Cooperation, noted as the last rank on the summary of the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners. It implies that although learners exhibit positive individual behaviors they might not regularly participate in cooperative activities or interact successfully in group settings. The lower ranking implies that some learners might be reluctant to share responsibilities offer ideas or engage in constructive communication when working in groups which restricts the development of cooperative behaviors and social skills. This disparity could be caused by a number of factors such as a lack of confidence a lack of experience with structured group activities or a lack of guidance from teachers in promoting mutual accountability and teamwork.

Furthermore, the final rank of Enhancement of Social Interaction and Cooperation emphasizes the necessity of focused interventions that motivate learners to actively engage in group projects exercise empathy and cultivate constructive peer relationships. Learners may find it difficult to internalize the values of cooperation compromise and shared responsibility—all of which are critical for holistic development and social preparedness—if they are not given regular opportunities to participate in meaningful collaborative experiences. This emphasizes the value of organized programs that support social skills and cooperative learning in addition to academic goals.

To address the lowest ranked indicator, it is recommended that the Public Schools District Supervisor (PSDS) should provide guidance, monitoring, and professional development for teachers to implement collaborative learning strategies, group activities, and peer-based initiatives that encourage active participation and cooperation. By supporting teachers in these efforts, the PSDS can ensure that learners consistently develop social interaction and cooperation skills, thereby improving the overall effectiveness of behavioral conduct rules in fostering positive values among Grade 6 learners.

With these results of the respondent's evaluation on the summary of the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners, which resulted to 4.61 which is interpreted as Very Much Effective (VME). The said results joined with the findings of Alice, (2024) on his study Challenges Facing Teachers and Learners in the Use of Instructional Technologies. This study was concerned with the challenges facing secondary schools" teachers and learners in the use of instructional technologies. The rationale was based on the view that properly designed, learning materials inspired by instructional technology and delivered by technology add value to a teaching environment on which contact hours are limited. This is because the curriculum needs academic standards and the development of digital age skills for the 21st century learners. The literature review focuses on the meaning of instructional technology, the use of instructional technologies in teaching and learning in institutions in other parts of the world as well as Kenya, however, the challenges faced in the use of instructional technologies in secondary schools have not been addressed. This was a descriptive survey design. The study was conducted in ten (10) provincial public secondary schools in Kisii County. Data was collected using questionnaires, interview schedules and observation schedules. The obtained data were analyzed systematically using descriptive statistics and presented with the help of frequency tables, graphs and percentages. The study findings revealed that most of the instructional technologies were available but inadequate in terms of quantity. Not all the instructional technologies were easily accessible for both teachers and learners for teaching and learning processes. The use of instructional technologies was influenced by their availability, how the technology will enhance learning, knowledge and skills on use, syllabus requirement, accessibility and administration among others. Further, that the teachers" academic and professional qualifications had little influence on how successfully the teacher uses instructional technologies for teaching and learning.

4.1.18 The Test of Significant Agreement on the Rank Orders of the Extent of the Effectiveness of the Implementation of the Rules on the Behavioral Conduct in Improving the Values of the Grade 6 Learners

The Kendall's Coefficient of Concordance W was used to find out if there is an agreement on concordance among the respondents in the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners. Table 7 reflects the Summation of the squared deviation from the mean, number of indicators, Coefficient of concordance W, Computed X^2 and the significance of agreement.

Table 7 The Test of Significant Agreement on the Rank Orders of the Extent of the Effectiveness of the Implementation of the Rules on the Behavioral Conduct in Improving the Values of the Grade 6 Learners

Indicator	Compliance with School Policies and Regulations	Reduction in Behavioral Infractions	Promotion of Positive Attitudes and Values	Enhancement of Social Interaction and Cooperation	Development of Self-Discipline and Independence
Summation of the squared Deviation from the Mean	97	170.5	394	141.5	91
Number of Indicators	9	9	10	9	8
Number of Groups	3	3	3	3	3
Coefficient of Concordance W	0.18	0.32	0.53	0.26	0.24
Computed X^2	**4.32**	**7.68**	**14.31**	**6.24**	**5.04**
Degree of freedom	8	8	9	8	7
Tabular X^2 value at 0.05	15.51	15.51	16.92	15.51	14.07
0.025	18.17	18.17	19.68	18.17	16.62
0.01	20.09	20.09	21.67	20.09	18.48
0.005	21.95	21.95	23.59	21.95	20.28
0.001	26.12	26.12	27.88	26.12	24.32
Decision on Ho	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant

Based on the results, the summations of the square deviation from the mean difference were: Compliance with School Policies and Regulations, 97; Reduction in Behavioral Infractions, 170.5; Promotion of Positive Attitudes and Values, 394; Enhancement of Social Interaction and Cooperation, 141.5; and Development of Self-Discipline and Independence, 91. On the other hand, the Coefficient of Concordance W and the computed chi square (x^2) value resulted to: Compliance with School Policies and Regulations, 0.18 and 4.32 ($p>0.05$); Reduction in Behavioral Infractions, 0.32 and 7.68 ($p>0.05$); Promotion of Positive Attitudes and Values, 0.53 and 14.31 ($p>0.05$); Enhancement of Social Interaction and Cooperation, 0.26 and 6.24 ($p>0.05$); and Development of Self-Discipline and Independence, 0.24 and 5.04 ($p>0.05$). Thus, the null hypothesis was accepted.

It was revealed in the foregoing table that the computed chi square (x^2) value regarding the significant agreement in the rank orders of the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners in terms of did not exceed the tabular value at 0.05 level of significance. Thus, the null hypothesis was accepted indicating that there is no significant agreement on the rank Orders of the Extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners. Gleaning on the table, different teachers from different schools

may have varying perceptions regarding the extent of the effectiveness of the implementation of rules on behavioral conduct in improving the values of Grade 6 learners—particularly in terms of Compliance with School Policies and Regulations, Reduction in Behavioral Infractions, Promotion of Positive Attitudes and Values, Enhancement of Social Interaction and Cooperation, and Development of Self-Discipline and Independence—due to several interrelated factors. First, differences in teacher experience and training in values education and behavior management affect perception, as teachers with more expertise are likely to observe more positive changes in learners' attitudes and compliance, while less experienced teachers may perceive limited effectiveness. Second, clarity and consistency of school rules and policies influence perception, since schools with well-defined, consistently enforced behavioral guidelines enable learners to internalize expected values more effectively, whereas inconsistent enforcement can reduce observed outcomes. Third, administrative support and leadership monitoring shape perception, as school heads who actively guide and reinforce the implementation of behavioral rules enhance teacher observation of positive behavioral change, while lack of support may hinder consistency and impact. Fourth, learner characteristics and classroom environment influence perception, since classes with varying socio-emotional development, peer dynamics, and size may experience different levels of responsiveness to behavioral rules, affecting teachers' assessment of effectiveness. Fifth, teachers' personal beliefs, attitudes, and commitment to modeling positive behavior affect perception, as teachers who consistently model and reinforce values are more likely to perceive significant improvement in learners' social interaction, self-discipline, and overall character development, whereas those less proactive may underestimate the impact. Collectively, these factors explain the variations in teacher perceptions regarding the effectiveness of behavioral conduct rules in shaping the values of Grade 6 learners.

It is recommended that the Schools Division Superintendent should strengthen the monitoring and support system for the consistent implementation of behavioral conduct rules, provide professional development on values education, and promote school-wide programs that reinforce positive behaviors to ensure measurable improvements in learner values across all schools. Reyes, (2020) on his study Challenges of Effectiveness of the school rules implementation Models. He stressed that Effectiveness of the school rules implementation is a teaching method that combines traditional face-to-face instruction with technology. Effectiveness of the school rules implementation models extend the reach of the instruction beyond the classroom through the use of digital resources. For example, a class taught in a blended format might ask learners to play an online game to reinforce learning following the introduction of a new topic in class. This utilizes technology and traditional instruction to increase learning. At first glance, Effectiveness of the school rules implementation sounds like a dream for learners and teachers. Theoretically, class time is reduced, and the process of instruction is streamlined using technology. However, Effectiveness of the school rules implementation presents unique challenges that can become barriers to learning. Effectiveness of the school rules implementation usually requires that all learners and teachers have a computer, tablet, or laptop. Inadequate Training mentioned the expense related to providing adequate technology for the implementation of Effectiveness of the school rules implementation in schools. Training is important as well yet very expensive to take on, thus may be overlooked. For example, Effectiveness of the school rules implementation assumes that learners and teachers have a reasonable level of competence with computers. Anyone who does not have adequate computer skills will more than likely struggle with Effectiveness of the school rules implementation models. Inadequate training of teachers and learners can quickly derail a Effectiveness of the school rules implementation model.

4.1.19 Policy Recommendations

The researcher formulated policy recommendation based on the findings of the study to determine the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners in Naga District IV, Division of Naga City. The school heads should implement structured programs and activities specifically aimed at developing learners' respectful communication skills, such as role-playing scenarios, verbal praise for polite language, classroom discussions on respectful dialogue, and modeling respectful interactions always. The Schools Division Superintendent should provide professional development programs and monitoring support to ensure that schools adopt consistent strategies that strengthen learners' ability to take initiative and complete assignments independently, thereby enhancing their overall sense of responsibility and accountability.

The School heads should encourage teachers to integrate board games and other collaborative play activities more systematically into lesson plans, provide resources and training for designing effective cooperative games, and monitor their implementation to ensure that learners are consistently practicing cooperation and social interaction. The teachers should consistently monitor learners' behavior during school activities, provide clear explanations of rules, model appropriate conduct, and apply positive reinforcement strategies for compliance. The School Guidance Counselors should implement structured programs on emotional regulation, such as workshops on anger management, stress-relief techniques, mindfulness activities, and role-playing scenarios that simulate challenging situations.

The Education Program Supervisor in Values Education should provide professional development programs and instructional support for teachers that focus on strategies to reinforce obedience and rule-following. The Schools Division Superintendent should establish standardized behavior management policies, provide training on effective classroom conduct strategies, and implement regular monitoring and support mechanisms to ensure consistent and effective enforcement of behavioral rules across all schools. The Supreme Elementary Learner Government (SELG) should implement structured programs and monitoring mechanisms that promote consistent compliance with rules during school activities.

The learners, in assistance with the teachers, should engage in structured activities that reinforce rule-following behaviors, such as monitoring checklists, peer accountability exercises, role-playing scenarios, and reflection sessions where learners analyze the consequences of non-compliance. The School Heads, in collaboration with teachers, should implement targeted programs and activities that cultivate integrity, such as role-playing ethical dilemmas, reflective journaling on decision-making, reward systems for honest behavior, and guided discussions on moral choices in school scenarios.

The learners, with guidance and structured support from teachers, should actively engage in collaborative activities such as group projects, team challenges, and peer-led tasks, while teachers provide scaffolding, feedback, and recognition for effective participation. The teachers should implement strategies that gradually promote independent rule-following, such as structured self-

monitoring systems, reflective exercises, incentive-based recognition for consistent unsupervised compliance, and activities that encourage learners to take ownership of their behavior.

The Public Schools District Supervisor (PSDS) should provide guidance, monitoring, and professional development for teachers to implement collaborative learning strategies, group activities, and peer-based initiatives that encourage active participation and cooperation. The Schools Division Superintendent should strengthen the monitoring and support system for the consistent implementation of behavioral conduct rules, provide professional development on values education, and promote school-wide programs that reinforce positive behaviors to ensure measurable improvements in learner values across all schools. The Schools Division Superintendent should coordinate with the Local Government Unit (LGU) to provide community-based programs, workshops, and resources that reinforce positive values, social responsibility, and civic-minded behavior among Grade 6 learners, complementing school-based behavioral initiatives.

5. Conclusion and Recommendations

This section presents a brief summary of the study, its findings, conclusions, and recommendations.The study determined the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners in Naga District IV, Division of Naga City for School Year 2025-2026.

5.1 Conclusion

Based on the findings, the following conclusions were given:

- The extent of the implementation of the rules on the behavioral conduct is considered Very Much Implemented (VMI).
- There is no significant agreement on the rank orders of the extent of the implementation of the rules on the behavioral conduct.
- The extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners is considered Very Much Effective (VME).
- There is no significant agreement on the rank orders of the extent of the effectiveness of the implementation of the rules on the behavioral conduct in improving the values of the Grade 6 Learners.
- Policy recommendations are formulated based from the findings of the study.

5.2 Recommendations

Pursuant to the conclusions stated above the following recommendations were suggested:

- The Schools Division Superintendent (SDS) should continue supporting programs that strengthen the effective implementation of rules on behavioral conduct to promote positive values among Grade 6 learners.
- The Public Schools District Supervisors (PSDS) should regularly monitor schools to ensure the consistent implementation of behavioral conduct policies.
- The School Heads should organize trainings and activities that enhance teachers' capacity in guiding learners toward proper behavior and values formation.
- The Teachers should consistently enforce rules on behavioral conduct and model positive values to help improve learners' discipline and character.
- The Policy recommendations formulated based from the findings of the study be implemented.

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