

Good Conduct and Academic Performance of Senior High School Students: Basis for Student Training

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ABSTRACT

This study examined the relationship between good conduct and academic performance among Senior High School students at San Roque National High School, Marikina City, during School Year 2025-2026. Using a mixed-method design with a correlational approach, the study involved 144 student-respondents selected through stratified and systematic random sampling from a population of 224 students, together with eight teacher-facilitators who provided evaluative insights. A researcher-made questionnaire, Good Conduct and Academic Performance: SHS Survey Questionnaire, measured students' discipline, responsibility, punctuality, and respect for school rules through a four-point Likert scale, while academic performance was determined from students' general averages validated by school records.

Descriptive statistics, Welch's t-test, Pearson correlation, and thematic analysis were used to analyze the data. Findings showed that most respondents were within the normal Senior High School age range of 15-18 years old, were predominantly male, lived with both parents, and relied mainly on cellphones as learning devices. Students rated their good conduct at a very high level, while teachers rated it at a high level, with significant differences across all conduct dimensions. Academic performance was generally strong, with most students achieving Very Satisfactory or Outstanding ratings and no recorded failures. A strong positive and statistically significant correlation was found between good conduct and academic performance ($r = 0.79$; computed $t = 15.12 > \text{tabular } t = 1.98$), leading to the rejection of the null hypothesis. The study concludes that discipline, responsibility, punctuality, and respect for school rules are strongly associated with scholastic achievement. It recommends a student training program focused on punctuality, discipline, time management, self-regulation, and collaborative home-school support.

Keywords: *good conduct, academic performance, discipline, responsibility, punctuality, student behavior, Senior High School, student training*

INTRODUCTION

Education is not limited to the development of knowledge and academic skills; it also includes the formation of values, discipline, and responsible behavior. Schools are expected to help learners become academically competent and morally grounded individuals who can function productively in school and community life. In this context, good conduct becomes an important part of student development because it reflects learners' discipline, responsibility, punctuality, and respect for school rules.

In the Philippine basic education system, character formation is consistently emphasized through policies and curricular reforms that promote holistic learner development. Senior High School students are at a critical transition stage as they prepare for higher education, employment, or entrepreneurship. At this stage, good conduct may influence how students manage academic requirements, participate in class, meet deadlines, and respond to school expectations.

Previous studies suggest that disciplined behavior, self-regulation, and study habits are associated with academic achievement (Garcia & Subia, 2019; Orense, 2020). Similarly, responsible routines and positive learning behaviors have been shown to support scholastic performance among Senior High School learners (Castillo et al., 2023; Garcia, 2025). However, school-level evidence is still needed to determine how conduct indicators are related to academic outcomes in specific local contexts.

San Roque National High School in Marikina City provides a meaningful setting for this investigation because the school serves learners in both academic and technical-vocational tracks within a values-oriented community. This study therefore examined the relationship between good conduct and academic performance among selected Senior High School students and used the findings as basis for a proposed student training program.

Literature Review

Good Conduct and Values Formation

Good conduct refers to the consistent display of positive, ethical, and rule-abiding behavior within the school environment. It includes discipline, responsibility, punctuality, and respect for school rules. These values support orderly classroom participation and help learners develop self-control, accountability, and respect for others. Studies on student discipline and behavior show that learners who exhibit stronger self-discipline and emotional regulation tend to perform better academically (Garcia & Subia, 2019; Orense, 2020).

In the Philippine context, values formation is aligned with the K to 12 Curriculum and DepEd initiatives that emphasize holistic development. Discipline, responsibility, punctuality, and respect are not merely classroom expectations; they are also foundational competencies that prepare students for responsible citizenship and future work demands.

Academic Performance and Study Habits

Academic performance is commonly reflected in grades, completion of learning tasks, and mastery of competencies. Literature indicates that study habits, time management, and self-regulated learning are strongly connected with academic achievement (Credé & Phillips, 2019; Rabgay, 2020). These habits are behavioral expressions of good conduct because they require discipline, responsibility, and punctuality.

Castillo et al. (2023) found that consistent study routines and responsible learning behaviors supported the performance of Senior High School students in blended learning environments. Likewise, Garcia (2025) reported that students with systematic study routines in Statistics and Probability achieved higher performance than those without consistent academic discipline.

Theoretical Foundation

The study is anchored on Bandura's Social Cognitive Theory, particularly the concept of triadic reciprocal determinism, which explains that behavior, personal factors, and the environment interact dynamically (Bandura, 1986, 1991, 1997). In the school setting, students' conduct is influenced by teacher modeling, classroom norms, school policies, family background, and learners' internal self-regulation.

This theoretical perspective is aligned with DepEd policies on child protection, classroom assessment, teacher learning and development, and curriculum reform (Department of Education, 2012, 2015, 2018, 2023). These policies support a positive, values-oriented environment where learners develop discipline, accountability, and respect through modeling, feedback, and consistent reinforcement.

Research Gap

Although prior studies confirm the relevance of discipline and study habits to academic success, there remains a need for localized school-based evidence that compares student and teacher perceptions of good conduct and examines the direct association between conduct and academic performance. This study addresses that gap by focusing on Senior High School students in San Roque National High School and by proposing a practical student training program based on empirical findings.

METHODS

Research Design

The study used a mixed-method research design with a correlational approach. The quantitative component measured students' level of good conduct, compared student and teacher perceptions, and examined the relationship between good conduct and academic performance. The qualitative component used teacher responses from structured interviews, which were analyzed thematically to enrich the interpretation of conduct-related findings.

Research Locale and Participants

The study was conducted at San Roque National High School, Marikina City, during the second semester of School Year 2025-2026. The respondents consisted of 144 Senior High School students selected from a total population of 224 using Slovin's formula, stratified random sampling, and systematic random sampling. Eight Senior High School teacher-facilitators, one from each strand, were also included to provide evaluative perceptions of student conduct.

Table 1. *Distribution of Respondents by Senior High School Strand*

Senior High School Strand	Population	Student Sample	Teacher-Facilitators
Grade 11 - TVL Shoe Technology	15	10	1
Grade 11 - TVL Bread & Pastry Production	22	14	1
Grade 11 - ICT	23	14	1
Grade 11 - ABM	34	22	1
Grade 12 - TVL Shoe Technology	18	12	1
Grade 12 - TVL Bread & Pastry Production	29	19	1
Grade 12 - ICT	35	23	1
Grade 12 - ABM	48	30	1
Total	224	144	8

Research Instrument

The main instrument was a researcher-made questionnaire titled Good Conduct and Academic Performance: SHS Survey Questionnaire. The Good Conduct Scale contained items on discipline, responsibility, punctuality, and respect for school rules using a four-point Likert scale. Academic performance was based on students' general averages from official school records. Teacher respondents also answered the questionnaire and provided structured interview responses.

Data Gathering Procedure and Analysis

Permission to conduct the study was secured from the school head, followed by informed consent procedures. Questionnaires were administered to students and teachers, and academic records were obtained and validated through appropriate school channels. Frequency and percentage were used for demographic profile; mean and standard deviation described perceptions of good conduct; Welch's t-test examined differences between student and teacher perceptions; thematic analysis was used for teacher interview responses; and Pearson r determined the relationship between good conduct and academic performance. The hypotheses were tested at the 0.05 level of significance.

Ethical Considerations

The study observed informed consent, confidentiality, proper reporting of results, and respect for participants. Student data were treated confidentially and used only for academic purposes. The thesis also included an ethical conformity sheet affirming adherence to ethical requirements related to consent, deception, debriefing, reporting, and plagiarism.

RESULTS AND DISCUSSION

Demographic Profile of Respondents

Table 2. *Summary of Demographic Profile of Student Respondents (n = 144)*

Profile Variable	Highest Category / Key Result	Frequency	Percentage
Age	15-18 years old	122	84.72%
Sex	Male	83	57.64%
Living arrangement	Living with parents	125	86.81%
Availability of learning materials	Cellphone only	103	71.53%
Parental employment status	Both parents working	73	50.69%

The respondents were generally within the normal Senior High School age range, predominantly male, and mostly living with their parents. Most relied primarily on cellphones as learning devices, indicating that students' academic engagement is strongly mediated by mobile technology. The high proportion of students living with parents suggests that family support remains a major environment for values formation and behavioral guidance.

Level of Good Conduct as Perceived by Students and Teachers

Table 3. *Overall Perceptions of Good Conduct*

Good Conduct Dimension	Student Mean	Student Interpretation	Teacher Mean	Teacher Interpretation
Discipline	3.30	Very High Level	2.84	High Level
Responsibility	3.35	Very High Level	2.79	High Level
Punctuality	3.35	Very High Level	2.72	High Level
Respect for School Rules	3.60	Very High Level	2.92	High Level
Grand Mean	3.40	Very High Level	2.82	High Level

Students perceived their good conduct at a very high level across all dimensions, with respect for school rules receiving the highest rating. Teachers also rated students' good conduct positively but at a lower high level. This pattern suggests that students possess a strong positive self-perception of their conduct, while teachers provide a more observation-based evaluation of consistency in actual school behavior. The perceptual difference is important because student self-assessment may reflect intentions and idealized behavior, while teacher assessment is based on repeated classroom and school observations.

Differences in Student and Teacher Perceptions

Table 4. *Significant Differences in Perceptions of Good Conduct*

Good Conduct Dimension	t-statistic	p-value	Decision	Interpretation
Discipline	-6.39	1.11e-09	Reject H0	Significant
Responsibility	2.21	0.03	Reject H0	Significant
Punctuality	10.61	2.2e-16	Reject H0	Significant
Respect for School Rules	8.51	2.2e-16	Reject H0	Significant

Welch's test results showed significant differences between student and teacher perceptions across all conduct dimensions. These findings indicate that students and teachers do not evaluate good conduct in the same way. The larger differences in punctuality and respect for school rules suggest that externally observable behaviors are more likely to reveal gaps between self-perception and actual observed performance. This supports the need for reflective feedback systems that help learners compare their self-ratings with teacher observations and concrete behavioral expectations.

Teacher Insights on Student Conduct

Table 5. *Main Themes from Teacher Responses*

Conduct Area	Dominant Themes	Implication
Discipline	Need for supervision, guidance, and reminders; rule awareness; clear rules and structure	Students understand rules but require reinforcement.
Responsibility	Guidance and structure; responsibility is still developing; ownership of learning	Students show accountability but need stronger independence and initiative.
Punctuality	Need for time-management training; inconsistent punctual behavior; routine modification	Students require practical strategies to improve timeliness and deadline compliance.
Respect for School Rules	Continuous guidance; respectful communication; fairness and positive treatment	Respect is evident but must be practiced consistently across situations.

The thematic findings confirm that good conduct among students is present but still developing. Teachers emphasized the need for continuous guidance, reminders, structured expectations, and values formation. These insights are consistent with Social Cognitive Theory, which explains that learners develop behavior through modeling, reinforcement, and environmental cues. The teacher responses also justify the development of a training program that focuses on punctuality, discipline, self-regulation, and time management.

Academic Performance and Correlation with Good Conduct

Table 6. *Academic Performance of Senior High School Students*

Academic Performance	Frequency	Percentage
Outstanding (90%-100%)	17	11.81%
Very Satisfactory (85%-89%)	86	59.72%
Satisfactory (80%-84%)	40	27.78%
Fairly Satisfactory (75%-79%)	1	0.69%
Did Not Meet Expectations (Below 75%)	0	0.00%
Total	144	100.00%

Most students achieved Very Satisfactory performance, followed by Satisfactory and Outstanding ratings. No student failed to meet expectations. This indicates that the respondents generally demonstrated strong academic performance during the covered period. The predominance of satisfactory to outstanding ratings suggests that the school environment, teacher support, family context, and student behavior may have contributed to academic success.

Table 7. *Relationship Between Good Conduct and Academic Performance*

Variables	Computed r	Computed t	Tabular t	Decision	Interpretation
Good Conduct and Academic Performance	0.79	15.12	1.98	Reject H ₀	Significant

The computed correlation coefficient of $r = 0.79$ indicates a strong positive relationship between good conduct and academic performance. Since the computed t-value of 15.12 exceeded the tabular value of 1.98, the null hypothesis was rejected. This means that students who demonstrated higher levels of discipline, responsibility, punctuality, and respect for school rules tended to obtain higher academic performance. The finding supports the view that good conduct is not only a moral or behavioral concern but also an academic support factor that helps learners become more focused, organized, and engaged.

Proposed Student Training Program

Based on the findings, the study proposed the Punctuality and Discipline Development Module (PDDM), a specialized module under the Values-Aligned Academic Learning Enhancement (VALE) Program. The module is intended for Senior High School students and contains four sessions: understanding discipline and punctuality, time management and academic planning, managing distractions and strengthening self-discipline, and commitment and behavioral reflection. The program uses situation analysis, group discussion, daily time audit, weekly planning, distraction mapping, strategy development, role-playing, commitment contracts, reflection journals, monitoring checklists, and pre-test/post-test evaluation.

Table 8. *Summary of the Proposed PDDM Training Program*

Session	Focus	Main Activities	Expected Outcome
1	Understanding Discipline and Punctuality	Situation analysis and group discussion	Students explain how conduct affects learning.
2	Time Management and Academic Planning	Daily time audit and weekly planner creation	Students organize academic tasks and deadlines.
3	Managing Distractions and Strengthening Self-Discipline	Distraction mapping and strategy development	Students identify and manage personal distractions.
4	Commitment and Behavioral Reflection	Role-playing and personal commitment contract	Students formulate concrete conduct improvement plans.

CONCLUSION

The study concludes that Senior High School students at San Roque National High School generally demonstrate positive good conduct and strong academic performance. Students rated themselves at a very high level in discipline, responsibility, punctuality, and respect for school rules, while teachers rated them at a high level. This indicates that good conduct is present, although consistency in actual practice still requires reinforcement.

Significant differences were found between student and teacher perceptions across all conduct dimensions. These differences show the need for clearer behavioral standards, reflective feedback, and consistent monitoring so that students can align their self-perceptions with observable conduct expectations.

The strong positive and significant relationship between good conduct and academic performance confirms that learners who demonstrate stronger discipline, responsibility, punctuality, and respect for rules tend to perform better academically. Thus, good conduct functions as a behavioral foundation for scholastic achievement and should be strengthened as part of school-based academic support efforts.

Recommendations

School administrators and guidance personnel should implement structured behavioral development programs that strengthen discipline, punctuality, responsibility, and respect for school rules. Values formation seminars, recognition systems, conduct monitoring, and behavior tracking mechanisms may help sustain positive behavior.

Teachers should integrate clear conduct expectations into classroom routines and provide regular feedback on students' behavior. Reflection activities, self-assessment forms, and peer feedback may help students develop more accurate self-evaluation and stronger self-regulation.

Guidance counselors should intensify mentoring programs for learners who show inconsistent punctuality, task completion, or rule compliance. Time-management workshops, goal-setting activities, and group counseling may strengthen students' discipline and accountability.

Parents and guardians should be actively involved through home-school partnerships, parent conferences, and collaborative monitoring of student behavior and academic progress. Since most respondents live with their parents, family reinforcement can support the development of responsible conduct.

The proposed Punctuality and Discipline Development Module under the VALE Program should be adopted, pilot-tested, and evaluated to determine its effectiveness in improving student conduct and academic engagement. Future researchers may extend the study to other schools, use longitudinal data, and include additional variables such as motivation, school climate, peer influence, and parental educational attainment.

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