CHARACTER AND VALUE BUILDING THROUGH PROVISION OF QUALITY EDUCATION IN ONDO STATE SECONDARY SCHOOL

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Abstract (In English). This study evaluated student characters in schools, analysed the role of school staff in shaping good characters, explored parental influence on student character, and examined measures guiding schools in character development. It used a descriptive survey design with a sample of 540 students from public secondary schools in Ondo State. Results revealed that students arrive early (mean: 3.71, SD: 1.12) and attend classes regularly (mean: 3.80, SD: 1.03). Collaboration and helping behavior (means: 3.47 and 3.53, SDs: 1.16 and 1.13), as are honesty (mean: 3.71, SD: 1.12), respect for authority (mean: 3.87, SD: 0.93). Resilience (mean: 3.41, SD: 1.08), adherence to school hours (mean: 3.24, SD: 1.24). Teachers exhibit punctuality (mean: 3.87, SD: 0.93), confidence (mean: 3.67, SD: 1.07), and approachability (mean: 3.59, SD: 1.04). Parental support (mean: 3.62, SD: 1.07) and school regulatory measures (mean: 3.67, SD: 1.07). The findings showed the importance of cohesive efforts by students, staff, and parents in fostering positive character traits and values in school settings. The study concluded students' value and character can be shaped through quality education.

Keyword: Quality, Value, Character, Quality Education

Abstract (In Bahasa). *Studi ini mengevaluasi karakter siswa di sekolah, menganalisis peran staf sekolah dalam membentuk karakter yang baik, mengeksplorasi pengaruh orang tua terhadap karakter siswa, dan memeriksa langkah-langkah yang memandu sekolah dalam pengembangan karakter. Ini menggunakan desain survei deskriptif dengan sampel 540 siswa dari sekolah menengah negeri di Negara Bagian Ondo. Hasil penelitian mengungkapkan bahwa siswa datang lebih awal (rata-rata: 3,71, SD: 1,12) dan menghadiri kelas secara teratur (rata-rata: 3,80, SD: 1,03). Kolaborasi dan perilaku membantu (rata-rata: 3,47 dan 3,53, SD: 1,16 dan 1,13), seperti juga kejujuran (rata-rata: 3,71, SD: 1,12), rasa hormat terhadap otoritas (rata-rata: 3,87, SD: 0,93). Ketahanan (rata-rata: 3,41, SD: 1,08), kepatuhan terhadap jam sekolah (rata-rata: 3,24, SD: 1,24). Guru menunjukkan ketepatan waktu (rata-rata: 3,87, SD: 0,93), kepercayaan diri (rata-rata: 3,67, SD: 1,07), dan mudah didekati (rata-rata: 3,59, SD: 1,04). Dukungan orang tua (rata-rata: 3,62, SD: 1,07) dan langkah-langkah pengaturan sekolah (rata-rata: 3,67, SD: 1,07). Temuan tersebut menunjukkan pentingnya upaya kohesif oleh siswa, staf, dan orang tua dalam menumbuhkan sifat dan nilai karakter positif di lingkungan sekolah. Studi tersebut menyimpulkan nilai dan karakter siswa dapat dibentuk melalui pendidikan yang berkualitas.*

Kata kunci: Kualitas, Nilai, Karakter, Pendidikan Berkualitas

A. INTRODUCTIONS

Character are shaped in various ways in the development of human, negative character will always have a negative impact on the society, therefore the issue of building character is of importance to stakeholders in the education world. When character of students is well structured, it may contribute toward the education generally and even to the society at large Hermino and Arifin (2020). Character According to Oxford Advanced Learner Dictionary 7th edition is defined as all qualities and features that make a person, groups of people, and places different from others. This is to say that the quality of people in our society will determine the quality if input into the systems associated with the society. Also, everyone has some different characteristics as compare to others which make an individual distinct and different from each other, this character needs to be shaped and properly channeled towards getting the best out of

every individual in society. Islam is the religion of rahmatan lil 'alamin,[1] coming to the world bringing peace and tranquility for all human beings. Islam teaches adherents to safeguard and preserve the environment, how to maintain relationships with people who have different faiths with moslem. It is impossible that Islam can not find a solutions for modern, plural and global human problems like this era. Islam coming brings grace must be conveyed for all natural seekers.

Value according to Oxford Advanced Learner Dictionary 7th edition is defined as belief about what is right or wrong and what is important to life. Therefore, value in our society needs to be shaped and molded so that the society can be free from vices which is seen every day in Nigeria. Therefore, in this 21st century the right value and character need to be transferred into our children through education that we all can witness a better society. The right value and character[2] " a strong believer is better and loved by Allah than a weak believer" (HR Muslim), when embedded in student, right from the elementary stage up to the tertiary stage of education in the country will help to give the society a facelift from the current conundrum the country find itself. This is because, Nigerian education is expected to lead to inculcation of the right type of value and attitudes, training of the mind the understanding of the world and acquisition of skills and abilities with which the individual lives and contributes to the development of the society (Oluwagbohunmi, 2013).

Character' in 'character education' indicates characteristics of well-behaved and ethic person, virtuousness, model citizen (Nida, 2016; Upanan et al., 2022). Also, Watts, Fullard and Peterson, (2021), expressed that Character includes individual's willingness

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[1] Icol Dianto, "Peranan Dakwah Dalam Proses Pengembangan Masyarakat Islam," *Hikmah: Jurnal Ilmu Dakwah dan Komunikasi Islam* 12, no. 1 (2018): 98–118.

[2] Sofia Fahrany, "FALSAFAH SUMBER HUKUM ISLAM PADA MUKMIN SEJATI PERSPEKTIF AL-QUR'AN DAN AL-HADITS," *Tahdzib Al-Akhlaq: Jurnal Pendidikan Islam* 7, no. 1 (2024): 77–91.

to try doing the best for others, moral reasoning, honest and responsible behaviors, personal and emotional characteristics which provide effective approaches in various situation and social commitment. From the foregoing and as opined by Nurhayati (2022) value inculcation is affected by the type of education a student received in school. According to the National Policy of Education (2014), education is given so that a citizen will be transformed so that they will be able to participate in nation building and be relevant to the society they are. This implies that the Nigerian education is to be channeled towards the inculcation of the right value and character. These seems not to have been the case in the Nigerian education sector as the value system has been on a decrease as seen in the increase of cultism, examination malpractices, prostitution and other social vices that is found in our society. It is assumed that with quality education in the system these vices will reduce or eradicated as quality education will help in shaping the lives of students' right from a tender age. If there is quality in primary, secondary, and tertiary education[3], the right values will be embedded in students from a tender age which in in turn increase productivity in various professions ranging from medical doctors, engineers, administrators, lawyers etc. in the country. This therefore led to this research so as to access the impact quality education if provided will have on inculcation of morals which will in turn help to address the issue of decline in character among school age children.

Uwaezuoke (2020) defined character education Internalization of Islamic values is an effort to incorporate good values so that they are integrated into humans and

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[3] Mu'allimah Rodhiyana, "STRATEGI INTERNALISASI NILAI-NILAI ISLAMI PADA PESERTA DIDIK," *Tahdzib Al-Akhlaq: Jurnal Pendidikan Islam* 5, no. 1 (2022): 96–105.

manifested in behavioral attitudes that are in accordance with Islamic teachings.[4] as 'the explicit teaching of positive values by teachers, which is supported by the school. This mean that values are being inculcated and transferred to students in the school. Education which is a process of building values and transformation of individual behaviour takes place in an environment that is fit for purpose and the issue of quality education come into play. As asserted bu Nwachukwu et al. (2024), the moulding of character and inculcation of values in school will require quality teacher, quality environment, quality curriculum and relevant instructional programmes[5]. Therefore, every stakeholder in the education industry is required to perform optimally to transform a blunt child into a relevant and responsive citizen capable of transforming the society through the access to education which has helped in shaping the values and character during the period of schooling.

An important tool for development in any country is education, because through it, there is the development of human and capital resources that is needed in every sector of the nation. Therefore, the role of education in any nation cannot be over emphasis because through it development and growth will be in the nation. Since education plays a vital role in the development of any nation, the clamour for quality education became very important. The agitation for quality education is contained in the Education for ALL (EFA) conferences in Jomtien (Thailand) in 1995 and Dakar in 2000

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[4] Martha-Rose Ifeoma UWAEZUOKE, "TEACHING ETHICS AND MORALITY EDUCATION IN NIGERIAN SCHOOLS FORSUSTAINABLE DEVELOPMENT," *UNIZIK Journal of Educational Research and Policy Studies* 1 (2020): 36–44.

[5] Nwakudu.G. N, Vita. B. and Eremie I. (2017) Managing Functional University Education in South-East, Nigeria: Approaches, Benefits and Challenges. *Nigerian Journal of Educational Administration and Planning (NJEAP) 17*(2) 469 - 484

(Alaba, 2010). Alaba (2010) further posits that the effort at ensuring quality education was not left to the above bodies alone, other societies like Society for Information Technology and Teacher Education (SITE), Association for Computing in Education (AACE) and the Infonomics Society also sponsored and organized conferences and workshops aimed at ensuring quality and access to education Odiba (2012), it is assumed that with all this, qualitative education will be entrenched and this in turn will help in building individual in the society, as without qualitative education growth and development will be limited.

The concept of quality education has been seen in various ways. Fadokun as cited in Adegbesan (2010) views quality from three perspectives.

i.   Efficiency in the meeting of its goals.
ii.   Relevance to human and environmental conditions and needs.
iii.   Something more that is the exploration of new ideas, the pursuit of excellence and   encouragement of creativity.

Therefore, quality education[6] involves doing what need to be done to achieve the desire goal, it is also the provision of the relevant material for teaching and learning Ogunode (2022). According to Garira (2020), quality education includes learners who are healthy, well nourished and ready to participate and learn, and supported in learning by their families and communities; environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender,

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[6] Ogunode, N. J. (2022). Basic Education in Nigeria: Challenges and Way Forward. *Journal of Intellectual Property and Human Rights*, *1*(2), 1–13. https://journals.academiczone.net/index.php/jiphr/article/view/38

health, nutrition. This mean that quality education is a tool required for building character and value in the society as without it the society will be just as a normal society. There are few challenges that limits the actualization of qualitative education in Nigeria today, these includes: the issue of examination malpractice as a social vice, lack of thorough supervision in government owned schools, outdated methodology of teaching and dwindling infrastructural facilities to mention a few (Oluwagbohunmi, 2013)[7].

1.2   Value and Character in Schools

Value and character in school are important, this starts from the school head to the students. The teaching profession has it codes and conducts, when teachers follow this code they are leading a life of example to the children they are training (Forster & Maxwell, 2022). Darna and Gede (2024) asserts that character building starts from the home but are sharpened in the school through the knowledge that are passed to them through the instruction they receive from their teachers and administrators in their respective schools. Therefore, the need for quality teachers in the school will improve the type of graduate that are presented for external examinations like JAMB, WASSCE, NECO. Quality teacher will produce quality students, therefore the need for raising the quality of teachers in our schools is an important factor in building the character and value that our children will take into public offices in the society.

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[7] Oluwagbohunmi, M. F. (2013), Enhancing quality education for transformation of character and values through social studies education, *Arabian Journal of Business and Management Review (Nigerian chapter) 1(*4) 9 – 15.

The federal republic of Nigeria FRN 2004 through the national policy on Education (NPE) listed the values upon which the nations educational programmes and practices should be based on. This includes:

- Respect for the worth and dignity of individuals.
- Faith in man ability to make rational decisions
- Moral and spiritual values interpersonal and human relations
- Shared responsibility for the common good of the society
- Respect for dignity of labour
- Promotion of emotional, physical and psychological health of all children.

All this were in the National Policy on Education (NPE) for a reason. This were to build a total child who will help in building a prosperous nation. A child who will help in nation building by thinking about others first and make decisions not for personal progress s but for community progress. Nwakudu, Vita and Eremie (2017) opined that these values are good but can we confidently beat our chests and say we have achieved this one or that one is still valued by Nigerians. The drop in value in the Nigerian society seems to be as result of our inability to follow the NPE and most time as a result of our inability to live without putting the nation at heart. This are what education is meant to do in a child, to build an all-round child who values people, values success and place much value on the society he is in, contributing to building such society. When this are obvious ion the child following due process will be a norm which will reduce malpractice in our school, there will be total respect for people which will lead to decrease in crime and there will be hatred for cultism in school.

Also, quality environment, quality curriculum and passing of relevant instruction down to students will improve the values and character of students in our society, the provision of quality education is important to nation building and this can be achieved when the environment for teaching and learning is conducive, a conducive learning and

teaching environment will aid good passage of instruction which will improve the quality of the education sector by the production of quality students. Other forms of behavior that depict low value laden society will be reduced.

1.3   Role of parent in inculcation of character and value.

Parents are the first contact available to the child, so the first teacher a child has is the parent, this mean that educating start with what the parent. Parents are the most influential factor in children's cognitive, social and moral development (Ekşi & Katılmış, 2011). As it is known, the basic education of children takes place in the family (Pala, 2011; Brannon, 2008). The first responsibility of parents to the child is the provision of character development, however this responsibility should be shared with school and environment and in our age as most of the children do not see good examples from their parents sometimes schools can be the only institutions for the development of character. Similarly, (Berkowitz, 2002 in Demirel. Özmat & Imgehan 2016) emphasized that parents should be positive about children's needs, while taking decisions they should be democratic and be a friend for them, only by this way they can contribute to their children's development. According to him, parents should actively take part in their children's character education and the prerequisite of the success of character education parents and schools should work collaboratively. On the role of parents in character education, teachers should inform parents about the issues that they can help, by this way parents and schools can work in collaboration in order to change the behavioral disorders (Brannon, 2008). Therefor it is to be noted that a successful character education is based on school, teacher and parent collaboration, providing a moral environment in the school and forming values accepted by the society.

1.4   The role of the school in the inculcation of character and value

Researches have shown that the positive atmosphere in the classroom and inside the school has an effect on children's character and value (Ryan & Bohlin, 1999 in Demirel. Özmat. & Imgehan 2016). Citing an African proverb 'raising children is the responsibility of whole village' show that teenagers and children can gain all virtuous behaviors with the help of all people in a society. Ryan and Bohlin (1999) think that there are seven competencies that a teacher needs to have to be a good educator in terms of character and value inculcation.

1. Teachers should be a role model for good character and forming a good character

2. Students" character development should be a professional responsibility and priority for teachers.

3. Teachers should talk about the rights and wrongs in life.

4. Teachers should describe themselves ethically but should not put pressure on teachers about their opinions and thoughts.

5. Teachers should help children to understand other people's lives and help them to be interested in others" lives as well.

6. Teacher should create an atmosphere that has positive values, high ethical standards and respect.

7. Teachers should provide activities to give experience about self-sacrificing and ethical behaviours and create a democratic atmosphere. Demirel et al, (2016).

From above, teachers should be role model for students to teach values. An understanding classroom environment should be created. If teachers can teach values in the class, students have a chance to learn the values learning by experience. What is indicated by moral discipline is to gain moral critical thinking ability, provide respect to

other people and provide self-test. The important thing here is neither awarding nor punishment, it is obeying the rules. Identifying rules provides students to understand the rules themselves and the benefits of rules for other people. Besides, teachers should create a democratic atmosphere in the class, provide cooperative learning and teach how conflicts can be resolved. Demirel et al, (2016). Also, Lickona (1996) in Nida, (2016) asserted three reasons why character education is important in schools; we need good character as human being; schools are convenient settings where character education is actualized, and actualization of character education is vital to construct ethic society. This is to say that with a better character student[8] will become better, thereby helping them to live and become a better citizen. Also, individual will be able to actualized there goals conveniently. Jones (2005) remarked that character education must raise children who are good at not only stating moral statements but also being polite, kind, generous, straight, and honest.

With the trait inculcated in them from secondary school, the level of decadence in our society will reduce and this can only be done through giving not just education but quality education. Therefore, the role of education in the child cognitive development cannot be over emphasized, as the right study environment, the right teacher, the right instruction will bring about the inculcation of the right value which will shape the character of such child. All this can only be achieved through the provision of quality education.

1.5   Research Objective

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[8] Nurhasanah Nurhasanah and Qathrin Nida, "Character Building of Students by Guidance and Counseling Teachers through Guidance and Counseling Services," *Jurnal Ilmiah Peuradeun* 4, no. 1 (2016): 65–76.

a. To assess student characters in the Ondo State schools

b. To examine the roles model behavior of the school staff in shaping good characters in Ondo state schools

c. To investigate the role of parents in assuring good character for the students in Ondo state school

d. To assess the standardize measures that guide the school in shaping good character and value.

1.6 Research Questions

a. What are the characters that the students display in the Ondo state school?

b. What are the role models behavior displays by the school staff in shaping good characters in Ondo state schools?

c. What are the roles that the parents display in assuring good character for the students in Ondo State?

d. What are standardized measures that put in place to guide the school in shaping good character and value?

B. METHODOLOGY

The study adopted a descriptive survey research design, this was used so as to describe how character and value has been affected by the provision of quality education. The population for the students of public secondary schools in Ondo State. The sample consist of 540 students selected using multistage sampling procedure. From each of the three senatorial districts of the State, two Local Government Areas (LGAs) was selected using simple random sampling procedure. Three schools were selected from each LGA using simple random sampling technique. 10 teachers were selected in each school using simple random sampling procedure, 30 students from the senior secondary school was randomly selected for each school. An adapted questionnaire was used for the study to elicit the importance of character and value in nation building. The

reliability of the instrument was ascertained using Cronbach alpha index and a reliability coefficient of 0.82 showed high reliability. Data were analysed using frequency counts mean and standard deviation

C. RESEARCH

RQ1: What are the characters that the students display in the school?

Items	SA	A	D	SD	Mean	Std. Dev.
I always come early to school	432	72	24	12	3.71	1.12
I am always regular in the classroom	468	48	12	12	3.80	1.03
I collaborate with other students	360	108	48	24	3.47	1.16
I am ready to help other students in the classroom	384	96	36	24	3.53	1.13
I am always truthful and straightforward with oneself and others	432	72	24	12	3.71	1.12
I always endure and withstand difficult conditions to make success in study	300	180	48	12	3.41	1.08
I am always ready to support the school activities	348	120	48	24	3.42	1.13
I am very responsible in the classroom and for the school at large	372	108	36	24	3.50	1.12
I give due respect to teachers and other staff in the school	480	48	6	6	3.87	0.93
Friendly with other classmates and all students in the school	396	108	24	12	3.62	1.07
I don't leave school at odd hours	288	144	60	48	3.24	1.24

The analysis of student characters in school reveals several positive traits. Punctuality and attendance are highly displayed, with most students arriving early (mean = 3.71, SD = 1.12) and attending classes regularly (mean = 3.80, SD = 1.03). Collaboration and helping behavior are also notable, with many students willing to collaborate (mean = 3.47, SD = 1.16) and help others (mean = 3.53, SD = 1.13), though there is more variability in

these responses. Honesty and integrity are prominent, with a mean of 3.71 and SD of 1.12, indicating high levels of truthfulness. However, resilience and endurance show more variability (mean = 3.41, SD = 1.08), suggesting that while many students are resilient, this trait is not as consistent. Support for school activities (mean = 3.42, SD = 1.13) and responsibility (mean = 3.50, SD = 1.12) are well-exhibited but vary among students. Respect for authority is the most consistent trait (mean = 3.87, SD = 0.93), indicating strong adherence to respect towards teachers and staff. Friendliness (mean = 3.62, SD = 1.07) is generally displayed, though responses vary. Adherence to school hours is the least consistent trait (mean = 3.24, SD = 1.24), indicating significant variability in students staying in school during appropriate hours.

RQ2: Role model behavior of the school staff in shaping good characters in the schools

Items	SA	A	D	SD	Mean	Std. Dev.
Teachers come to school early on daily basis	480	48	6	6	3.87	0.93
Teachers come regularly to classroom	456	60	12	12	3.78	1.02
Teachers demonstrate self-assurance in their abilities to teach students	408	96	24	12	3.67	1.07
The teachers get along with people and build strong working relationships	384	120	24	12	3.62	1.05
The staff are approachable	372	132	24	12	3.59	1.04
The head of the school displays good example to follow	456	60	12	12	3.78	1.02
The teachers practice what they preach to students	432	72	24	12	3.71	1.12
The teachers are disciplined	420	84	24	12	3.70	1.11

The data on the role model behavior of school staff highlights several key areas that positively influence student character development. Punctuality is a well-established behavior, with a high frequency of teachers arriving early (mean = 3.87, SD = 0.93). Regular classroom attendance is also common, reinforcing the importance of consistency (mean = 3.78, SD = 1.02). Self-assurance in teaching is notable, with most teachers confident in their abilities (mean = 3.67, SD = 1.07), inspiring trust in students. Building strong relationships is emphasized, as teachers foster positive interactions (mean = 3.62, SD = 1.05). Approachability of staff (mean = 3.59, SD = 1.04) is crucial for creating a supportive environment. Leadership by example is demonstrated by school heads, setting strong ethical standards (mean = 3.78, SD = 1.02). Teachers generally practice what they preach (mean = 3.71, SD = 1.12), promoting integrity. Lastly, discipline among teachers is evident (mean = 3.70, SD = 1.11), providing a model of self-regulation for students.

RQ 3: Role of parents in assuring good character for the students

Items	SA	A	D	SD	Mean	Std. Dev.
My parent support me to be in school on time	396	108	24	12	3.62	1.07
My parent do not allow me to come home before closing time	372	132	24	12	3.59	1.04
My parent pay unexpected visits to my school to know my behavior	12	120	24	384	2.62	1.05
My parent allow the school to give me punishment when offended	432	72	24	12	3.71	1.12
My parent give punishment me when violated school/home instruction	408	96	24	12	3.67	1.07
My Parent give advice to me about good behavior to follow	456	60	12	12	3.78	1.02
My Parent show good example for me to follow	420	84	24	12	3.70	1.11

The table showed that parents emphasize punctuality, as reflected by the high number of students (396 strongly agree and 108 agree) who reported that their parents support timely school attendance. This support is quantified with a mean of 3.62 (SD=1.07), Parents also ensure their children stay at school for the entire duration, promoting discipline and adherence to rules. This is indicated by (372 SA and 132 A) resulting in a mean of 3.59 (SD=1.04). Furthermore, many do not parents actively monitor their children's behavior by not paying unexpected visits to the school. With 384 students strongly disagree and 120 agree, this involvement, reflected in a mean of 2.62 (SD=1.05), A majority of parents support the school's disciplinary actions, with 432 students strongly agreeing and 72 agreeing, resulting in a mean of 3.71 (SD=1.12). This parental support reinforces the importance of accountability. Additionally, many parents enforce discipline at home, ensuring consistency in behavior expectations. This is shown by 408 students strongly agreeing and 96 agreeing, with a mean of 3.67 (SD=1.07). Most parents actively advise their children on proper conduct, which

is crucial for character building. This advice on good behavior has the highest mean of 3.78 (SD=1.02), with 456 students strongly agreeing and 60 agreeing. Lastly, parents model good behavior for their children, as indicated by a mean of 3.70 (SD=1.11), with 420 students strongly agreeing and 84 agreeing. This modeling provides a template for children to emulate.

RQ4: The standardize measures that guide the school in shaping good character and value

Items	SA	A	D	SD	Mean	Std. Dev.
The school is strict on rule and regulation	372	108	36	24	3.50	1.12
Staff are not allowed to come late to school	396	108	24	12	3.62	1.07
Students are well trained to be disciplined in the school	408	96	24	12	3.67	1.07
Teachers are not allowed to arrive late to classroom	420	84	24	12	3.70	1.11
Disciplinary actions are always taken against any staff that violate the regulation	432	72	24	12	3.71	1.12
Disciplinary actions are always taken against any students that violate the regulation	456	60	12	12	3.78	1.02
Disciplinary committee of the school are up and doing on their task	408	96	24	12	3.67	1.07
Staff of the school respects the rule and regulation of the school	420	84	24	12	3.70	1.11

The table on the standardized measures guiding schools in shaping good character and values provides valuable insights into the school's regulatory environment and its impact on discipline and character building. 372 students strongly agree and 108 agree that school is strict on rule and regulation: With the mean of 3.50 (SD=1.12). On staff punctuality, the mean of 3.62 (SD=1.07), with 396 strongly agreeing and 108 agreeing. Students are well trained to be disciplined in the school revealed a mean of 3.67 (SD=1.07), with 408 strongly agreeing and 96 agreeing. Teachers are not allowed to arrive late to classroom:

With a mean of 3.70 (SD=1.11), and 420 strongly agreeing, Disciplinary actions are always taken against any staff that violate the regulation: The mean of 3.71 (SD=1.12), with 432 strongly agreeing, Disciplinary Actions for Students account for a mean of 3.78 (SD=1.02), with 456 strongly agreeing, active disciplinary committee presence has a mean of 3.67 (SD=1.07), and 408 strongly agreeing, this shows that the committee is effective in its role, reinforcing the importance of discipline. Staff of the school respects the rule and regulation of the school has a mean of 3.70 (SD=1.11), with 420 strongly agreeing.

D. RESULT

The result reveals that students in Ondo State secondary schools exhibit several positive character traits consistently. Punctuality, regular attendance, and respect for authority are the most prominent traits, as indicated by their high means and low standard deviations. This suggests that these behaviors are well-established and widely practiced among students. This is in line with the findings of Upanan et al., (2022). Collaboration, willingness to help others, and friendliness[9] are also common, though there is more variability in these responses this aligns with the findngs of Ogharen et al. (2022). Results also indicates that while many students engage in these positive behaviors, there are differences in how consistently they are practiced. Resilience and adherence to school hours show the most variability, indicating that while these traits are present, they are not as uniformly exhibited as other traits.

Result also showed that punctuality, regular attendance, and leadership by example are the most consistent behaviors, with high means and low standard deviations this concur with the findings of Fasanye and Opadeye (2023). These behaviors set strong examples for students, emphasizing the importance of reliability and integrity[10]. Teachers' confidence in their teaching abilities and their approachability also

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[9] Upanan, A., Boonsriton, P., Phuwanatwichit, T., & Wannapaisan, C. (2022). Path of Khruba: Leadership for Empowering Good Citizenship. *International Education Studies*, *15*(3), 85–85. https://doi.org/10.5539/ies.v15n3p85

[10] Okpechi, P., Ekeng, E., Bassey, Undiyaundeye, F., Amalu, M., Undie, R., Diwa, B., & Ogar, A. A. (2023). Factors Influencing Aggressive Behavior and Academic Performance Among Senior Secondary School Students in Nigeria. *Res Militaris*, *13*(2).

contribute significantly to creating a positive and supportive learning environment and this finding is in line with (Egunjobi et al., 2023). By fostering strong relationships and being approachable, teachers help students feel valued and supported, which can enhance their academic and personal growth. However, there is some variability in the responses related to building strong working relationships and practicing what they preach, suggesting areas where further consistency can be achieved. Summarily, the role model behaviors of school staff play a crucial role in shaping the character and values of students, providing them with the foundation to develop into responsible and ethical individuals, this in in line with the findings of Nwachukwu et al. (2024) that school staff need to be the best role model for their student.

The results also showed the critical role parents play in shaping the character and values of students. Parental support for punctuality and full attendance helps establish discipline and responsibility, this finding is in line with the finding of Nnorom et al. (2023) that students rely on their parent for guidance and look to them as a role model. Also, active monitoring of student behavior through unexpected school visits highlights parents' commitment to maintaining high behavioral standards but finding showed a negative attitude of parents to this. The finding on allowing schools to administer punishment and enforcing discipline at home ensure that students understand the consequences of their actions, promoting accountability and parental advice and modeling of good behavior are pivotal in guiding students towards ethical and respectful conduct this concur with the finding of Okpechi et al. (2023) that students model their findings indicate that the school enforces its rules firmly. This establishes a disciplined environment where students are expected to adhere to guidelines. The school's policy on staff punctuality highlights the strictness towards staff punctuality. This consistency from staff sets a good example for students this is in line with the findings of (Bada et al., 2020) that teachers should show consistent behavior for their students to perform well in class and in their study. The school's policy on staff accountability reflects the school's commitment to holding staff accountable. This

finding furthermore reinforce the finding that consistency helps maintain a professional environment. [11]

The school's policy on student behavior indicates the strict enforcement of rules among students, ensuring that misbehavior is addressed promptly and effectively. The school's policy on staff conduct indicates that staff members adhere to the school's rules, modeling good behavior for students. One of the true believers is having a strong mentality, as Rasulullah SAW said "A strong believer is better and more favored by Allah than a weak believer," (HR Muslim). Allah SWT says "Don't be weak and don't be sad (Q.S Al-Imron verse 139). No matter how difficult life is, it must be filled with passion and the spirit of spreading goodness. Even though sometimes when serving and enabling there are arenas where we find it difficult to fight. Continue to survive in strength, because life is never perfect. Put your trust in the process of fighting, because Allah prefers the process of fighting as a righteous practice to achieve faith and reach piety. There are three groups A true believer is: First, when Allah's verses are read, his heart trembles. Second, his faith increases when the verses of the Qur'an are read. Third, people who put their trust in Allah SWT (Sofia Fahrany, 2024). Furthermore, findings from the study indicate that schools in the study area has successfully created a disciplined and structured environment through strict and consistent enforcement of rules for both staff and students. The emphasis on punctuality, accountability, and active disciplinary measures ensures that the school operates smoothly and that students learn the importance of discipline and good character concur with the finding of Adeyemo (2020) that a school that entrench discipline will aid good character in student.

E. CONCLUSION

The study concluded that students in Ondo State secondary schools exhibit strong positive character traits, bolstered by the consistent role modeling of school staff and supportive parental involvement. Strict enforcement of school policies on

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[11] Agustinus Hermino and Imron Arifin, "Contextual Character Education for Students in the Senior High School.," *European Journal of Educational Research* 9, no. 3 (2020): 1009–1023.

punctuality and discipline further fosters a structured environment conducive to developing responsible and ethical individuals.

There is need to formalize and improve existing punctuality programs, with schools having the ability to introduce recognition systems for punctual staff and conduct workshops on time management. Schools are advised to persist in enhancing discipline training programs by integrating interactive methods like role-playing scenarios, peer mentoring, and discipline-focused workshops to help students grasp the importance of discipline. Enhancing communication channels between schools and parents is crucial, achieved through organizing regular parent-teacher meetings and providing updates on student progress. In order to uphold and enhance the enforcement of disciplinary measures for both staff and students, schools should regularly assess their disciplinary policies to ensure fairness, clarity, and consistent application. Providing staff with training on policy implementation, coupled with transparent communication of policies to students and parents, will further fortify the school's disciplinary framework.

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