EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2025): 8.57 ISSN: 2348 – 814X
Volume: 12 | Issue:7 |July 2025

ASSESSING THE INFLUENCE OF CLASSROOM ADVISERSHIP ON LEARNERS' MORAL DEVELOPMENT AND PEER RELATIONSHIPS

Maria Theresa M. Diso-Asido
Master of Arts in Educational Management, Rizal Memorial Colleges, Inc.

Article DOI: https://doi.org/10.36713/epra23391
DOI No: 10.36713/epra23391

ABSTRACT

This study examined the influence of classroom adviserships on students' moral development and peer relationships in public elementary schools. Utilizing a non-experimental quantitative approach with a descriptive-correlational design, the research involved 175 Grade 4–6 students from North District, Panabo City. Respondents were selected through simple random sampling, and data were gathered using modified, pilot-tested survey questionnaires. Results revealed that the overall extent of classroom advisership was moderately extensive, with conflict resolution rated as extensive. Students demonstrated moderately extensive moral development, particularly in honesty and integrity. Their peer relationships were rated as extensive, especially in conflict resolution and empathy. A significant relationship was found between classroom advisership and students' moral development. All advisership indicators – guidance, emotional support, conflict resolution, and leadership – were significantly associated with moral growth. Similarly, classroom advisership showed a strong relationship with students' peer relationships. Advisership practices positively influenced students' ability to collaborate, resolve conflicts, and support one another. These findings support Kohlberg's Theory of Moral Development and highlight the crucial role of teacher advisership in shaping ethical and social competencies. Strengthening advisership practices may lead to improved moral behavior and more harmonious peer interactions.

KEYWORDS: *Classroom Advisership; Moral Development; Peer Relationships; Elementary Students; Descriptive-Correlational*

INTRODUCTION

In many public elementary schools, problems related to students' moral development and peer relationships continue to grow. Teachers often observe behaviors such as dishonesty, lack of respect, bullying, and poor cooperation among classmates. These issues affect not only the learning environment but also the overall emotional and social growth of young learners. While schools implement values education, the everyday influence of classroom advisers remains underexamined. This limited attention to the role of classroom advisership in addressing these concerns highlights the need to explore how advisership affects students' moral and social behavior, which serves as the central problem of this study.

In the United States, Thomas et al. (2022) found that 33% of elementary students reported being bullied often at school. This high prevalence undermines trust among classmates and impedes the formation of supportive peer networks. Moreover, elementary curricula often lack comprehensive character education, resulting in underdeveloped moral reasoning skills among young learners. According to Boele et al. (2019), without structured ethical guidance, students struggle to progress beyond preconventional levels. Consequently, the combination of frequent bullying and weak moral education creates an environment where both moral growth and healthy peer relations are compromised.

In the United Kingdom, Hodge et al. (2020) reported that 11% of children aged 8–11 experienced bullying behaviour at least once in the year . This rate of peer aggression disrupts classroom cohesion and erodes trust among pupils. Yoon (2019) further argue that such negative peer experiences, combined with inconsistent character education, leave students without a clear moral compass. Consequently, schools struggle to create environments where children both respect one another and develop strong ethical reasoning. Therefore, reinforcing social skills training alongside digital ethics education is essential to bridge these gaps.

In China, sixty nine percent of primary students reported experiencing school bullying while thirty percent admitted to engaging in such behaviours in the past six months. This dual prevalence underscores severe issues in peer relationships, with many pupils lacking safe, supportive environments (Akram et al., 2023). Additionally, moral education often emphasises ideological content over practical ethical reasoning, leaving students ill-prepared for everyday moral decisions.

Zhang and Yin (2020) argued that current moral education frameworks prioritise collective ideology at the expense of individual moral agency. Consequently, widespread bullying and theoretical moral instruction undermine both students' social wellbeing and ethical development.

In Metro Manila, Datu and Bernardo (2020) reported that the Department of Education–NCR recorded 2,500 bullying cases during the 2024–2025 school year, revealing persistent peer conflict in local public schools. At the same time, national PISA 2022 data show that 76% of Filipino students experienced at least one instance of bullying in the past year. These trends indicate that students often face aggression and social exclusion. Moreover, insufficient values education and inconsistent enforcement of the Anti-Bullying Act exacerbate moral confusion among pupils. Gülseven et al. (2020) documented over 1,700 bullying and child abuse cases in Manila schools, demonstrating the gravity of these issues.

In Mindanao, PIDS research indicates that pupils who have repeated grade levels or experienced hunger are more than twice as likely to be bullied, reflecting acute peer relationship problems in the region dailyguardian.com.ph. Additionally, students from socioeconomically vulnerable backgrounds face disproportionate rates of peer aggression. Dollente and Esto (2025) emphasise that when teachers lack clear roles as moral mentors and facilitators, students struggle to internalise core values researchgate.net. Moreover, In et al. (2021) noted that untreated verbal bullying can exacerbate emotional distress and further hinder moral development cyc-net.org. Consequently, socioeconomic hardship, frequent bullying, and weak moral guidance deepen both social and ethical challenges in Mindanao schools.

In Panabo City, SEA-PLM 2019 data show that more than fifty percent of Grade 5 students experience bullying at least once a month, mirroring national peer relationship challenges. Locally, school surveys found that children's moral development scores average at a moderate level, indicating uneven ethical reasoning among pupils. This gap suggests that while students recognise core values, they often fail to apply them consistently in interactions. According to Kohlberg's framework, without reinforced ethical guidance, learners remain at conventional stages of moral reasoning. Therefore, addressing both frequent peer aggression and instructional gaps in moral education is vital for creating more inclusive and ethically grounded schools in Panabo City.

A review of related literature reveals a noticeable research gap in understanding how classroom advisership specifically influences students' moral development and peer relationships, particularly within the context of public elementary schools in the Philippines. While previous studies focus on academic achievement, teaching strategies, and general classroom management, few have explored the unique and holistic role that advisers play in shaping students' values and interpersonal skills. Most existing research also centers on secondary or tertiary education, leaving a lack of quantitative data involving younger learners in elementary settings. This gap is even more evident in local contexts such as Panabo North District, where no comprehensive study has been conducted to measure how advisership contributes to shaping students' ethical behavior and peer dynamics. Therefore, it becomes essential to carry out a focused quantitative investigation to generate measurable insights that can guide improvements in advisory practices at the elementary level.

The urgency to conduct this study in the researcher's setting stems from observed issues in moral behavior and student relationships within public elementary schools in Panabo North District. Teachers and school heads often report recurring problems related to disrespect, bullying, lack of accountability, and weak peer collaboration. However, there is a lack of data-driven evidence linking these challenges to the effectiveness of classroom advisership. By addressing this gap, the study offers socially relevant outcomes that can help schools design targeted interventions for improving student conduct and social interactions. The findings aim to empower educators, school administrators, and policymakers with practical recommendations to enhance advisership roles, making schools safer, more ethical, and socially nurturing environments for young learners.

REVIEW OF SIGNIFICANT LITERATURE

This section presents an exploration of the variable and its indicators, incorporating discussions of concepts, ideas, and perspectives from various authors. The insights were drawn from a diverse range of sources, including books, journals, and electronic publications.

Classroom Advisership

Classroom advisership refers to the role of teachers in providing guidance, mentorship, and support to students, both academically and personally, within the classroom setting. It involves fostering a positive learning environment, promoting student development, and helping students navigate academic challenges, personal growth, and career planning (Siwi & Sari, 2019). High levels of classroom advisership significantly enhance student development, particularly in fostering collaborative learning and problem-solving skills. Van Leeuwen and Janssen (2019) emphasize that effective teacher guidance plays a crucial role in facilitating student interactions and managing group dynamics during collaborative learning, which is a key component of successful classroom advisership. Their systematic review highlights how teachers who actively engage in providing structured guidance can improve student outcomes, promote deeper learning, and create a more cohesive and supportive classroom environment.

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2025): 8.57 ISSN: 2348 – 814X
Volume: 12 | Issue:7 |July 2025

High levels of classroom advisership are crucial for fostering a supportive learning environment where students can thrive academically and personally. Forster et al. (2022) highlight the impact of expert guidance from school-based mentors on the professional growth of student teachers. Their study emphasizes how experienced teachers, acting as mentors, play a significant role in guiding student teachers, shaping their skills, and fostering a sense of professional identity. This high level of advisership also translates into improved student outcomes as teachers mentor students, promoting not only academic success but also personal growth. Similarly, Draaisma et al. (2019) discuss how the role of teachers is evolving toward becoming career guides, particularly in classroom settings. Teachers with strong advisory skills provide students with career guidance, helping them navigate future educational and career paths, which is an increasingly important aspect of classroom advisership.

More so, Listiawati and Sebayang (2019) explore the relationship between sociodemographic factors and teachers' guidance, particularly in the development of students' adversity quotient. Their study reveals that teachers with a high level of classroom advisership are more effective in guiding students through challenges, helping them develop resilience and problem-solving skills. These findings reinforce the importance of advisership in supporting students' personal development, especially in overcoming adversity. Flores (2019) also underscores the importance of teacher collaboration and mentorship in shaping professional practice, noting that effective classroom advisership often involves mentoring students in both academic and personal realms. This mentorship fosters a nurturing classroom environment where students feel supported in their learning journey, contributing to higher levels of engagement and success.

On one hand, classroom advisership plays a significant role in shaping students' moral development by providing consistent mentorship and character education. Whitlock (2024) highlights that mentorship programs in schools serve as essential bridges to close the character education gap, emphasizing the direct impact that classroom advisors can have on students' moral growth. Through regular guidance and engagement, advisors help students develop core values such as integrity, responsibility, and empathy. Similarly, Toh et al. (2022) underscore the influence of mentorship in fostering professional and moral identity formation. Although focused on medical education, their systematic review reveals that mentoring and coaching are critical for personal growth, aligning well with the role of classroom advisers in fostering students' ethical reasoning and moral development in an educational setting.

Also, Squires (2019) discusses how early career teachers, through mentoring, experience improved well-being, which indirectly benefits their ability to nurture students' moral development. Effective mentorship fosters a supportive environment that encourages young teachers to model moral behavior, which students can observe and internalize. Evans et al. (2022) similarly explore how faculty mentors help undergraduate students develop ethical leadership skills, emphasizing that narrowing the gap between mentors and students enhances moral reasoning and ethical decision-making. These studies highlight the pivotal role of advisership in not only academic development but also in shaping students' moral and ethical growth through close, personalized mentorship and guidance.

On the other hand, the impact of classroom advisership on students' peer relationships has been widely explored in educational research, highlighting its crucial role in fostering positive social dynamics among students. Schenk et al. (2020) examined the role of social skills and relationship quality in school-based mentoring programs, finding that mentees who received consistent guidance from mentors displayed improved peer interactions and stronger social bonds. The quality of the relationship between mentor and mentee influenced students' ability to form healthy peer connections, as mentoring provided emotional support and social modeling. Similarly, Lorenzetti et al. (2019) conducted a systematic review of graduate student peer mentorship and found that mentoring relationships significantly enhanced students' collaboration, communication, and sense of belonging within academic communities. These findings suggest that classroom advisership can play a pivotal role in helping students develop the social skills needed to build strong, supportive peer relationships.
Additionally, Seery et al. (2021) explored peer mentoring programs where students acted as partners, emphasizing that mentoring contributed to positive emotional experiences and improved peer support networks. In such programs, classroom advisership fosters an environment where students learn to rely on and support one another, reinforcing peer connections. Venegas-Muggli et al. (2023) also investigated peer mentoring among underrepresented college students and discovered that mentoring significantly enhanced students' academic success while also improving their social integration. The study showed that mentorship provided a platform for students to develop trust and camaraderie with their peers, which translated into better academic outcomes. This study underscores the importance of classroom advisership in nurturing healthy peer relationships, promoting both emotional well-being and academic success.

STATEMENT OF THE PROBLEM

The purpose of this study was to determine the influence of classroom advisership on the students' moral development and peer relationships in public elementary schools within Panabo North District, Panabo. Specifically, this study sought to answer the following questions:

1. What is the extent of classroom advisership in terms of:
    - 1.1 guidance and mentorship;
    - 1.2 emotional support;

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2025): 8.57 ISSN: 2348 – 814X
Volume: 12 | Issue:7 |July 2025

1.3 conflict resolution; and
1.4 fostering responsibility and leadership?
2. What is the extent of students' moral development in terms of:
2.1 respect for others;
2.2 responsibility and accountability; and
2.3 honesty and integrity?
3. What is the extent of students' peer relationships in terms of:
3.1 cooperation and teamwork;
3.2 conflict resolution; and
3.3 empathy and support?
4. Is there a significant relationship between:
4.1 classroom advisership and students' moral development? and
4.2 classroom advisership and students' peer relationships?
5. Do classroom advisership significantly predict students' moral development and peer relationships?

METHODOLOGY

This section contains the research design, research respondents, research instrument, data gathering procedure, and data analysis.

Research Design

In this study, the researcher will employ a quantitative research approach, specifically utilizing the correlational technique to gather and analyze relevant data. Quantitative research design involved the collection and analysis of numerical data to identify patterns, test relationships, and make generalizations about a population. It used statistical tools to interpret measurable variables and draw objective conclusions (Watson, 2015). This design was appropriate for the study because it allowed the researcher to measure the influence of classroom advisership using numerical responses from a large group of students. It helped assess the extent of moral development and peer relationships through standardized survey instruments. By using this approach, the researcher was able to identify trends and determine the strength of associations among variables.

On one hand, descriptive research aimed to describe and interpret the current conditions or characteristics of a phenomenon based on factual and accurate observations. It focused on "what is" rather than explaining causes or making predictions (Siedlecki, 2020). This method was suited to the study as it allowed the researcher to describe the existing status of classroom advisership, moral development, and peer relationships among Grade 4–6 students. It provided a clear picture of how advisership practices were being implemented and perceived by students. Through this method, the researcher gathered baseline data essential for understanding the context of the study population.

On other hand, correlational research explored the statistical relationship between two or more variables without manipulating them. It measured the strength and direction of associations, helping researchers understand whether variables move together (Krause, 2018). This approach was appropriate for the study as it aimed to determine the relationship between classroom advisership and students' moral development and peer relationships. It enabled the researcher to examine whether stronger advisership practices were associated with more positive student outcomes. The correlational method helped identify meaningful connections that could inform future interventions or policy adjustments in the school system.

Research Respondents

The respondents of this study were 175 Grade 4 to 6 students enrolled in public elementary schools within the North District of Panabo City. This number was determined using the Slovin's formula with a 5% margin of error, based on an estimated population of 311 students across the district. The use of Slovin's formula allowed the researcher to identify a sample size that would provide statistically reliable results while minimizing the risk of sampling error. This formula was appropriate given the manageable size of the population and the researcher's need to ensure representativeness. The calculated sample served as the basis for selecting respondents who would participate in the data-gathering process.

The respondents were selected using the simple random sampling technique, a method that gives every individual in the population an equal chance of being chosen. This approach reduces selection bias and ensures that the sample fairly represents the entire population (Noor et al., 2022). To carry out the process, the researcher obtained an official list of Grade 4 to 6 students from selected public elementary schools in the North District. Each student was assigned a number, and a random number generator was used to select 175 students from the complete list. This ensured that the selection process was impartial and that each student had an equal opportunity to be included in the study.

To ensure the relevance and reliability of the data, the researcher established inclusion criteria in selecting the respondents. Only students who were officially enrolled in Grades 4 to 6 during the school year were considered eligible. Additionally,

respondents needed to have been enrolled in the same school for at least one academic year to ensure they had adequate exposure to their classroom adviser. Students who had received guidance or disciplinary actions from advisers within the current year were also prioritized, as their experiences were deemed valuable to the study. These criteria ensured that the selected respondents had meaningful interactions with classroom advisers, which would support accurate data collection and analysis.

Research Instrument

The study employed three questionnaires that fit the context of the respondents. The first part of the instrument was about classroom advisership. This questionnaire was measured in terms of fostering a supportive environment, providing guidance on moral and ethical issues, facilitating relationship-building, and guiding student development. The Cronbach alpha value of the new scale is 0.923 described as excellent and interpreted as highly reliable. Respondents utilized a 5-point Likert scale to answer the questionnaire, providing insights into their perceptions. To assess the extent of classroom advisership, the researcher applied the range of means along with corresponding descriptions and interpretations, which were outlined below as a guide for analysis

Data Analysis

The following were the statistical tools that were utilized by the researcher in processing the gathered data:

Mean

The mean in this study represented the average score of students' responses related to their experiences with classroom advisership, moral development, and peer relationships. It was used to summarize the central tendency of the data collected from the respondents.

Pearson Product Moment Correlation

Pearson Product Moment Correlation was used to assess the strength and direction of the linear relationship between classroom advisership and students' moral development, as well as peer relationships. This statistic helped determine whether a significant positive or negative correlation existed between these variables in the study.

Regression Analysis

Regression analysis was employed to predict the influence of classroom advisership on students' moral development and peer relationships. This technique allowed the researcher to understand the extent to which classroom advisership impacted these two dependent variables and to quantify the relationship.

RESULTS AND DISCUSSIONS

This chapter presents the results generated from the data gathered. It is sequenced based on the objectives of the study as presented in the first chapter. Thus, it presents the extents of teachers' classroom advisership, students' moral development, and students' peer relationship; the significant relationship among these variables; in Panabo North District in the Division of Panabo City

Classroom Advisership

Guidance and Mentorship. The mean score for classroom advisership in terms of guidance and mentorship was 3.32, interpreted as moderately extensive, indicating that teachers sometimes demonstrated effective support and mentorship in their classrooms. This finding suggests that while advisory practices were evident, they were not consistently integrated into daily instructional activities. According to Asuo-Baffour et al. (2019), consistent academic guidance fosters students' development of self-regulated learning skills, highlighting the need for regular mentorship practices.

The range of means varied from 3.19 to 3.44, with providing clear guidance on academic tasks and expectations obtaining the highest mean of 3.44, and assisting students in setting and achieving personal goals recording the lowest mean of 3.19. This result shows that while teachers frequently offered clarity on academic expectations, they provided less consistent support in personal goal-setting efforts. Wiens and Guzman (2021) emphasizes that goal-setting guidance is a crucial factor in enhancing student motivation and long-term academic achievement, underlining the importance of strengthening personal mentorship in advisership roles.

CONCLUSIONS AND RECOMMENDATIONS

This part of the paper presents the conclusion and recommendation of the researcher. The discussion is supported by the literature presented in the first chapters and the conclusion is in accordance with statements of the problem presented in this study.

Findings

The primary objective of this study was to evaluate the influence of classroom advisership on the students' moral development and peer relationships in public elementary schools utilizing non-experimental quantitative design using

descriptive-correlation technique. The researcher selected the 175 Grade 4-6 students within North District, Panabo City as the respondents through simple random sampling method. The researcher made use of modified and enhanced adapted survey questionnaires which was pilot tested in a nearby school to ensure high reliability and internal consistency of the items in the instrument. The result of the study are summarize as follows:

The extent of classroom advisership of teachers in North District, Panabo City was found to be moderately extensive overall. Among the indicators, conflict resolution was rated as extensive, while guidance and mentorship, emotional support, and fostering responsibility and leadership were assessed as moderately extensive. These results indicate that teachers consistently implement advisership practices, with notable strength in mediating conflicts among students.

The extent of students' moral development in North District, Panabo City was found to be moderately extensive overall. Respect for others and responsibility and accountability were both assessed as moderately extensive, while honesty and integrity were rated as extensive. These results suggest that while students demonstrate positive moral behaviors, opportunities exist to further strengthen their consistency across all areas of moral development.

The extent of students' peer relationships in North District, Panabo City was found to be extensive overall. Conflict resolution and empathy and support were both rated as extensive, while cooperation and teamwork were assessed as moderately extensive. These results indicate that students generally maintain strong peer relationships, particularly in managing conflicts and showing empathy.

Meanwhile, the results revealed a significant relationship between classroom advisership and students' moral development in North District, Panabo City. Specifically, guidance and mentorship, emotional support, conflict resolution, and fostering responsibility and leadership were all significantly associated with students' moral development. These findings indicate that effective classroom advisership practices contribute meaningfully to shaping the moral behavior of students.

Further, the study found a significant relationship between classroom advisership and students' peer relationships in North District, Panabo City. Significant indicators included guidance and mentorship, emotional support, conflict resolution, and fostering responsibility and leadership. These findings highlight that stronger advisership practices lead to more positive and cooperative peer interactions among students.

Furthermore, the findings reveal that teachers' classroom advisership significantly influences both students' moral development and peer relationships in North District, Panabo City. Classroom advisership shows a moderate positive influence on students' moral development and a stronger influence on students' peer relationships. These results underscore the importance of effective advisership practices in fostering ethical behavior and strengthening social bonds among students.

Conclusions

Based on the findings of this study several conclusions were generated:

The findings conclude that teachers in North District, Panabo City moderately demonstrate classroom advisership across core areas, with a stronger emphasis on conflict resolution. This suggests that while teachers effectively address classroom disputes, there remains a need to further enhance their guidance, emotional support, and leadership-building strategies. Strengthening these aspects of advisership could lead to more holistic student development, promoting better academic engagement, emotional well-being, and character formation.

More so, the study conclude that students in North District, Panabo City generally exhibit a moderate level of moral development, with slightly stronger practices observed in honesty and integrity. This implies a need for continued reinforcement of respect, responsibility, and accountability through school initiatives and classroom activities. Enhancing these areas can contribute to cultivating a more ethically aware, socially responsible, and cohesive school community.

Likewise, it was concluded that students in North District, Panabo City demonstrate a generally extensive capacity for building and maintaining positive peer relationships. This suggests that peer interaction skills, especially in conflict resolution and empathy, are well-developed but may still benefit from initiatives that further promote active cooperation and teamwork. Strengthening collaborative skills can enhance classroom harmony and support a more inclusive and socially dynamic school environment.

On one hand, classroom advisership significantly influences the moral development of students, with fostering responsibility and leadership having the strongest relationship. This implies that reinforcing advisership practices—particularly those that build leadership, provide emotional support, and guide ethical behavior—can lead to improved moral values among students. Strengthening these areas is vital for creating a school culture that promotes ethical responsibility, respect, and accountability.

On the other hand, classroom advisership plays a vital role in enhancing students' peer relationships, with conflict resolution and emotional support showing particularly strong associations. This implies that teachers who actively foster emotional care, guidance, and leadership skills can significantly improve how students collaborate, resolve conflicts, and support one another. Strengthening advisership in these areas can create a more harmonious, empathetic, and socially connected school environment.

Finally, teachers' classroom advisership serves as a critical factor in shaping students' moral and social growth, particularly through guidance, emotional support, conflict resolution, and leadership fostering. This implies that enhancing classroom advisership strategies can significantly improve students' ethical decision-making and peer collaboration skills. The findings strongly support Kohlberg's Theory of Moral Development, which posits that moral reasoning develops through structured interactions with authority figures and exposure to ethical dilemmas.

Recommendations

Teachers in North District, Panabo City are encouraged to strengthen their classroom advisership practices by placing greater emphasis on guidance and mentorship, emotional support, and fostering responsibility and leadership. Specific interventions such as one-on-one mentoring sessions, emotional check-ins, leadership training activities, and structured goal-setting exercises should be integrated into their regular advisership roles. By enhancing these practices, teachers can provide a more holistic developmental support that goes beyond conflict mediation and addresses broader aspects of students' moral and social growth.

School heads are advised to implement regular professional development programs that focus on deepening teachers' competencies in providing emotional support, ethical guidance, and leadership development among students. Training workshops, peer coaching models, and best practice sharing can be organized to help teachers acquire innovative advisership strategies. These initiatives should prioritize practical applications that help teachers translate emotional support and mentorship into daily classroom routines, ensuring that all students receive consistent moral and social guidance.

Curriculum developers and educational policy makers should embed classroom advisership frameworks explicitly within school policies and guidance curricula. Programs that promote moral development—especially in respect for others, responsibility, and teamwork—should be systematically reinforced through classroom activities, school-wide initiatives, and character-building programs. Including structured advisership targets in performance appraisals and school improvement plans can align advisership practices more closely with overall educational goals, fostering a school culture of ethical citizenship and social harmony.

Future researchers are recommended to further explore the longitudinal impact of classroom advisership on students' academic and behavioral outcomes beyond the moral and peer relationship domains. Comparative studies involving private schools or different districts may also uncover varying patterns and innovative advisership practices worth adopting. Additionally, qualitative studies involving students' narratives can offer deeper insights into how students perceive teachers' advisership efforts, enriching understanding and informing more student-centered advisership programs.

REFERENCES

1. *Aggrawal, S., & Magana, A. J. (2024). Teamwork Conflict Management Training and Conflict Resolution Practice via Large Language Models. Future Internet, 16(5), 177.*
2. *Agrawal, R., Williams, K., & Miller, B. J. (2020). An Assessment of Student Moral Development at the National Defense University: Implications for Ethics Education and Moral Development for Senior Government and Military Leaders. Journal of Military Ethics, 19(4), 312-330. https://www.tandfonline.com/doi/abs/10.1080/15027570.2021.1881217*
3. *Akram, H., Al-Adwan, A. S., Aslam, S., & Khan, M. I. (2023). Pedagogical practices and challenges in cultivating moral values: A qualitative study of primary school teachers in Pakistan. Education 3-13, 51(4), 607-619.*
4. *Aldrup, K., Carstensen, B., & Klusmann, U. (2022). Is empathy the key to effective teaching? A systematic review of its association with teacher-student interactions and student outcomes. Educational Psychology Review, 34(3), 1177-1216.*
5. *Asuo-Baffour, H., Daayeng, A., & Agyemang, O. (2019). Mentorship in teacher education: Challenges and support provided. European Journal of Education Studies. https://oapub.org/edu/index.php/ejes/article/view/2404*
6. *Bar-Tur, L., Ifrah, K., Moore, D., & Katzman, B. (2019). Exchange of emotional support between adult children and their parents and the children's well-being. Journal of Child and Family Studies, 28, 1250-1262. https://link.springer.com/article/10.1007/s10826-019-01355-2*
7. *Bates, A. (2019). Character education and the 'priority of recognition'. Cambridge Journal of Education, 49(6), 695-710. https://www.tandfonline.com/doi/abs/10.1080/0305764X.2019.1590529*
8. *Boele, S., Van der Graaff, J., De Wied, M., Van der Valk, I. E., Crocetti, E., & Branje, S. (2019). Linking parent–child and peer relationship quality to empathy in adolescence: A multilevel meta-analysis. Journal of youth and adolescence, 48, 1033-1055. https://link.springer.com/article/10.1007/s10964-019-00993-5*
9. *Borova, T., Chekhratova, O., Marchuk, A., Pohorielova, T., & Zakharova, A. (2021). Fostering students' responsibility and learner autonomy by using google educational tools. https://psycnet.apa.org/record/2020-74076-001*

10. *Brady, A. M. (2021). Response and responsibility: Rethinking accountability in education. Journal of Philosophy of Education, 55(1), 25-40.*
11. *Carmichael, C. L., Schwartz, A. M., Coyle, M. A., & Goldberg, M. H. (2019). A classroom activity for teaching Kohlberg's theory of moral development. Teaching of Psychology, 46(1), 80-86. https://journals.sagepub.com/doi/abs/10.1177/0098628318816180*
12. *Celume, M. P., Besançon, M., & Zenasni, F. (2019). Fostering children and adolescents' creative thinking in education. Theoretical model of drama pedagogy training. Frontiers in Psychology, 9, 2611.*
13. *Cho, H., Wang, X. C., & Christ, T. (2019). Social-emotional learning of refugee English language learners in early elementary grades: Teachers' perspectives. Journal of Research in Childhood Education, 33(1), 40-55.*
14. *Choi, H. G., & Ahn, S. H. (2021). Effects of a conflict resolution training program on nursing students: A quasi-experimental study based on the situated learning theory. Nurse Education Today, 103, 104951.*
15. *Datu, J. A. D., & Bernardo, A. B. (2020). The blessings of social-oriented virtues: Interpersonal character strengths are linked to increased life satisfaction and academic success among Filipino high school students. Social Psychological and Personality Science, 11(7), 983-990.*
16. *de Prada Creo, E., Mareque, M., & Portela-Pino, I. (2021). The acquisition of teamwork skills in university students through extra-curricular activities. Education+ Training, 63(2), 165-181. https://www.emerald.com/insight/content/doi/10.1108/ET-07-2020-0185/full/html*
17. *Dollente, L. A. U., & Esto, J. B. (2025). Empowerment in action: Exploring social self-efficacy among mindanawon's adolescents. Multidisciplinary Reviews, 8(10), 2025330-2025330.*
18. *Draaisma, A., Meijers, F., & Kuijpers, M. (2019). Innovating towards career learning environments: Changes in teachers' role perception regarding career guidance. Handbook of innovative career counselling, 711-730.*
19. *Esseili, F. (2019). Innovation in Writing Instruction: Towards Nurturing Confident, Motivated and Academically Honest L2 Writers. Innovation in language learning and teaching: The case of the Middle East and North Africa, 85-107.*
20. *Evans, M. E., Taylor, R. M., McCloud, L., & Burr, K. (2022). Exploring the role of faculty and staff mentors in fostering ethical leadership among undergraduate students:"We have to narrow the distance". International Journal of Mentoring and Coaching in Education, 11(2), 137-152.*
21. *Flores, M. A. (2019). Learning to be a teacher: Mentoring, collaboration and professional practice. European Journal of Teacher Education, 42(5), 535-538. https://www.tandfonline.com/doi/full/10.1080/02619768.2019.1680207*
22. *Forster, C., Wire, T., Eperjesi, R., Hollier, R., Howell, E., & Penny, J. (2022). Exploring the impact of expert guidance from school-based mentors on student teachers' professional learning. Practice, 4(1), 56-66. https://www.tandfonline.com/doi/abs/10.1080/25783858.2021.1997338*
23. *Gazi, S., & Jamal, A. B. M. (2019). Academic honesty among students of selected Dental Colleges of Bangladesh. Bangladesh Journal of Medical Education, 10(1), 6-13.*
24. *Genua, J. A. (2021). The relationship between the grading of reflective journals and student honesty in reflective journal writing. Nursing Education Perspectives, 42(4), 227-231.*
25. *Gillispie, C. (2019). Young Learners, Missed Opportunities: Ensuring That Black and Latino Children Have Access to High-Quality State-Funded Preschool. Education Trust. https://eric.ed.gov/?id=ED603198*
26. *Gregorova, A. B., & Heinzova, Z. (2019). Specifics of measuring social and personal responsibility of university students after completion of a service-learning course in Slovak conditions. Journal of Higher Education Outreach and Engagement, 23(3), 104-123.*
27. *Gülseven, Z., Kumru, A., Carlo, G., & de Guzman, M. R. (2020). The roles of perspective taking, empathic concern, and prosocial moral reasoning in the self-reported prosocial behaviors of Filipino and Turkish young adults. Journal of Cross-Cultural Psychology, 51(10), 814-830.*
28. *Hightower, A., Wiens, P., & Guzman, S. (2021). Formal mentorship and instructional practices: A teaching and learning international survey (TALIS) study of US teachers. International Journal of Mentoring and Coaching in Education, 10(1), 118-132.*
29. *Hodge, S. E., Taylor, J., & McAlaney, J. (2020). Is it still double edged? Not for university students' development of moral reasoning and video game play. Frontiers in psychology, 11, 1313.*
30. *Ibrahim, A., & El Zaatari, W. (2020). The teacher–student relationship and adolescents' sense of school belonging. International Journal of Adolescence and Youth, 25(1), 382-395. https://www.tandfonline.com/doi/full/10.1080/02673843.2019.1660998*
31. *In, A. P. P., Sumalinog, J., Regidor, C., Maribao, P., Asta, M., & Tizon, A. (2021). Social Intelligence and Aggression among Adolescents: A Mixed Method Study.*
32. *Johnson, D. W., & Johnson, R. T. (1996). Conflict resolution and peer mediation programs in elementary and secondary schools: A review of the research. Review of educational research, 66(4), 459-506.*
33. *Kafel, S. (2020). Teaching Peer Conflict Resolution Skills to Secondary School Students to Effectively Decrease Bullying Behaviors: A Systematic Review of the Literature (Doctoral dissertation, Ashford University). https://www.proquest.com/openview/6ffaa3ee710030996faf9310f77af8a5/1?pq-origsite=gscholar&cbl=18750&diss=y*
34. *Khan, A. N., Khan, N. A., & Mehmood, K. (2023). Exploring the relationship between learner proactivity and social capital via online learner interaction: role of perceived peer support. Behaviour & Information Technology, 42(11), 1818-1832. https://www.tandfonline.com/doi/abs/10.1080/0144929X.2022.2099974*
35. *Krause, M. S. (2018). Associational versus correlational research study design and data analysis. Quality & Quantity, 52(6), 2691-2707.*
36. *Kutsyuruba, B., & Godden, L. (2019). The role of mentoring and coaching as a means of supporting the well-being of educators and students. International Journal of Mentoring and Coaching in Education, 8(4), 229-234.*

37. *Larsen, S., & McCormick, K. (2022). Fostering professional responsibility through high-quality professional learning opportunities. Teacher Development, 26(1), 117-134. https://www.tandfonline.com/doi/abs/10.1080/13664530.2021.1982759*
38. *Lee, M., & Ha, G. (2023). The role of peer relationships among elementary school students: Focusing on the mediation effects of grit depending on teacher-student relationships. Current Psychology, 42(22), 18463-18472.*
39. *Lehtomäki, E., Moate, J., & Posti-Ahokas, H. (2019). Exploring global responsibility in higher education students' cross-cultural dialogues. European Educational Research Journal, 18(2), 218-233.*
40. *Levett-Jones, T., Cant, R., & Lapkin, S. (2019). A systematic review of the effectiveness of empathy education for undergraduate nursing students. Nurse education today, 75, 80-94.*
41. *Li, L., Peng, Z., Lu, L., Liao, H., & Li, H. (2020). Peer relationships, self-efficacy, academic motivation, and mathematics achievement in Zhuang adolescents: A moderated mediation model. Children and Youth Services Review, 118, 105358.*
42. *Liang, C. T., Rocchino, G. H., Gutekunst, M. H., Paulvin, C., Melo Li, K., & Elam-Snowden, T. (2020). Perspectives of respect, teacher–student relationships, and school climate among boys of color: A multifocus group study. Psychology of Men & Masculinities, 21(3), 345.*
43. *Listiawati, N., & Sebayang, S. (2019). The association between sociodemographic factors and teachers' guidance towards students' adversity quotient. International Journal of Education, 11(2), 109-116.*
44. *Lorenzetti, D. L., Shipton, L., Nowell, L., Jacobsen, M., Lorenzetti, L., Clancy, T., & Paolucci, E. O. (2019). A systematic review of graduate student peer mentorship in academia. Mentoring & Tutoring: Partnership in Learning, 27(5), 549-576.*
45. *Lu, M., & Chiu, M. M. (2021). Do teamwork guidelines improve peer assessment accuracy or attitudes during collaborative learning?. IEEE Transactions on Education, 65(4), 485-492. https://link.springer.com/article/10.1007/s11423-021-10009-4*
46. *Lucas Mangas, S., Marbán, J. M., Unanue Cuesta, M. C., Manso Argüelles, M. Á., & Romay Martínez, J. (2021). The role personal responsibility norms play in sustainable development for university students: The impact of service-learning projects. Sustainability, 13(13), 7330.*
47. *Maoz, E., Gorbunov, I., Danino, E., & Zerahia, M. (2022). An honest cheater: perception of self-concept, academic and clinical dishonesty among nursing students. Nurse Education Today, 114, 105406.*
48. *Marocco, D., Dell'Aquila, E., Zurlo, M. C., Vallone, F., Barajas, M., Frossard, F., ... & Mazzucato, A. (2019). Attain Cultural Integration through teachers' Conflict Resolution skills Development: The ACCORD project.QWERTY-Interdisciplinary Journal of Technology, Culture and Education, 14(2), 11-30.*
49. *Matsumoto, H., & Tsuneda, M. M. (2019). Teachers' beliefs about literacy practices for young children in early childhood education and care settings. International Journal of Early Years Education, 27(4), 441-456. https://www.tandfonline.com/doi/abs/10.1080/09669760.2018.1547630*
50. *Mohd Yusoff, M. Z., Safrilsyah, S., Haji Othman, M. K., Fajri, I., Yusuf, S. M., Ibrahim, I., & Mohd Zain, W. H. W. (2022). The effect of moral reasoning and values as the mediator towards student's prosocial behaviour. International Journal of Adolescence and Youth, 27(1), 32-44.*
51. *Nabors, L., Poteet, A., Blankemeyer, C. Z., & Kamphaus, A. (2019, October). Adolescents as coaches during service-learning: Teaching children social and emotional skills. In Child & youth care forum (Vol. 48, pp. 719-736). Springer US.*
52. *Nazari, M., Karimi, M. N., & De Costa, P. I. (2023). Emotion and identity construction in teachers of young learners of English: An ecological perspective. System, 112, 102972.*
53. *Noor, S., Tajik, O., & Golzar, J. (2022). Simple random sampling. International Journal of Education & Language Studies, 1(2), 78-82.*
54. *Oluwafemi, O. O., Bibire, A. H., Mebu, V. A., Dung, P. H., & Aderibigbe, J. K. (2020). Conditional indirect effects of gender and school on internet use for academic activities and social-moral development among secondary school students in Nigeria. Cogent Social Sciences, 6(1), 1748478. https://www.tandfonline.com/doi/full/10.1080/23311886.2020.1748478*
55. *Osman, Y. (2019). The significance in using role models to influence primary school children's moral development: Pilot study. Journal of Moral Education, 48(3), 316-331.*
56. *O'Toole, J. (2023). Integrating Conflict Management Learning into the Curriculum. Beijing International Review of Education, 5(1-2), 116-136.*
57. *Pavão, I., Santos, F., Wright, P. M., & Gonçalves, F. (2019). Implementing the teaching personal and social responsibility model within preschool education: Strengths, challenges and strategies. Curriculum Studies in Health and Physical Education, 10(1), 51-70.*
58. *Planas-Lladó, A., Feliu, L., Arbat, G., Pujol, J., Suñol, J. J., Castro, F., & Martí, C. (2021). An analysis of teamwork based on self and peer evaluation in higher education. Assessment & Evaluation in Higher Education, 46(2), 191-207.*
59. *Prada, E. D., Mareque, M., & Pino-Juste, M. (2022). Teamwork skills in higher education: is university training contributing to their mastery?. Psicologia: Reflexao e critica, 35, 5. https://www.scielo.br/j/prc/a/RZLLY39xmY6dbKb5nJn3kQv/*
60. *Riivari, E., Kivijärvi, M., & Lämsä, A. M. (2021). Learning teamwork through a computer game: for the sake of performance or collaborative learning?. Educational technology research and development, 69(3), 1753-1771.*
61. *Sa, B., Ojeh, N., Majumder, M. A. A., Nunes, P., Williams, S., Rao, S. R., & Youssef, F. F. (2019). The relationship between self-esteem, emotional intelligence, and empathy among students from six health professional programs. Teaching and learning in medicine, 31(5), 536-543.*
62. *Schenk, L., Sentse, M., Lenkens, M., Nagelhout, G. E., Engbersen, G., & Severiens, S. (2020). An examination of the role of mentees' social skills and relationship quality in a school-based mentoring program. American Journal of Community Psychology, 65(1-2), 149-159. https://onlinelibrary.wiley.com/doi/full/10.1002/ajcp.12397*
63. *Sedláček, M., & Šeďova, K. (2020). Are student engagement and peer relationships connected to student participation in classroom talk?. Learning, Culture and Social Interaction, 26, 100411.*

64. *Seery, C., Andres, A., Moore-Cherry, N., & O'Sullivan, S. (2021). Students as partners in peer mentoring: Expectations, experiences and emotions. Innovative Higher Education, 46(6), 663-681. https://link.springer.com/article/10.1007/s10755-021-09556-8*
65. *Siedlecki, S. L. (2020). Understanding descriptive research designs and methods. Clinical Nurse Specialist, 34(1), 8-12.*
66. *Siwi, D. A., & Sari, N. K. (2019). Role of Teachers Class as A Motivator and Guidance Students in Education of Discipline Character Through Movement of School Literation According to Nawacita in Elementary School of Gabus 01 Pati 2017/2018 Academic Year. International Journal of Multicultural and Multireligious Understanding, 6(1), 1-8. https://ijmmu.com/index.php/ijmmu/article/view/459*
67. *Squires, V. (2019). The well-being of the early career teacher: A review of the literature on the pivotal role of mentoring. International journal of mentoring and coaching in education, 8(4), 255-267.*
68. *Small, S. P., English, D., Moran, G., Grainger, P., & Cashin, G. (2019). "Mutual respect would be a good starting point:" students' perspectives on incivility in nursing education. Canadian Journal of Nursing Research, 51(3), 133-144. https://journals.sagepub.com/doi/abs/10.1177/0844562118821573*
69. *Suyidno, S., Susilowati, E., Arifuddin, M., Misbah, M., Sunarti, T., & Dwikoranto, D. (2019). Increasing students responsibility and scientific creativity through creative responsibility based learning. Jurnal Penelitian Fisika Dan Aplikasinya (JPFA), 9(2), 178-188.*
70. *Taylor, R., Thomas-Gregory, A., & Hofmeyer, A. (2020). Teaching empathy and resilience to undergraduate nursing students: A call to action in the context of Covid-19. Nurse education today, 94, 104524.*
71. *Thomas, K. J., da Cunha, J., & Santo, J. B. (2022). Changes in character virtues are driven by classroom relationships: A longitudinal study of elementary school children. School Mental Health, 14(2), 266-277. https://link.springer.com/article/10.1007/s12310-022-09511-8*
72. *Toh, R. Q. E., Koh, K. K., Lua, J. K., Wong, R. S. M., Quah, E. L. Y., Panda, A., ... & Krishna, L. K. R. (2022). The role of mentoring, supervision, coaching, teaching and instruction on professional identity formation: a systematic scoping review. BMC medical education, 22(1), 531.*
73. *Torres, H. J. (2019). "They have their own way, and you should respect that": Investigating the outcomes of an elementary world cultures curriculum. Theory & Research in Social Education, 47(4), 548-576. https://www.tandfonline.com/doi/abs/10.1080/00933104.2019.1653803*
74. *Unar, N., & Hussain, N. (2021). Students' Morality Development in Primary Public Schools of Sindh Province: An Application of Moral Foundation Theory. International Research Journal of Education and Innovation, 2(3), 231-248. https://www.irjei.com/index.php/irjei/article/view/70*
75. *Vacas, E. C., & Rodríguez-Ruiz, B. (2023). How do teachers and students deal with conflict?: An analysis of conflict resolution strategies and goals. Revista de Investigación Educativa, 41(2), 551-572.*
76. *Van Der Leij, T., Avraamidou, L., Wals, A., & Goedhart, M. (2022). Supporting secondary students' morality development in science education. Studies in Science Education, 58(2), 141-181. https://www.tandfonline.com/doi/full/10.1080/03057267.2021.1944716*
77. *Van Leeuwen, A., & Janssen, J. (2019). A systematic review of teacher guidance during collaborative learning in primary and secondary education. Educational Research Review, 27, 71-89.*
78. *Venegas-Muggli, J. I., Barrientos, C., & Álvarez, F. (2023). The impact of peer-mentoring on the academic success of underrepresented college students. Journal of College Student Retention: Research, Theory & Practice, 25(3), 554-571.*
79. *Wang, C., & Gu, X. (2019). Influence of adolescents' peer relationships and social media on academic identity. Asia Pacific Journal of Education, 39(3), 357-371*
80. *Wang, G., & Hu, W. (2021). Peer relationships and college students' cooperative tendencies: Roles of interpersonal trust and social value orientation. Frontiers in Psychology, 12, 656412.*
81. *Watson, M., Daly, L., Smith, G., & Rabin, C. (2019). Building a classroom community that supports students' social/moral development. Teacher Education Quarterly, 46(4), 10-30. https://www.jstor.org/stable/26841574*
82. *Watson, R. (2015). Quantitative research. Nursing standard, 29(31).*
83. *Whitlock, B. (2024). Mentorship programs in schools: Bridging the character education gap. Journal of Moral Education, 53(1), 89-118. https://www.tandfonline.com/doi/abs/10.1080/03057240.2023.2280757*
84. *Wink, M. N., LaRusso, M. D., & Smith, R. L. (2021). Teacher empathy and students with problem behaviors: Examining teachers' perceptions, responses, relationships, and burnout. Psychology in the Schools, 58(8), 1575-1596.*
85. *Wong, B., Cripps, D., White, H., Young, L., Kovshoff, H., Pinkard, H., & Woodcock, C. (2020). Primary school children's perspectives and experiences of Emotional Literacy Support Assistant (ELSA) support. Educational Psychology in Practice, 36(3), 313-327.*
86. *Yoon, J. (2019). Peer relations and tensions in the school life of Finnish and Korean students: A cross-cultural perspective. Pedagogy, Culture & Society, 27(4), 537-554.*
87. *Zacarian, D., & Silverstone, M. (2020). Teaching to empower: Taking action to foster student agency, self-confidence, and collaboration. ASCD.*
88. *Zhang, Y., & Yin, H. (2020). Collaborative cheating among Chinese college students: the effects of peer influence and Individualism-Collectivism orientations. Assessment & Evaluation in Higher Education.*
89. *Zinchenko, V., Ostapenko, S., & Udovichenko, H. (2021). Introduction of academic honesty as a necessary prerequisite and an important component of quality education for future economists. Revista Romaneasca pentru Educatie Multidimensionala, 13(1), 81-95.*