



Teaching Good Manners and Right Conduct (GMRC): Experiences of Key Stage 1 Teachers Beyond the Classroom

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ABSTRACT

This study explored the lived experiences, challenges, and insights of Key Stage 1 teachers in teaching Good Manners and Right Conduct beyond the classroom. In order to capture the lived experiences of teachers in teaching GMRC beyond the formal classroom set-up, this study used a qualitative phenomenological research approach. In-depth interviews and focus group discussions were used to gather data from the nine participants. Particularly, five of these teachers underwent the in-depth interview, and another four underwent a focus group discussion. The participants were selected through purposive sampling. The gathered data were transcribed and analyzed using thematic analysis following Braun and Clarke's six-step process. The results indicated that teaching GMRC outside the classroom has both meaningful and challenging features for teachers. Teachers prioritize regular classroom routines, assist learners through restorative talks and mediation, improve home-school contact, and make the most of peer collaboration and school resources in order to deal with the difficult parts. According to the study, the importance of home-school alignment in bolstering values formation, the impact of teacher modeling on learners' behavior, and the function of everyday school interactions in sustaining GMRC are just a few of the insights that instructors gained. The results suggest that effective GMRC teaching requires a systemic, collaborative, and consistent approach that involves all stakeholders in the learner's environment.

Keywords: GMRC, Values Education, Key Stage 1 Teachers, Character Formation, Elementary Education.

DECLARATION OF ORIGINALITY

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APPROVAL SHEET

The thesis attached hereto entitled, “TEACHING GOOD MANNERS AND RIGHT CONDUCT (GMRC): EXPERIENCES OF KEY STAGE 1 TEACHERS BEYOND THE CLASSROOM,” prepared and submitted by MIRAFLOR P. APUSAGA, in partial fulfillment of the requirements for the degree of Master of Arts in Education major in Educational Management, of the Graduate School, Rizal Memorial Colleges, Inc., is hereby recommended for approval and acceptance.

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This thesis is wholeheartedly dedicated to my husband Aldrin Aldrian Apusaga and daughter Elisha Apusaga, who have given me strength, love, and support, of which I could not ask for more.

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CHAPTER ONE

INTRODUCTION

➤ *The Problem and Its Setting*

Concerns about students' declining moral and ethical behavior have prompted debate on the importance of teaching values worldwide (Cheng, 2022). Problems such as bad behavior, bullying, and lack of empathy persist even as academic performance improves in many countries (Salavera et al., 2021). This has led to calls for schools to teach not just subjects but, most importantly, character.

In response to these global concerns, the Philippines enacted Republic Act No. 11476, also known as the GMRC and Values Education Act, with the Department of Education (DepEd) as the lead agency. DepEd issued the Implementing Rules and Regulations (IRR) and DepEd Order No. 32 s. 2021, mandating the integration of values education in all basic education schools. The act seeks to address a perceived decline in morals, manners, and respect for authority among youth by reinstating GMRC as a core subject (Gita-Carlos, 2020). While GMRC serves as the basis for instilling Filipino values, values formation is not limited to classroom instruction. Therefore, understanding how GMRC is acquired, used, and maintained requires a look beyond the classroom to include peers, families, community organizations, and daily social settings.

However, challenges arise, especially among elementary teachers who must teach both competency-based behaviors and promote moral integrity. Selda et al. (2025) noted that many public-school teachers feel underprepared and lack concrete strategies to make values instruction meaningful during academic lessons. Consequently, teachers often devise their own methods, leading to confusion and inconsistent implementation. This issue is particularly pronounced in lower elementary levels, where teachers handle multiple subjects without specialist support.

Building on these concerns, Ordinario (2022) observed that elementary teachers in the Philippines confront limited resources, high workload pressure, and inadequate support systems—factors that affect the effective teaching of values education, including GMRC. Similarly, Calo et al. (2024) reported that despite mandates for GMRC integration, teachers face resource constraints, insufficient training, and difficulty aligning values education with learners' real-life contexts, especially in elementary schools.

At the regional level, these challenges persist. Teachers in the Davao Region report strong commitment to teaching GMRC, yet note persistent obstacles, such as limited instructional resources and needing to balance values education with academic priorities (Victoriano & Ligan, 2025). Limited resources and competing academic demands affect teacher effectiveness, making it increasingly difficult to integrate values into everyday instruction.

Locally, in Panabo City, teachers in public schools also face increasing demands on workload, organizational expectations, and multiple responsibilities. These issues limit their capacity to extend instructional responsibilities beyond classroom instruction (Zamora, 2026). Such challenges have significant implications for the development of learners' moral and social skills, particularly among Key Stage 1 learners, who are in a critical phase where foundational values, social and emotional development, and cognitive skills are formed.

Given these national and local challenges, this study directly addresses the urgent need to understand the practical and contextual difficulties lower-grade teachers face in teaching GMRC beyond the classroom. The current limitations in the literature underscore the importance of examining the real-world experiences of Key Stage 1 teachers. This study fills the gap by offering grounded, firsthand insights that can inform policy, training, and curriculum development for values education.

This study provides actionable insights for curriculum developers, school administrators, teacher education institutions, and policymakers by offering direct evidence of classroom challenges and by recommending specific adjustments to enhance the delivery of values education.

➤ *Statement of the Problem*

The purpose of this study was to explore the experiences of Key Stage 1 teachers in teaching Good Manners and Right Conduct (GMRC) beyond the classroom. It specifically sought to determine the answers to the following queries:

- How do Key Stage 1 teachers describe their experiences of teaching GMRC beyond the classroom?
- What strategies do Key Stage 1 teachers use to address challenges in teaching GMRC beyond the classroom?
- What understanding do Key Stage 1 teachers gain from their experiences in teaching GMRC beyond the classroom?

➤ *Objectives of the Study*

This study investigated the experiences of Key Stage 1 teachers in teaching GMRC beyond the classroom. Specifically, it sought to:

- Explore the lived experiences of Key Stage 1 teachers in teaching GMRC beyond the classroom.
- Describe how Key Stage 1 teachers cope with the challenges in teaching GMRC beyond the classroom.
- Determine the insights gained by Key Stage 1 teachers from their experiences in teaching GMRC beyond the classroom.

➤ *Significance of the Study*

This study emphasized the importance of examining Key Stage 1 teachers' experiences in teaching GMRC beyond the classroom. It aimed to uncover the practical difficulties they encounter, the strategies they used to manage the challenges, and the insights they gained from the process. Moreover, the goal was to inform curriculum planners, school administrators, and policymakers on how to better support the teachers and strengthen the implementation of GMRC in the early grades.

Teachers may find the study relatable and affirming, as it captured their lived experiences. The study may also offer practical strategies or highlight common issues that could lead to peer discussions and shared solutions within the teaching community.

Learners may ultimately benefit, as the study aimed to improve the quality of GMRC teaching inside and outside the classroom. When teachers are better supported and equipped, they can foster more meaningful values formation among young learners alongside academic instruction.

➤ *Scope and Limitation of the Study*

This study focused on exploring the experiences of Key Stage 1 teachers in teaching GMRC beyond the formal classroom set-up. Specifically, it aimed to explore their lived experiences, including the challenges they are facing, describe their coping strategies, and determine the insights they gain. The study also sought to provide recommendations that may help address the challenges encountered by the teachers and strengthen the implementation of GMRC, especially in the lower grades.

The participants of the study were 9 selected Key Stage 1 teachers in public elementary schools in Panabo North District. An interview guide was used to gather detailed narratives and perspectives from the participants through in-depth interviews and focus group discussion.

However, despite its aims, the study had certain limitations. Since the participants were only 9 Key Stage 1 teachers from the public elementary schools in Panabo North District, the findings may not represent the experiences of all Key Stage 1 teachers in other districts, cities, or regions. Moreover, personal perspectives may influence the data, as it relies on participants' personal experiences and perceptions. Additionally, the study primarily focused on Key Stage 1 teachers, overlooking the perspectives of Key Stage 2 teachers, principals, learners, parents, and other stakeholders.

➤ *Definition of Terms*

Good Manners and Right Conduct (GMRC). Refers to the formal and informal instruction of core values such as respect, honesty, kindness, responsibility, and discipline as mandated by Republic Act No. 11476, which was implemented through the Implementing Rules and Regulations (IRR) issued by the Department of Education (DepEd) on December 4, 2021.

Key Stage 1 Teachers. Refers to licensed elementary school teachers handling Kindergarten to Grade 3 in the Philippine Enhanced K to 12 Basic Education Curriculum.

Beyond the Classroom. Pertains to any values-related interactions or learning opportunities that occur outside formal instructional time, such as during flag ceremonies, recess, school programs, peer interactions, or teacher modeling of values. This term recognizes that values education extends beyond academic content and is reinforced through everyday teacher-learner engagement.

➤ *Related Literature and Studies*

This section presents a review of the relevant literature and studies. The literature reviewed in this section will provide a foundation for teaching GMRC beyond formal classroom instruction, identify the common challenges educators face, and outline the support mechanisms necessary to deliver it effectively in the formal and informal learning context. By examining previous studies, this review aims to contextualize the experiences of key stage 1 teachers and to highlight the gaps this research seeks to address.

Values Education. Values education has increasingly become a core component of national education agendas, especially amid growing concerns about ethical behavior and student discipline. According to UNESCO (2023), education plays a transformative role in shaping learners into responsible global citizens by embedding values such as respect, empathy, and responsibility into teaching and learning. It emphasizes that moral and civic education must be integrated with academic instruction to equip learners with the competencies needed to build peaceful, inclusive, and sustainable societies.

Nalundasan (2025) emphasized that values-based education fosters students' empathy, respect, responsibility, and positive social behavior by integrating moral learning into everyday classroom experiences. The study highlights that when values education

is embedded across daily instruction rather than treated as isolated lessons, it contributes to holistic development, strengthening both emotional growth and character formation in learners.

At the elementary level, teachers play a central role in the success of values education. Özcan (2023) found that classroom teachers considered the primary years especially important for values formation and saw themselves as key implementers of the values education curriculum. In the same direction, Döring et al. (2024) reported that primary teachers promote values through multiple methods and across different parts of school life, indicating that values education is not limited to formal lessons but extends to routines, relationships, and the wider school environment.

Studies also suggest that values education is most effective when integrated into daily teaching and school practice. Karabacak (2021) reported that teachers associated values education with the development of honesty, cooperation, solidarity, and virtuous behavior among learners.

Another pattern in the literature is that teachers often rely on concrete classroom practices to reinforce values. A Philippine study on classroom management found that teachers instilled moral values by establishing rules, modeling behavior, building relationships with students, and integrating moral lessons into the curriculum (Mara, 2025). However, the same study also identified recurring difficulties, including diverse student backgrounds, limited time for moral education, and a lack of support or resources. It indicated that while teachers recognized the value of values education, implementation is still constrained by everyday school conditions.

School culture and teacher practice also appear to matter greatly. Döring et al. (2024) showed that teachers promote values not only through direct instruction but also through interactions, routines, and the broader school climate. Aletdinov (2025) emphasized that values-based education is most effective when it is embedded across the whole school system and experienced through everyday school life, including relationships, leadership, and routines. It found that values education influences not only classroom learning but also school culture and teacher, student, and family interactions, reinforcing the idea that values must be consistently practiced across multiple contexts rather than taught in isolation.

In the Philippine context, Republic Act No. 11476 mandates the institutionalization of Good Manners and Right Conduct (GMRC) and Values Education in the basic education curriculum. As highlighted by Selda et al. (2025), this legislative effort reflects a national commitment to character development from the early grades onward. However, they also noted that, despite the legal framework, challenges persist in classroom implementation due to limited resources and unclear instructional guidelines.

Research by Caballero et al. (2023) examined elementary teachers' preparedness to deliver values education and found that many educators feel undertrained in this area. Their study indicated that while teachers understand the importance of integrating values, they often lack formal strategies for doing so effectively, especially in lower grade levels where cognitive and moral development are still emerging.

Meanwhile, studies in Asia have shown that even when moral education is embedded in the curriculum, teachers often report insufficient preparation and limited pedagogical support to effectively integrate values instruction with academic content, particularly in elementary education settings (Zhang et al., 2022).

The effectiveness of values integration has also been linked to pedagogical methods. In a study by Dishari et al. (2025), teachers who employed storytelling, experiential learning, and reflective discussions reported higher student engagement in values lessons, as these strategies promote emotional involvement, reflection, and deeper meaning-making in learning. These strategies were particularly useful in early childhood and lower elementary settings, where concrete experiences help students internalize abstract moral concepts.

Furthermore, Fernandez (2026) highlighted the role of school culture and leadership in promoting values education. Their qualitative research in public elementary schools in Luzon showed that when school heads model ethical behavior and prioritize character-building activities, teachers are more motivated to integrate values meaningfully into their classroom instruction.

Another recent study by Jabar (2021) found that values education is most effective when supported by community and parental involvement. Their findings stress the importance of aligning school-based values instruction with cultural and familial contexts, particularly in rural elementary schools where home environments significantly influence children's behavior.

Internationally, a study revealed that values education must adapt to the digital age, as students increasingly acquire and practice values within online environments, requiring schools to integrate digital citizenship, ethical technology use, and responsible online interaction into educational practices (Caldeiro-Pedreira et al., 2021).

Finally, teacher identity and personal values play a significant role in the success of values education. According to Villarde (2026), teachers' effectiveness in values instruction is strongly influenced by their instructional confidence, moral-ethical modeling,

and reflective practice. The study emphasizes that teachers who align more closely with moral values tend to deliver more meaningful and consistent values education, reinforcing the importance of self-reflection, ethical modeling, and professional preparedness in teaching character formation at the elementary level.

Good Manners and Right Conduct (GMRC). The reintroduction of Good Manners and Right Conduct (GMRC) into the Philippine basic education curriculum, through Republic Act No. 11476, underscores the government's renewed emphasis on values formation in early education. According to De Vera and Valenzuela (2022), this law reinstates GMRC as a core component of the K to 12 curriculum and requires it to be taught as a separate subject. The authors argue that this policy addresses the long-standing concern over declining moral behavior among Filipino students and the perceived erosion of cultural and ethical values.

Teachers are expected to deliver GMRC as a standalone subject. However, Selda et al. (2025) observed that many elementary educators struggle with this dual expectation, especially when managing content-heavy curricula. Their study found that while teachers recognize the value of GMRC, limited training, resources, and time hinder their ability to implement it meaningfully.

As GMRC is largely character-based, its implementation depends heavily on the teacher's values orientation and ability to model ethical behavior. Mallari (2025) emphasized that teachers play a dual role as both instructors and moral exemplars. Their research showed that learners are more responsive to values education when they observe their teachers consistently practicing the behaviors being taught, such as respect, honesty, and responsibility.

Cadavez et al. (2024) explored how school leaders influence the implementation of values education in elementary schools. Their study found that principals who prioritize values-based programs and encourage collaboration among teachers contribute to stronger, more consistent integration of GMRC into classroom activities. Moreover, they observed that schools with clear ethical leadership tend to foster a more respectful and disciplined student body.

In terms of instructional strategies, Selda et al. (2025) found that successful GMRC instruction is enhanced by storytelling, role modeling, and experiential learning, which help students connect moral lessons to real-life experiences. These methods resonate more effectively with younger learners and allow for deeper emotional engagement. The report also noted that a purely lecture-based approach to teaching values is less effective in promoting internalization of moral concepts.

Caspe and Sarrosa (2025) identified a lack of contextually relevant lesson materials and assessment tools as a barrier. Teachers often improvise activities or insert values in lessons without clear guidance on how to evaluate learning in GMRC. This lack of standardization contributes to inconsistent implementation across schools and divisions.

Community and parental involvement also play a crucial role in the success of GMRC education. Ablasa (2024) stressed that when parents reinforce values taught at school, learners are more likely to exhibit positive behavior both at home and in school. Conversely, value conflicts between home and school environments can confuse learners and diminish the impact of GMRC lessons.

Digital influences have added complexity to the teaching of GMRC. Teachers are now tasked with guiding learners in online behavior, digital respect, and cyber ethics as students increasingly interact in digital environments. In Southeast Asian contexts such as the Philippines, teachers play a significant role in helping students develop responsible digital practices by integrating digital literacy, ethical guidance, and monitoring of internet use in their instruction (Rizki et al., 2025).

Issues in Teaching GMRC. Teaching and helping learners apply GMRC beyond the classroom poses various challenges, particularly for elementary educators who are already managing packed curricula. According to De Vera and Valenzuela (2022), while Republic Act No. 11476 mandates the reintroduction of GMRC in the K to 12 curricula, many teachers find the policy difficult to implement due to a lack of clear instructional strategies. This results in inconsistent delivery across grade levels and subjects.

A major challenge is the absence of sufficient training and professional development opportunities. In the study by Ocasang and Gawahan (2025), many public elementary teachers reported not receiving formal training and relying on personal teaching experience or improvising, often without knowing whether their strategies were effective or aligned with the curriculum standards.

Moreover, teachers reported that academic pressures often force them to focus on content coverage, limiting opportunities for deeper character-forming activities (Selda et al., 2025). This problem is especially true in lower grades, where foundational competencies in literacy and numeracy are prioritized for assessment purposes.

The lack of age-appropriate, contextually relevant instructional materials is another persistent issue. Cosido et al. (2025) found that many GMRC modules are overly generic and fail to reflect learners' local culture or real-life situations. As a result, teachers struggle to make lessons relatable or meaningful, especially in diverse classroom settings with learners from different social backgrounds.

Parental and community support also play a critical role in values education. However, Ablasa (2024) argued that inconsistent

values reinforced at home versus those taught in school create confusion for learners. Teachers often find themselves addressing behavioral issues stemming from unsupportive home environments, which makes their work more challenging.

Escollada (2025) explained that teachers' personal moral alignment with the values they teach significantly impacts their effectiveness. However, when educators face moral ambiguity or ethical dilemmas in school, they may struggle to model the expected behaviors themselves, creating a gap between instruction and practice.

Globally, similar challenges are observed in the implementation of values education. OECD (2021) reported that although values education is included in curriculum policy frameworks, implementation is often constrained by real classroom conditions, including limited teacher preparation, resource gaps, and misalignment between policy intentions and instructional practices. It further notes that such misalignment creates challenges in consistently embedding values education across schools, especially when support systems are insufficient to sustain classroom application.

Digital environments also complicate values instruction. Haider et al. (2025) emphasized that, as learners increasingly immerse themselves in online spaces, teaching respect, empathy, and responsible digital behavior must be part of values education. However, many teachers feel unequipped to address these new moral domains, revealing another gap in current teacher preparation programs.

Synthesis. The reviewed literature reveals that while the implementation of teaching GMRC is widely recognized as essential, its actual implementation presents multiple challenges. Teachers often face difficulties due to a lack of training, insufficient instructional time, limited resources, and minimal administrative support. The implementation is further complicated by the absence of standardized materials, varying home values, and the growing influence of digital platforms on learners' behavior. Despite policy mandates, classroom realities such as congested curricula and performance pressures often lead to values education being deprioritized. These challenges highlight the need for contextualized strategies, improved teacher preparation, and consistent support systems to ensure the meaningful delivery of GMRC inside and beyond the elementary classrooms.

➤ *Theoretical Lens*

Key Stage 1 teachers play a crucial role not just in shaping children's early academic development but, more importantly, in shaping the moral values that will carry on into their future. They serve as the pillars as they both influence the holistic development and foundational learning behaviors of young learners. However, challenges also emerged as they navigate teaching values beyond the formal instruction. To fully understand how Key Stage 1 teachers experience and manage these demands, three theories offer complementary perspectives in explaining how values are taught, learned, and reinforced among learners. These include Lickona's (1991) Character Education Theory, Bandura's (1977) Social Learning Theory, and Bronfenbrenner's (1979) Ecological Systems Theory. Together, these theories provide a comprehensive understanding of how teachers facilitate the development of good manners and right conduct among learners, both within and beyond the classroom.

Lickona's (1991) Character Education Theory emphasizes the deliberate cultivation of moral values and ethical behavior through educational practices. This theory highlights the role of schools and educators in shaping learners' character by promoting virtues such as respect, responsibility, honesty, kindness, and self-discipline. Character education involves the development of three interconnected components—moral knowing, moral feeling, and moral action—which enable learners to understand ethical values, internalize them emotionally, and demonstrate them through behavior in everyday life (Izzati et al., 2019). Within the context of Good Manners and Right Conduct (GMRC), this theory underscores the importance of intentional instruction and guidance in developing learners' moral character. Teachers serve as facilitators who help learners internalize values and translate them into observable behaviors, both in and out of the classroom.

While Character Education Theory explains the importance of teaching values, Bandura's (1977) Social Learning Theory provides insight into how learners acquire behaviors through observation and imitation. This theory posits that individuals learn behaviors by observing role models and replicating the actions they see. In educational settings, learners acquire behaviors such as respect, cooperation, and responsibility by observing and imitating teachers who serve as role models (McLeod, 2016). Consistent positive behavior modeling by teachers increases the likelihood that students will replicate those behaviors in their own actions and interactions (Pradana et al., 2022). In the context of teaching GMRC beyond the classroom, Social Learning Theory explains how everyday interactions, routines, and informal situations become opportunities for learners to observe and practice appropriate conduct.

In addition to teacher influence, learners' moral development is also shaped by the broader environments in which they interact. This perspective is explained by Bronfenbrenner's (1979) Ecological Systems Theory, which suggests that human development occurs through interactions within multiple environmental systems, including the family, school, and community. These systems collectively influence children's behaviors, attitudes, and values. The immediate environments, such as the home and the school, form the microsystem where direct interactions occur. When families and schools work collaboratively, they provide consistent reinforcement of moral values and behavioral expectations. In the context of GMRC, Ecological Systems Theory highlights the importance of home-school collaboration in strengthening values formation among learners, as children's behavior is shaped by the interaction between home and school environments within the mesosystem (Pang, 2011).

Taken together, these theories provide a strong theoretical foundation for understanding teachers’ experiences in teaching Good Manners and Right Conduct beyond the classroom. Lickona’s (1991) Character Education Theory explains the intentional cultivation of values within the educational process. Bandura’s (1977) Social Learning Theory clarifies how learners acquire behaviors through observation and modeling from teachers. Bronfenbrenner’s (1979) Ecological Systems Theory further expands the perspective by emphasizing the interconnected roles of family, school, and community in shaping learners’ conduct. Even though no single theory can fully capture the complexity of experiences, a more comprehensive understanding of the lived experiences, coping mechanisms, and insights of Key Stage 1 teachers in teaching GMRC outside the classroom can be obtained by integrating multiple theories.

➤ *Conceptual Framework*

This study uses the Input-Process-Output (IPO) model, which is widely used in educational research because it provides a systematic way to analyze how inputs are transformed through processes into outcomes (Sidik, 2022).

Figure 1 Shows the Study's IPO Framework.

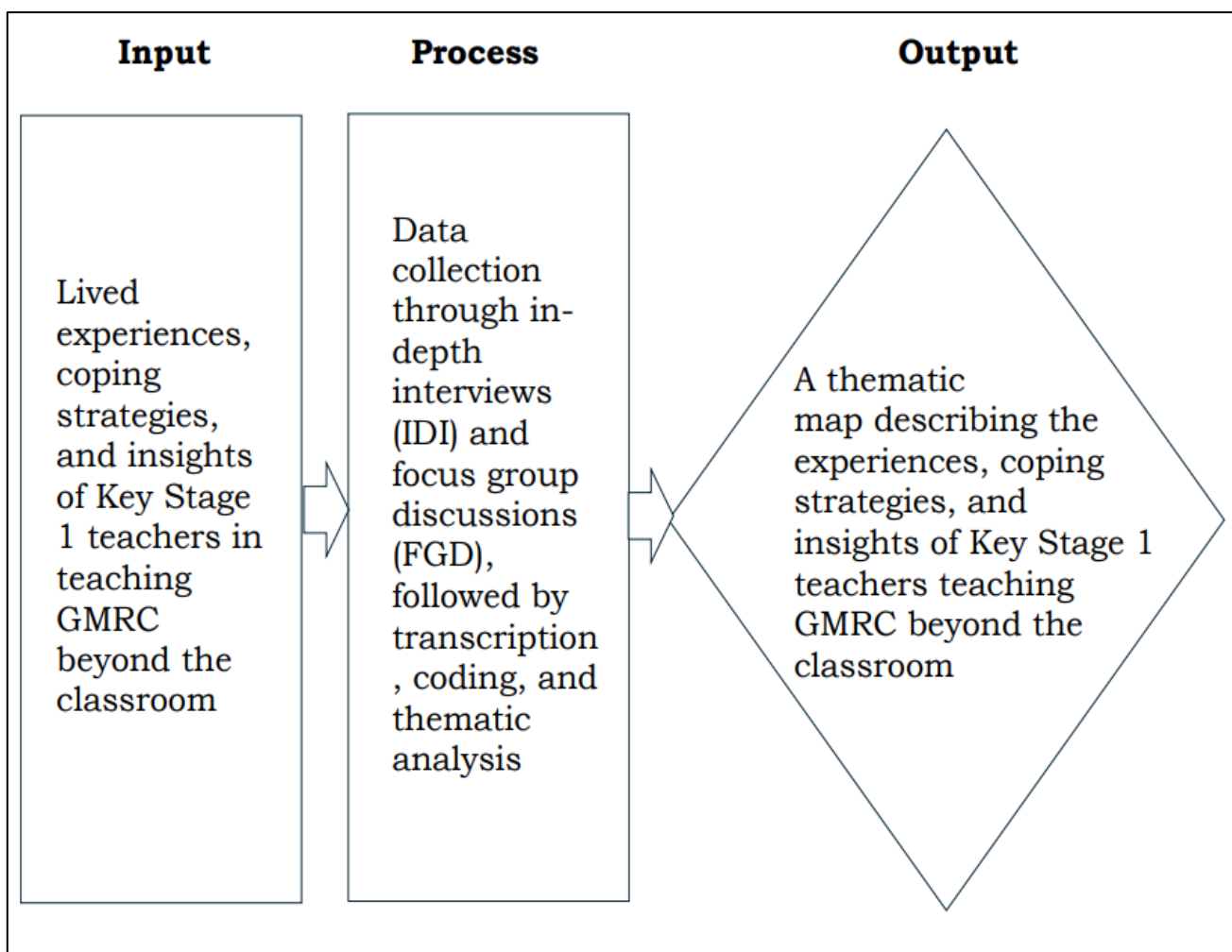


Fig 1 Conceptual Framework of the Study

CHAPTER TWO METHODOLOGY

This chapter presents the research method used to explore the experiences and challenges faced by Key Stage 1 teachers in teaching Good Manners and Right Conduct (GMRC) beyond the classroom. It outlines the research design, participants, data collection procedures, and analysis techniques appropriate for understanding the lived experiences of key stage 1 educators in this context.

➤ *Philosophical Assumptions*

This section explains the philosophical assumptions that guided my qualitative inquiry into exploring the lived experiences of Key Stage 1 teachers in teaching GMRC beyond the classroom. These assumptions, ontology, epistemology, axiology, and rhetorics shaped how I approach data collection, interpretation, and the representation of participants' perspectives.

Ontology. I assumed that multiple realities exist, shaped by each key stage 1 teacher's individual experiences and school context. I recognized that the participants' perspectives on teaching values may differ based on their beliefs, teaching environments, and student needs. My role as a researcher was to present these diverse realities without reducing them to a single, generalized truth (Pipere & Lorenzi, 2025).

Epistemology. I positioned myself close to the participants, believing that knowledge is constructed through interaction and dialogue. The study relied on in-depth interviews and focus group discussions with Key Stage 1 teachers to co-construct understanding about the challenges they face in teaching GMRC. This interactive process enabled me to develop a deep, authentic understanding of their lived experiences (Phillips, 2023).

Axiology. I acknowledged that my personal values, as well as those of the participants, will influence the research process. I practiced reflexivity by continuously examining how my personal beliefs on moral education and professional background may affect data interpretation. I also valued the ethical responsibility of giving voice to Key Stage 1 teachers, ensuring their narratives are treated with respect and integrity (Wu & Zhu, 2025).

Rhetorically. I used a personal, qualitative style of writing that reflects the nature of this study. I wrote in the first-person point of view and used language that was accessible, descriptive, and grounded in my participants' experiences. Through careful narrative presentation, the researcher articulates participants' perspectives and interpretations to illuminate the deeper meanings of participants' experience (Frechette et al., 2020).

➤ *Qualitative Assumptions*

As the researcher, I assumed that individuals create meaning based on their personal experiences and interactions within their environment. In this study, I believe that key stage 1 teachers construct their understanding of GMRC through their day-to-day teaching practices, challenges, and classroom realities. This aligns with the constructivist assumption in qualitative research, which holds that knowledge is formed through subjective interpretation rather than discovered as an objective truth (Dahal, 2025).

➤ *Research Design*

I used a qualitative phenomenological research design because I aimed to explore and describe the lived experiences of Key Stage 1 teachers in teaching GMRC beyond the classroom. Phenomenology emphasizes understanding participants' lived experiences, how they make sense of challenges and classroom practices, and capturing the essence of their daily experiences. I sought to understand the essence of a phenomenon as experienced by participants, rather than measuring variables or testing hypotheses. This style is especially suitable when the objective is to capture rich, first-person accounts of experiences that cannot be quantified. Phenomenological research is ideal when the goal is to understand how individuals experience a specific phenomenon in context, making it a suitable approach for this study (McLeod, 2024).

➤ *Research Methods*

Data were gathered through in-depth interviews (IDI) and focus group discussions (FGD), allowing me to gain a comprehensive understanding of both individual and shared perspectives. Phenomenological studies often employ methodological triangulation by using multiple qualitative data sources, such as interviews and focus group discussions, to enrich understanding of lived experiences (Andales et al., 2022). The use of methodological triangulation through multiple qualitative data sources strengthened the credibility, dependability, and depth of the findings by enabling cross-validation of emerging themes across different forms of interaction. Specifically, in-depth interviews provided detailed personal narratives of teachers' experiences, while focus group discussions facilitated interactive dialogue that revealed collective meanings and shared interpretations of classroom realities. This approach is consistent with recent qualitative research, which emphasizes that triangulation enhances the richness and trustworthiness of findings by integrating multiple methods to examine the same phenomenon (Vivek et al., 2023).

Five Key Stage 1 teachers from Panabo North District participated in an in-depth interview (IDI) to explore their experiences in teaching GMRC beyond the classroom. Each interview was conducted in a quiet, private setting within the school and was

recorded, with the participant's consent, for accuracy. To maintain consistency across interviews, I adhered to the interview outline while allowing participants to elaborate on their thoughts. To complement the individual interviews, a Focus Group Discussion (FGD) was also conducted with the remaining 4 Key Stage 1 teachers. Focus group discussions gather insights through interactive group dialogue, allowing participants to reflect on one another's experiences and uncover shared meanings.

➤ *Participants*

The study employed 9 Key Stage 1 teachers, specifically those teaching from Kindergarten to Grade 3 in public elementary schools in Panabo North District. There were 5 participants in the In-depth Interview (IDI) and 4 in the Focus Group Discussion (FGD). This is a considerable number of participants for a qualitative phenomenological research design, since in phenomenological inquiry sample size is not determined by statistical requirements but by the depth and richness of lived experience data and by data saturation. Rather than focusing on large numbers, phenomenological studies prioritize detailed, first-person accounts that allow for an in-depth understanding of participants' experiences (Bartholomew et al., 2021). Methodological literature indicates that phenomenological research commonly involves small samples, often ranging from approximately 4 to 10 participants, particularly when conducting intensive interviews and thematic analysis. Accordingly, the selection of nine participants in this study is deemed sufficient to generate rich descriptive data while ensuring that emerging themes are thoroughly explored and that no new significant information arises during data collection. This sample size also aligns with the principle of saturation, in which data collection may be concluded once redundancy in themes is observed across participants, thereby ensuring the credibility and depth of the findings (Hennink & Kaiser, 2021).

➤ *Data Gathering Instrument*

For this study, I used an interview guide as the primary research instrument. An interview guide is a structured set of open-ended questions that helps me gather detailed, consistent, and meaningful responses from the Key Stage 1 teachers about their experiences in teaching GMRC beyond the classroom. It ensured that I stay focused on the research objectives while still allowing participants the flexibility to express their thoughts in their own words. As defined by Lim (2024), an interview guide provides a framework that supports the researcher in exploring participants' perspectives while promoting depth and comparability across interviews.

➤ *Sampling Technique*

I used purposive sampling to select teachers with direct experience teaching GMRC in their daily classroom instruction. As stated by Ahmad and Wilkins (2025), purposive sampling is appropriate in qualitative studies as participants are intentionally selected based on their relevance to the phenomenon being investigated, allowing researchers to obtain rich, information-dense data from those most knowledgeable or experienced with the topic. Inclusion criteria required that participants were Key Stage 1 teachers, those who had undergone the Enhanced K to 12 Curriculum training, employed at the time of data collection, and with 3 or more years of experience.

➤ *Role of the Researcher*

As the researcher, I took an active role in collecting and interpreting the data collected. I was the primary tool for gathering and analyzing data, facilitating interviews and focus group discussions, and making sense of participants' narratives. I also engaged in reflexivity to monitor personal biases and ensure that the voices of the Key Stage 1 teachers are authentically represented. Moreover, I built trust with the participants, encouraged open sharing, and ensured that the data gathered reflected their true classroom experiences.

➤ *Data Gathering Procedure*

After securing ethical clearance from the Research Ethics Board and validation of the interview guide by experts to ensure content validity, a formal written request was sent to the Panabo City Division Superintendent. Following the approval, another formal letter requesting permission to conduct the study, outlining its objectives and procedures, was submitted to the Panabo North District Supervisor, then to the concerned school heads. Upon approval, I coordinated with the selected Key Stage 1 teacher-participants and explained the study's purpose, procedures, and their rights as participants. Informed consent was obtained before conducting the interviews and discussion.

➤ *Data Analysis*

In this study, I analyzed the data gathered using the six-step thematic analysis process developed by Braun and Clarke (2006). This method is appropriate for identifying patterns and meanings in qualitative data and has been widely applied in recent educational research examining teachers' experiences (Pan et al., 2024).

First, I familiarized the data by transcribing the interviews and focus group discussions verbatim, reading the transcripts multiple times, and noting initial impressions. Second, I generated initial codes by systematically labeling relevant phrases or sections of the data that relate to challenges, strategies, and experiences of teaching values. Third, I searched for themes by organizing related codes into broader categories that reflect common ideas or patterns across the participants' responses. Fourth, I reviewed the themes by checking how well they represent the data and whether they accurately capture the participants' shared experiences. Fifth, I defined and named the themes by clearly describing what each theme represents in relation to the research

questions, ensuring they reflect the real challenges and practices of the participants. Lastly, I produced the final report by selecting vivid, meaningful excerpts from the transcripts to support each theme, and by presenting the findings in a way that highlights the voices of the teacher participants and addresses the objectives of the study.

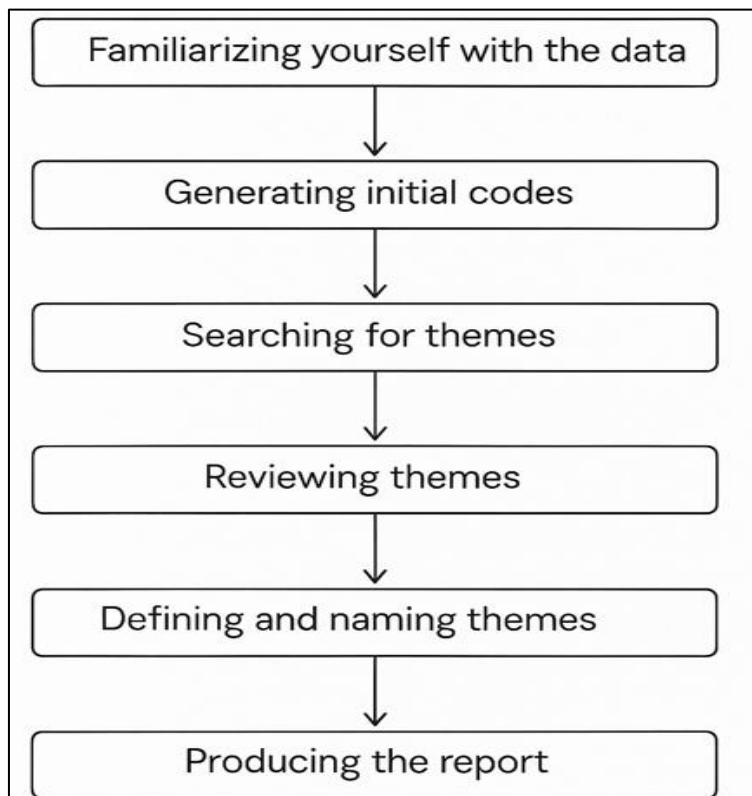


Fig 2 Analytical Framework of the Study

➤ *Trustworthiness of the Study*

To ensure the quality and thoroughness of this study, I adhered to the four components of trustworthiness: credibility, dependability, confirmability, and transferability.

Credibility. I used member checking by returning to the key stage 1 teacher participants to confirm the accuracy of the interpretations and thematic findings. This strategy allows participants to confirm whether the findings accurately represent their experiences and strengthens the trustworthiness of qualitative research (Lloyd et al., 2024). The data underwent methodological triangulation from both individual interviews and focus group discussions to enhance the depth and reliability of insights.

Dependability. Every stage of the research process, including data collection, transcription, coding, and theme generation, was meticulously and clearly documented in an audit trail. This aligns with Ahmed (2024), who emphasizes that dependability in qualitative research is achieved through rigorous documentation, reflexive journaling, and an audit trail that allows external reviewers to trace the researcher's decision-making process and verify consistency over time.

Confirmability. In order to recognize my own prejudices, background, and potential impact on data interpretation, I engaged in reflexivity by maintaining a research journal. In keeping with the goal of portraying participants' genuine experiences, this helped ensure that the conclusions came from their voices rather than my own presumptions. This aligns with Birnbaum's (2025) emphasis on reflexivity as essential for maintaining rigor and ensuring that qualitative findings accurately reflect participants' perspectives rather than the researcher's interpretations.

Transferability. I provided thick descriptions of the research setting, participants' profiles, and contextual factors surrounding teaching GMRC beyond the classroom at Panabo North District. Victoriano and Ligan (2025) emphasized that phenomenological inquiry in GMRC teaching benefits from rich contextual descriptions that allow readers to understand how findings may apply to similar educational environments. This supports the idea that detailed accounts of teaching contexts enable future researchers to assess the applicability of findings across other school settings.

➤ *Ethical Considerations*

This section outlines how I, the researcher upholds key ethical principles throughout this study.

Social Value. This research holds social and scientific value, as it aims to address a relevant educational concern in Panabo City and aligns with national goals for values formation in basic education. The study's background is grounded in the current literature, and the research questions are clearly supported and aligned with the objectives, which are specific, measurable, attainable, realistic, and time-bound (SMART). A qualitative phenomenological design is appropriate for understanding the lived experiences of Key Stage 1 teachers and has the potential to inform policy and instructional practice.

Informed Consent. Prior to the data collection, all participants had signed consent forms. The consent form was written in clear, culturally appropriate, and non-technical language to ensure that all participants fully understand the objectives of the study, their rights, and that their participation is entirely voluntary, in line with ethical guidelines.

Risks, Benefits, and Safety. Since the study involves in-depth interviews, the risks to the teacher-participants are minimal, including misinterpretation by teachers or bias towards learners' behavior. I acknowledged the potential vulnerability of participants who may feel uncomfortable sharing work-related challenges. To address this, I created a courteous, nonjudgmental interview setting, allowed participants to skip questions, and ensured they could leave at any time without repercussions.

Privacy and Confidentiality. I strictly protected the privacy and confidentiality of all participating Key Stage 1 teachers. Pseudonyms were used to anonymize their identities, and all data files, recordings, and transcripts were safely preserved, with access restricted to the researcher. Any identifiable information will be removed before reporting the findings.

Justice. Purposive sampling was used to select the nine Key Stage 1 teachers, a standard practice in qualitative research. This selection process ensures fair representation and relevance. Using Braun and Clarke's (2006) method, thematic analysis of the data was conducted, which is appropriate for phenomenological research aiming to identify shared patterns across participants' lived experiences (Byrne, 2022).

Transparency. Should any conflict of interest arise during the research, I practiced full transparency by disclosing it to both participants and ethical reviewers. Relevant information about the study, including its objectives and the intended use of the data, was clearly communicated to the teacher participants to promote honesty and trust throughout the process.

Qualification of the Researcher. I am currently pursuing a Master of Arts in Educational Management and have completed graduate coursework in qualitative research and ethics. Additionally, I am a Key Stage 1 teacher handling Grade 3. I have prior experience conducting interview-based educational research, and have attended seminars, lecture series, and research colloquium, equipping me with the necessary skills to undertake this study responsibly.

Adequacy of Facilities. The study was conducted in the selected public elementary schools in Panabo North District, where the teacher-participants currently teach. I coordinated with school authorities to ensure that interview sessions and focus group discussions are scheduled appropriately and held in designated areas that safeguard participants' comfort and privacy. I was allowed to use available spaces, such as classrooms or designated meeting areas, which provided a safe and quiet environment. Furthermore, I provided the necessary materials, including interview guides, an audio recording device, and writing materials, to ensure smooth, organized data collection.

Community Involvement. I observed cultural sensitivity by respecting local norms and values in the school and community settings. The participants were acknowledged with gratitude, and I ensured that the results of the study were shared with the school community in a manner that empowers and recognizes their contributions to educational improvement.

**CHAPTER THREE
RESULTS AND DISCUSSION**

This section presents the findings of the research questions presented in Chapter 1. The discussion covers three areas: (a) the lived experiences, (b) coping strategies, and (c) insights gained from Key Stage 1 teachers in teaching GMRC beyond the classroom.

➤ *Lived Experiences of Key Stage 1 Teachers in Teaching GMRC Beyond the Classroom*

Lived experience refers to how individuals perceive, interpret, and make meaning of events as they occur in everyday life, emphasizing subjective understanding rather than objective description (Frechette et al., 2020). In this study, lived experiences refer to the authentic narratives of Key Stage 1 teachers about teaching GMRC beyond formal classroom instruction. The study revealed that teachers experience both meaningful and challenging aspects of values education.

Table 1 summarizes the lived experiences of Key Stage 1 teachers in teaching GMRC beyond the classroom. The analysis revealed two themes: experiencing meaning and purpose in teaching GMRC beyond the classroom, and navigating multiple challenges in teaching GMRC beyond the classroom.

Table 1 Lived Experiences of Key Stage 1 Teachers in Teaching GMRC Beyond the Classroom.

Emergent Themes	Core Ideas	Significant Narratives
Experiencing meaning and purpose in teaching GMRC beyond the classroom	▪ Having satisfaction in modeling positive values to learners	"Sa akoo kay maka feel kog satisfaction or fulfillment ba kay makita nako nga gina apply nila ang maayong batasan na ginapakita nako sa ilaha" (For me, I feel satisfaction or fulfillment because I see them applying the good behavior that I show them) [IDI, P3].
	▪ Finding joy in reinforcing respectful behavior during school interactions	"Ako pud, malipay pud. Labi nag ma matabangan gani nimo ang bata na kana bang ma reinforce gani ang maayong batasan maskin sa gawas sa classroom. Kanang ma correct nimo ba ug ma guide, maka feel jud kog happiness ana" (Me too, I would be happy. Especially when you can help the child, like reinforcing good behavior even outside the classroom. When you can correct and guide them, I really feel happiness from that" [FGD, P2].
	▪ Feeling proud while recognizing meaningful character formation among learners	"Makabati kog ka proud gyud kung makita nako nga ang bata mu- 'mano' sa teacher or mag-sorry kung nakasala. Murag makita nimo nga na-practice nila ang values" (I feel really proud when I see the child make the 'mano' gesture to the teacher or apologize if they did something wrong. It seems like you can see that they are practicing the values.) [FGD, P3].
Navigating multiple challenges in teaching GMRC beyond the classroom	▪ Managing inconsistent values reinforced at home	"Kana bitaw naay bata nga ginatudluan nimo nga mag 'please' ug 'thank you', pero muingon dayon siya nga sa ila daw balay dili man sila ana. Lisod gyud ay..." (Sometimes, you have learners where you're teaching to say 'please' and 'thank you', but then they immediately say that they don't do that at home. It's really hard...) [IDI, P3].
	▪ Handling multiple responsibilities beyond classroom instruction	"Madami kaming ginagawa bilang teacher—lesson planning, checking papers, tapos kailangan pa bantayan ang discipline ng mga bata sa labas ng classroom. Those are some of the challenges no." (We have a lot to do as teachers—lesson planning, checking papers, and then we also have to monitor the discipline of the kids outside the classroom. Those are just some of the challenges.) [IDI, P4].
	▪ Addressing learner's behavioral conflicts during school activities	"Naay juy mga panahon bitaw na mag-away sila. Human lisod baya i address ang behavior nila. Usahay kay emotional kaayo ang mga bata. Kung naay misunderstanding, kinahanglan gyud nimo sila i-guide unsaon pag-sorry ug pag-okay, challenging siya sa teacher kay kinahanglan jud nimo og taas nga pasensya" (There are indeed times when they fight. Then it's really difficult to address their behavior. Sometimes, the children can be very emotional. If there is a misunderstanding, you really need to guide them on how to apologize and make up, it's challenging for the teacher because you really need a lot of patience) [FGD, P4].
	▪ Struggling to sustain consistent values formation without adequate institutional support	"Human modungag pa jud ning wala gani kaayoy support. Kanang usahay murag kulang ang support system sa school ba. Kami-kami lang gyud sa teachers ang mag-remind sa bata about GMRC" (Then, on top of that, there's hardly any support. Sometimes it feels like the support system in the school is lacking. It's really just us teachers who remind the children about GMRC) [IDI, P2]

The first theme, experiencing meaning and purpose in teaching GMRC beyond the classroom, encompassed three core ideas: (1) having satisfaction in modeling positive values to learners, (2) finding joy in reinforcing respectful behavior during school interactions, and (3) feeling proud while recognizing meaningful character formation among learners.

Teachers often experience a sense of fulfillment when they observe positive attitudes, engagement, and the development of values among their students. Seeing learners internalize values and demonstrate positive behaviors strengthens teachers' motivation and professional well-being, as student engagement and positive responses in the classroom are closely associated with higher teacher satisfaction and well-being (Burić et al., 2024).

- *Participants Shared their Experiences.*

"Para sa akin, ang pagtuturo ng GMRC ay nakapagbibigay talaga ng sense of fulfillment lalo na kapag nakikita mo na ginagaya ka nila, kasi ikaw 'yung nakikita nila na role model'" (For me, teaching GMRC really gives a sense of fulfillment, especially when you see them imitating you, because you are the one they see as a role model) [IDI, P4].

"Though challenging jud ang magtudlo og GMRC sa gawas sa klase no, somehow, makabati pud kog kalipay ba labi nag naa koy makita na akoang batasan human ilahang ginasundog. Maka happy pud baya" (Though teaching GMRC outside the classroom is really challenging, somehow, I also feel happy, especially when I see them following my example. It can be quite happy) [FGD, P1]

"Makabati kog pagiging proud basta makit-an nako sila na maghatag og respeto sa ubang tao, kanang magpakita gud sila og maayong pamatasan, makabati jud kog kanang kalipay human ma proud pud kay apil ko sa nag shape sa ilahang behavior" (I feel proud as long as I see them showing respect to other people, really demonstrating good manners. I feel happy and proud because I am part of shaping their behavior) [IDI, P1].

Having satisfaction in modeling positive values to learners revealed that teachers have a significant impact on their students' character development through daily interactions and activities. Key Stage 1 teachers felt satisfied when they saw learners imitate the values they consistently demonstrate. One teacher expressed this satisfaction:

"Makita nako nga ang mga bata mosunod gyud sa akong gipakita nga respeto. Kung mag 'thank you' ko ug 'please', ginabuhat pud nila. Maka-satisfy kaayo kay makita nimo nga natun-an gyud nila" (I can see that the children really follow the respect I show. When I say 'thank you' and 'please', they do it too. It's very satisfying because you can see that they really learned) [IDI, P1].

These experiences occurred during informal school situations such as recess, flag ceremonies, hallway interactions, and peer engagements where teachers guide learners through real-life examples of respect, discipline, and kindness.

Teachers were satisfied when learners demonstrated the positive behaviors they consistently exhibit. Values education becomes meaningful when teachers act as role models, allowing learners to observe and imitate appropriate conduct in real-life school contexts (Tarsono et al., 2024). According to Mallari (2025), learners are more responsive to value instruction when teachers consistently model the behaviors that they expect students to practice. Similarly, integrating moral values into everyday interactions strengthens learners' internalization of respect, responsibility, and empathy. These findings also aligned with the idea that value formation is reinforced through daily social interactions rather than through formal instruction alone.

Moreover, one participant described the experience of finding joy in reinforcing respectful behavior during school interactions as:

"Sa flag ceremony, ginaremind nako sila nga mag-stand straight ug mag-respeto sa flag. Makita nako nga seryoso sila ug ginabuhat gyud nila. Maka-happy kaayo" (At the flag ceremony, I reminded them to stand straight and respect the flag. I can see that they are serious and really doing it. I am very pleased) [IDI, P3].

Teachers expressed that everyday interactions create opportunities to guide learners in demonstrating respect, kindness, and discipline. One teacher also talked about the experience of realizing the impact they have created on their learners:

"Sometimes during recess, makita nako nga ang mga bata mag-'excuse me' ug maghatag ug turn sa uban. Mao na ang moment nga ma-realize nako nga naa gyud impact ang GMRC" (Sometimes during recess, I see the children say 'excuse me' and take turns with others. That's the moment I realized that GMRC really has an impact) [IDI, P2].

These informal situations allowed teachers to reinforce values through guidance and real-life examples. According to Mallari (2025), values education became more effective when learners experience moral concepts through daily interactions rather than through isolated classroom instruction. Similarly, values formation is strengthened when teachers integrate ethical behaviors into routine school experiences (Naquines et al., 2025). These findings also supported the view that character development in schools is

sustained through continuous reinforcement in both formal and informal settings, allowing learners to internalize values as part of their everyday behavior (Republic of the Philippines, 2020).

While some teachers found joy in observing learners practice respectful behavior and reinforcing it during everyday school interactions, others also felt proud to recognize meaningful character formation among learners. One teacher stated:

“Nakikita kong ginagaya nila yung pagiging respectful ko sa kapwa teacher, sa guard, pati sa utility, ma proud pud ko bilang teacher”(I see them imitating my respectfulness toward fellow teachers, the guard, and even the utility staff; I feel proud as a teacher) [IDI, P4].

- *Another One Shared:*

“... sa tan-aw nako makahatag og sense of pride labi na kanang makita gyud nimo kung na-practice nila ang respeto ug cooperation even outside the classroom. Mao na ang moment nga maka-feel ko nga meaningful ang among trabaho” (... I think it's satisfying, especially when you can really see them practicing respect and cooperation even outside the classroom. That's the moment when I feel that our work is meaningful) [FGD, P4].

When teachers witness students applying these values—such as helping peers, demonstrating kindness, or showing responsibility—they often feel a sense of pride because these behaviors reflect successful moral and character development. As learners gradually demonstrate greater respect, empathy, and responsibility, teachers witness a transformation in their perspectives and behaviors. Research indicated that character education in elementary classrooms helps nurture positive traits and social behaviors that support both emotional growth and academic engagement (Garwood, 2023).

These findings highlighted that classroom relationships and supportive learning environments further enhance the rewarding nature of character education. Studies on elementary learners have found that positive student–teacher and peer relationships are strongly associated with the development of character strengths such as fairness, teamwork, responsibility, and self-regulation (Thomas et al., 2022). Furthermore, recognizing character formation among young learners reinforces teachers’ sense of professional purpose.

The second theme, navigating multiple challenges in GMRC teaching beyond the classroom, included four core ideas: (1) managing inconsistent values reinforced at home, (2) handling multiple responsibilities beyond classroom instruction, (3) addressing behavioral conflicts during school activities, and (4) struggling to sustain consistent values formation without adequate institutional support. Participants shared their experiences.

“Usahay ma-frustrate gyud ko kay bisan sige na mi remind sa bata about respect, pagbalik sa school makita gihapon nga naa silay dala nga batasan gikan sa balay nga dili maayo” (Sometimes I really get frustrated because even though we keep reminding the child about respect, when they return to school, we still see that they bring bad behavior from home) [IDI, P1].

“Kanang mag balik-balik ang issue sa batasan kay lahi man ang natun-an sa balay. Sus, kana jud akoang problema. Naa pa juy mga ginikanan na konsentidor kaayo human mosulti na buotan daw ilang anak” (That issue of behavior keeps coming up because what was learned at home is different. That's really my problem. There are still parents who are very indulgent and then claim their child is good) [FGD, P1].

“Usahay kapoy gyud kay dili lang sa classroom ang trabaho. Bisin sa recess bantayan pa nimo ang behavior sa bata, murag whole day ka nag-remind about GMRC” (Sometimes it's really tiring because the work isn't just in the classroom. Even during recess, you have to monitor the children's behavior, it feels like you're reminding them about GMRC the whole day) [IDI, P2].

“Tapos i address pa jud nimo ang away ba. Imoha pa silang i settle. Lisod uy kay di man nimo ma control ilang emotions.” (Then you need to address the conflict. You still have to settle it for them. It's difficult because you can't control their emotions) [FGD, P2].

Kung naa lang unta mas klaro nga programs para sa GMRC sa school, mas dali siguro namo ma-guide ang behavior sa mga bata” If only there were clearer programs for GMRC in school, it would probably be easier for us to guide the children's behavior) [IDI, P5].

Nakaingon pud ko nga kinahanglan pud gyud ug stronger support gikan sa administration para mas consistent ang pag reinforce sa values ba. Dili kay sa teacher ra tanan” (I also think that stronger support from the administration is really needed to make the reinforcement of values more consistent. Not just the teachers) [FGD, P3].

Guiding learners in applying GMRC became challenging when the values taught at school were not consistently reinforced at home. These situations make it difficult for teachers to sustain positive behavior among learners despite their continuous efforts to guide and remind learners of respectful conduct, leaving teachers often frustrated.

Inconsistency of values reinforcement between home and school can create confusion among learners and make behavior formation more difficult. A teacher stated:

"Dili tanan bata kaya i-practice ang nakat-unan sa GMRC nga lessons kay mostly dili pud nila makita bitaw sa ilang balay" (Not all children can practice what they learned in GMRC lessons because mostly they don't see it at home) [IDI, P2].

This statement clearly showed how inconsistency in values implementation between school and home affects the values development of the learner. Research suggests that values education is more effective when there is alignment between home practices and the values reinforced in school (Mallari, 2025). When such alignment is absent, teachers often face greater challenges in sustaining consistent moral behavior among learners.

Similarly, values formation is strengthened when parents and schools collaborate to guide children's conduct and reinforce shared moral expectations, since joint educational efforts and parental involvement significantly enhance children's moral development and character formation (Djazilan & Wuryandani, 2024). These findings highlighted the importance of strong home–school partnerships in supporting the successful implementation of GMRC beyond the classroom.

Moreover, the study revealed that teachers, aside from delivering academic lessons, felt overwhelmed as they were also expected to supervise learners during recess, monitor behavior in hallways and on the playground, guide learners during school programs, and address behavioral concerns as they arose. One teacher shared:

"...kana ganing sa playground usahay naa pa mi magbantay para walay mag-away. Murag teacher ka, counselor pa gyud. Makasulti ka na daghana ba nakog papel sa kalibutan..." (...sometimes we have to supervise at the playground to prevent fights. It's like you're a teacher, but also a counselor. I can't help but think that I have so many roles to play...) [FGD, P2].

Managing these responsibilities simultaneously can be overpowering, especially when teachers must ensure learners consistently practice positive values across different school settings. Another teacher added:

"Sometimes sabay-sabay ang responsibilities. Teaching, supervising, then resolving issues sa students. Nakaka-overwhelm pud bitaw" (Sometimes the responsibilities come all at once. Teaching, supervising, then resolving issues with students. It can be quite overwhelming, you know) [IDI, P5].

Teachers often struggle to integrate values into instruction due to heavy workload and time constraints, as values education is seen as time-consuming alongside content-heavy teaching demands (Agbayani & Antonio, 2024).

The responses also indicated that teachers experienced emotional and physical strain as they juggle multiple responsibilities while ensuring that learners practice GMRC beyond the classroom. Managing instructional tasks alongside supervision and behavioral guidance requires significant effort and time. Studies have shown that teachers often experience increased workload when they are expected to address both academic instruction and character development simultaneously (Ancheta, 2024). These demanding responsibilities might have a serious, gradual negative effect on teachers and on how they handle their classes.

Another challenge is addressing learners' behavioral conflicts. Though a study on emotional intelligence and social activities in education by Koç et al. (2024) found that student interactions in school social activities significantly promote empathy, cooperation, emotional awareness, and conflict-resolution skills, contributing to the development of values and a positive school culture, conflicts still emerged. These conflicts require first-hand involvement among the teachers, and this involvement was seen as a demand on educators, described as a struggle rather than a mere opportunity to reinforce values. One of the teachers clearly stated:

"Human modungag pa jud ng naay mag-away no, kinahanglan jud dayun nimo i address ng ilang away ug ipasabot sa ilaha ilang mga sala, dungag jud na sa struggle " (Then, adding to it, if there are fights, you really need to address their conflicts and explain their mistakes to them, which adds to the struggle) [IDI, P3].

Similarly, teaching values education across various school contexts demands continuous teacher involvement, which can contribute to professional pressure and role overload (Beruin, 2025). Despite these demands, teachers remain committed to reinforcing positive values among learners, demonstrating the essential role they play in sustaining moral development within the school environment.

Teachers explained that situations such as disagreements during group activities, arguments in the playground, and misunderstandings among classmates often require immediate intervention. These situations can be difficult to manage because teachers must respond quickly while guiding learners to resolve conflicts respectfully and practice the values they have been taught. These findings highlight that addressing conflicts, although difficult, becomes an important avenue for reinforcing GMRC beyond the classroom.

Lastly, the study revealed that teachers struggle to sustain consistent values formation without adequate institutional support. Maintaining consistent GMRC practice beyond the classroom becomes difficult for Key Stage 1 teachers when institutional support is limited. One teacher noted:

“May mga pagkakataon din na gusto naming mas palakasin ang values formation, pero kulang sa materials at programs na makakatulong sa amin” (There are also times when we want to strengthen values formation more, but we lack the materials and programs that can help us.) [IDI, P4].

Although they are committed to guiding learners in practicing values, they sometimes experience difficulties due to a lack of clear school policies, limited instructional materials, and insufficient reinforcement programs that support GMRC implementation in everyday school situations (Victoriano & Ligan, 2025). These challenges make it harder for teachers to maintain consistent values formation among learners across different school contexts.

Sustaining values formation requires strong institutional support that extends beyond individual teacher efforts. When school systems provide clear programs, resources, and administrative support, teachers are better equipped to consistently reinforce values among learners. Studies indicate that effective values education depends not only on teacher commitment but also on supportive school leadership and institutional structures that promote ethical development across the school environment (Özdoğan & Sarier, 2024).

In summary, the lived experiences of Key Stage 1 teachers in teaching GMRC beyond the classroom highlighted that moral development is a purposeful and continuous process embedded in everyday school life. Teachers expressed a deep sense of meaning and fulfillment in their role as character educators, particularly through modeling positive values, reinforcing respectful behavior during daily interactions, and witnessing learners' gradual character formation. These experiences affirmed that moral values are effectively cultivated when educators intentionally embody and reinforce virtues in authentic contexts rather than limiting instruction to formal lessons (Berkowitz & Bier, 2021). This supported the findings of Selda et al. (2025), which emphasized that values formation becomes more meaningful when embedded in daily experiences rather than confined to formal instruction. Similarly, Döring et al. (2024) highlighted that teachers promote values not only through lessons but through routines, relationships, and school culture, reinforcing the idea that everyday interactions are critical in shaping learner behavior.

However, the findings also revealed significant challenges in sustaining GMRC implementation beyond the classroom. Teachers reported difficulties such as inconsistent reinforcement of values at home, handling multiple responsibilities beyond instruction, dealing with behavioral conflicts among learners during school activities, and limited institutional support to sustain values formation. These challenges reflected the influence of multiple interacting environments—particularly the home and school—where inconsistencies in values reinforcement can disrupt the continuity of moral development. Social Learning Theory also explains that learners rely on significant adults within their environment to model appropriate behavior and provide guidance in navigating social situations (Schunk & DiBenedetto, 2020). Consequently, teachers often carry multiple responsibilities in shaping learners' character, which can contribute to both professional fulfillment and emotional demands. These challenges align with Karabacak (2021), who found that while teachers recognize the importance of values education, they often struggle with practical constraints, such as time limitations and diverse learner backgrounds. Moreover, the difficulty of addressing behavioral conflicts in real-life school situations often leads to unpredictable scenarios that require teachers to actively guide learners in moral decision-making. The issue of limited institutional support also echoes Calo et al. (2024), who emphasized that values education requires a whole-school approach and cannot rely solely on individual teacher effort.

The findings reinforced the idea that teaching GMRC beyond the classroom is a holistic endeavor in which positive experiences, challenges, and contextual factors are interconnected. Effective values education depends not only on teacher effort but also on consistent reinforcement across school and home, supportive institutional structures, and meaningful opportunities for learners to practice values in their daily lives.

➤ *Coping Strategies of Key Stage 1 teachers in teaching GMRC beyond the classroom*

The findings suggested that effective coping strategies in teaching GMRC beyond the classroom require a combination of communication, structure, reflective practices, and collaboration. These strategies work together to help teachers navigate challenges while ensuring that values education remains consistent, meaningful, and responsive to the realities of the school environment.

Table 2 summarizes Key Stage 1 teachers' coping strategies in teaching GMRC beyond the formal classroom set-up. Four themes were identified based on the participants' answers, namely: strengthening home-school communication to align values reinforcement, guiding learners through calm mediation and restorative conversations, maximizing available school resources, and prioritizing structured routines to balance instruction and supervision. Each theme encompasses three core ideas generated from the responses.

Table 2 Coping Strategies of Key Stage 1 Teachers in Teaching GMRC Beyond the Classroom

Emergent Themes	Core Ideas	Significant Narratives
Strengthening home-school communication to align values reinforcement	<ul style="list-style-type: none"> Maintaining consistent communication between teachers and parents 	<p>"Kapag may mapansin ako na behavior na kailangan i-improve, ime-message ko 'yung parent para matulungan rin nila sa bahay. Kailangan talaga palaging nakikipag communicate sa parents para di tayo mahirapan" (When I notice a behavior that needs improvement, I will message the parent so they can also help at home. It's really necessary to always communicate with the parents so we won't have a hard time) [IDI, P4].</p>
	<ul style="list-style-type: none"> Encouraging active parental involvement 	<p>"Importante gyud nga makig coordinate sa parents kay kung pareho ang ginatudlo sa balay ug sa school, mas dali matun-an sa bata" (It's really important to coordinate with the parents because if what is taught at home and at school is the same, the child will learn more easily) [IDI, P5].</p>
	<ul style="list-style-type: none"> Supporting the values taught in school 	<p>"Kung aware ang parents sa values nga ginatudlo sa school, mas dali pud nila ma guide ang ilang mga anak" (If parents are aware of the values being taught in school, it will be easier for them to guide their children) [FGD, P4].</p>
Guiding learners through calm mediation and restorative conversations	<ul style="list-style-type: none"> Facilitating peaceful dialogue with learners 	<p>"...kung naa mag-away nga bata, dili nako dayon sila kasab-an. Ginaistorya nako sila ug ginapahinumdom unsa ang sakto nga buhaton" (...if there are children fighting, I don't immediately scold them. I talk to them and remind them of the right thing to do) [IDI, P2].</p>
	<ul style="list-style-type: none"> Promoting empathy among learners 	<p>Nagtatanong lang ako hanggang sa pwede ko ng baliktarin 'yung sitwasyon. Tinuturuan ko silang mag emphatize sa kaklase nila" (I just keep asking questions until I can turn the situation around. I'm teaching them to empathize with their classmate) [IDI, P4].</p>
	<ul style="list-style-type: none"> Guiding learners in resolving conflicts 	<p>"...dapat matudluan sila unsaon na nila pag deal sa conflict ba na maghatag pud silag respeto sa ilang classmates" (...they should be taught how to deal with conflicts and also show respect to their classmates) [FGD, P2].</p>
Maximizing available school resources	<ul style="list-style-type: none"> Collaborating with co-teachers 	<p>"Magpatabang jud ko sa mga kaubanan. Kung naa koy problema sa behavior sa bata, mag istorya ko sa mga co teachers kay para matambagan pud ko nila unsay buhaton" (I will really ask for help from my colleagues. If I have a problem with a child's behavior, I talk to my co-teachers so they can advise me on what to do) [IDI, P1].</p>
	<ul style="list-style-type: none"> Gaining support from the community 	<p>"Dakog tabang ang school community no. Di man ta kompleto og materials sa pagtudlo og GMRC pero naa man poy mga tao sa atoang community na atoang ma tap na tabangan ta sa atoang struggle as teacher" (The school community is really of great help. Though we are not complete when it comes to materials when it comes to teaching GMRC, there are people in the community whom we can ask for help in our struggle as a teacher) [IDI, P5].</p>
	<ul style="list-style-type: none"> Sharing responsibility in values reinforcement 	<p>"Mas effective kung ang teachers magtinabangay sa pag-remind sa bata about respect ug discipline" (It is more effective if teachers help each other in reminding the child about respect and discipline.) [FGD, P1].</p>
Prioritizing structured routines to balance instruction and supervision	<ul style="list-style-type: none"> Establishing rules inside and outside the classroom 	<p>"Sa klase pa lang ginaremind na nako sila sa rules para bisan sa recess kabalo sila unsa ang sakto nga behavior" (In class, I remind them of the rules so that even during recess, they know what the right behavior is) [IDI, P2].</p>
	<ul style="list-style-type: none"> Creating simple routines 	<p>"... importante gyud ang simple routines para ma-manage ang behavior sa bata bisan outside sa classroom" (simple routines are really important to manage a child's behavior even outside the classroom) [FGD, P1].</p>
	<ul style="list-style-type: none"> Implementing routines consistently 	<p>"...kung consistent ang routines sa school, mas dali pud sa teachers nga i-balance ang teaching ug supervision" (if the routines at school are consistent, it would be easier for teachers to balance teaching and supervision) [FGD, P4].</p>

The first theme, which is strengthening home-school communication to align values reinforcement, encompassed three core ideas: (1) maintaining consistent communication between teachers and parents, (2) encouraging active parental involvement, and (3) supporting the values taught in school. Teachers shared that through parent meetings, informal conversations, and messages, they try to align home practices with the values taught in school. Participants shared their experiences.

“Ang ginabuhay gyud nako, akoang pirmo i chat ang mama. Akoang i report ang buhat sa bata kay para ma aware pud sila ba human motabang pud silag disiplina kay dili gyud lalim” (What I really do is always chat with the mom. I report the child's actions so that they can be aware and help with discipline because it's really not easy) [IDI, P1].

“Akoang style gyud, ipatawag nako ang ginikanan kay istoryahon. I chat nako kundi i text, human paadtuon nako sa school. Istoryahon nako human ipasabot nako ba unsa ang values na ginatudlo nako sa mga bata para ilaha pong itudlo sa ilang anak sa ilang balay” (My way is to call the parents and talk to them. I will chat or text them, then have them come to school. I will talk to them and explain the values I teach the children so they can also teach them to their own children at home) [FGD, P2].

“Naa bayay ubang parent na murag gihatag nalang gyud sa atoa ang ilang responsibilidad. Mao ng istoryahon gyud, ipatawag gyud para personal na makaistorya” (There are some parents who seem to have just handed over their responsibilities to us. That's why we need to talk, we need to call them in so we can discuss it personally) [IDI, P3].

The responses showed that teachers actively involved parents in reinforcing GMRC values to address the inconsistencies that sometimes arise between school and home practices. One participant from the focus group discussion shared:

“Base sa akoang experience, lisod ang kanang mga bata nga walay follow-up. Mao na importante gyud kaayo na naa gyud tay communication sa ilang ginikanan permanente” (Based on my experience, those children without follow-up are difficult. That's why it's really important that we have permanent communication with their parents) [FGD, P4].

Strengthening home-school communication helped teachers create a supportive environment where values are consistently practiced. Research suggested that parental involvement plays an essential role in reinforcing moral development and helping learners internalize values taught in school (Ablasa, 2024).

Similarly, when parents are treated as educational partners and are actively involved in school-based and home-based learning processes, students receive more consistent guidance, which strengthens their behavioral development and overall learning outcomes. This supports the view that values education becomes more effective when reinforced through coordinated efforts between schools and families rather than being confined to classroom instruction alone (Kelty & Wakabayashi, 2020).

The second theme, which is guiding learners through calm meditation and restorative conversations, had three core ideas: (1) facilitating peaceful dialogue with learners, (2) promoting empathy among learners, and (3) guiding learners in resolving conflicts. Instead of immediately imposing punishment, teachers try to make learners understand the consequences of their actions and encourage them to reflect on the importance of respect, empathy, and responsibility.

- *One Teacher-Participant Realized that Promoting Empathy to Learners by Asking Questions is Effective, Stating:*

“Istoryahon nako na sila. Di ko magsigeg pangasaba kay sakit pud sa tutunlan. Hinay lang gud na istorya. Motubag gyud na sila human akoang pakonsensyahan. Akoang sultian nga kung baliktad mog kahintang, unsa may bation nimo be? Ah kana, makasabot na sila unsa ilang mali” (I will talk to them. I won't keep scolding them because it hurts my throat too. Just talk slowly. They will really answer after I make them reflect. I told them that if the situation were reversed, how would they feel? Ah, then they will understand what they did wrong) [IDI, P2].

Through conversations, teachers allow learners to express their feelings, apologize, and resolve misunderstandings peacefully. Another participant emphasized the responsibility of teachers when it comes to dealing with conflicts,

“...kay second parent man ta, i guide ra guud nako na sila na ilang masabtan ilang gibuhay, na makasabot pud sila sa ilang classmate” (...since we are like second parents, I just guide them to understand their actions and to also understand their classmates) [IDI, P3].

These realizations and practices help learners internalize GMRC values and apply them in real-life interactions beyond the classroom. Participants shared their experiences.

“Magkagubot man gyud na no. Ang style nako, pahumanon sa nako na sila kay naa pa man na sila sa peak sa ilang emotions. Unya, before na sila mouli, ipabilin nako na sila kay istoryahon na nako na sa nahitabo” (It will really get chaotic, right? My style is to let them finish because they are still at the peak of their emotions. Then, before they go home, I let them stay because I want to talk to them about what happened) [IDI, P1].

Hinay hinayan lang gyud og istorya human ipasabot sa ilaha na ani diay ni, dili ka tama, mali imong gibuhay, kung ikaw daw atun unsa may imong bation? Mga ana na istorya para mokalma sila" (Talking to them like letting them understand their actions and asking them what should they feel if someone do this to them? Those questions can calm them down) [FGD, P1].

"...naa poy mga bata na nabungog na og kasaba sa balay ba so dili na effective kung kasab-an napud nimo sila" (... there are children who have already been scolded at home, so it's not effective if you scold them again) [IDI, P3].

"Taasan gyud nato atoang pasensya. Ipabilin nalang nako uy arun mag istorya mi" (We really need to be patient. I'll just ask the kids involved to stay after class so that we can talk about what happened) [FGD, P3].

The responses showed that encouraging dialogue and reflection helps teachers foster learners' empathy and accountability for their actions. Research suggested that values education becomes more meaningful when learners are given opportunities to reflect on their behavior and practice respectful conflict resolution in real-life situations (Fr Boby et al., 2025). Likewise, schools that promote restorative approaches help learners develop social responsibility and strengthen moral understanding through guided interactions. These findings highlighted the role of teachers as facilitators of moral learning, helping learners apply GMRC values during everyday conflicts.

The third theme, maximizing available school resources, encompassed three core ideas: (1) collaborating with co-teachers, (2) gaining support from the community, and (3) sharing responsibility in values reinforcement. Teachers shared that working together allowed them to exchange strategies, reinforce consistent reminders about respectful behavior, and support one another in guiding learners during school activities. Through teamwork and the use of available school programs, teachers can sustain values reinforcement even when resources are limited. A teacher-participant emphasized that learners' values formation should not only fall on the teachers alone by stating:

"Ug dili lang pud sa teachers uy, sa tibuok community gyud, school community. Magtinabangay gyud para sa mga bata" (And not just the teachers, but the entire community, the school community. We should really help each other for the sake of the children) [FGD, P2].

- *Participants Shared their Experiences*

"...makakuha kog suporta sa ubang parents. Naa man gyuy mga maayo pud ug makasabot. Makakuha pud kog idea sa akoang mga kaubanan nga teachers" (I can get support from other parents. There are really good parents who understand. I also get ideas from my fellow teachers) [IDI, P2].

"Mao na kung consistent ang reminders sa teachers bisan asa nga area sa school, mas dali pud ma practice sa bata ang GMRC" (That's why if the teachers consistently remind them in any area of the school, it will be easier for the children to practice GMRC) [FGD, P4].

The responses showed that sharing strategies and reinforcing consistent expectations, teachers create a supportive school environment that strengthens GMRC implementation. The study found that effective values education is strengthened when teachers actively involve parents, school leaders, and the wider school community in reinforcing student behavior and moral development. It emphasized that GMRC instruction becomes more consistent and meaningful when home-school collaboration and community support are present, allowing learners to practice values beyond classroom instruction (Victoriano & Ligan, 2025). Likewise, collaborative practices among teachers help strengthen instructional strategies and provide mutual support in addressing behavioral concerns among learners (Gamboa, 2023).

The fourth theme is prioritizing structured routines to balance instruction and supervision. Teachers shared that by setting clear rules and regularly reminding learners of appropriate conduct, they can maintain order while continuing to reinforce GMRC values throughout the school day. This theme was made up of three core ideas: (1) establishing rules inside and outside the classroom, (2) creating simple routines, and (3) implementing routines consistently. One teacher-participant revealed that when it comes to handling challenges in learners' behavior, multiple approaches have already been practiced, but imposing rules seemed to be one of the most effective, *"Daghan mag strategies no, dili man nako mapanganlan tanan pero akoang consistent na ginahimo kay kanang mag impose jud og rules sulod sa room"* (There are many strategies, and I can't name them all, but what I consistently do is impose rules inside the room) [IDI, P1]. Participants shared their experiences.

"Sa akoang klase, naga establish kog routines para dili ko magsigeg panugo human di pud ko magsigeg badlong" (In my class, I establish routines so I don't have to keep giving instructions and also so I don't have to keep scolding) [IDI, P2].

"Simple lang kaayo na na mga routines ba pero basta consistent lang gyud, dako kaayo og tabang" (Those routines are really simple, but as long as you're consistent, they can be a huge help) [FGD, P1].

Results showed that establishing consistent expectations allows learners to understand appropriate behavior in different school contexts, making values reinforcement more effective. Research suggested that structured classroom and school routines contribute to positive student behavior and help teachers maintain a supportive learning environment (Marquez & Oropa, 2025).

Overall, the findings in coping strategies demonstrated a deliberate effort to sustain moral and values formation through consistent, structured, and collaborative practices. The teachers’ strategies reflect the view that character education is most effective when values are intentionally reinforced across different school experiences and social interactions.

One key strategy is strengthening home-school communication to align values reinforcement, which includes maintaining consistent communication with parents, encouraging active parental involvement, and supporting school-based values at home. El Zaatari and Maalouf (2022) also emphasize how learners develop within interconnected systems, particularly the home and school. The alignment of these systems enhances the consistency of the moral guidance learners receive across environments.

Another important strategy is guiding learners through calm meditation and restorative conversations, where teachers facilitate peaceful dialogue, promote empathy, and help learners resolve conflicts. This reflects intentional character formation through real-life moral experiences. In addition, Social Learning Theory supports this approach by highlighting that learners develop social and moral behavior by observing how teachers model calmness, empathy, and respectful conflict resolution (Aldrup et al., 2022).

Teachers also reported maximizing available school resources as one of their coping strategies, including collaboration with co-teachers, engaging community support, and sharing responsibility in values formation. This supported the study by Makrakis and Kostoulas-Makrakis (2021), which emphasizes that education requires co-responsibility among different systems, such as the family, school, and wider community. It also reinforces that character formation is not the responsibility of teachers alone but is strengthened through a system-wide and community-based approach (Sarkadi et al., 2022).

Finally, teachers emphasized prioritizing structured routines to balance instruction and supervision, such as establishing rules, creating simple routines, and consistently implementing them. Sims et al. (2022) explain that effective classroom management is rooted in clearly established and consistently implemented practices, including rules, routines, and structured teacher behaviors. The study highlights that when teachers consistently apply classroom expectations and management procedures, students show improved behavioral regulation, engagement, and academic responsiveness, supporting the development of positive habits and a well-managed learning environment.

In summary, coping strategies revealed that effective GMRC implementation relies on consistent value reinforcement, intentional modeling, collaborative support systems, and structured environments, all of which are shaped by the interaction of individual teacher practices, social learning processes, and environmental influences.

➤ *Insights of Key Stage 1 Teachers in Teaching GMRC Beyond the Classroom*

The findings on the insights gained by Key Stage 1 teachers in teaching GMRC beyond the classroom emphasized the importance of shared responsibility in values formation.

Table 3 shows the three themes generated from the Key Stage 1 teachers’ answers, namely: fostering values formation through home-school alignment, shaping learners’ behavior through teacher modeling, and reinforcing GMRC through daily school interactions. Each theme comprises three core ideas.

Table 3 Insights of Key Stage 1 Teachers in Teaching GMRC Beyond the Classroom

Emergent Themes	Core Ideas	Significant Narratives
Fostering values formation through home-school alignment	▪ Reinforcing values at home	“ <i>Kanang dapat mag align gani ang values na makita sa bata diria sa school ug kanang didto pud sa ilahang balay</i> ” (The values that the child sees here at school should align with those at home) [IDI, P3].
	▪ Providing support to learners	“ <i>Napansin nako no nga ang bata nga supportive ang parents sa values education mas respectful ug disciplined sa school</i> ” (I noticed that children whose parents are supportive of values education are more respectful and disciplined in school) [IDI, P5].
	▪ Emphasizing cooperation as essential rather than optional	“ <i>Ako kay na learn nako na kung ang school ug ang pamilya magtinabangay, mas strong gyud ang development sa values sa bata</i> ” (I have learned that if the school and the family work together, the development of the child’s values will be much stronger) [FGD, P3].
Shaping learners’ behavior through teacher modeling	▪ Understanding that learners are imitators	“ <i>...’yung mga maliliit na bata, para silang mirror, ginagaya nila ’yung mga tao sa paligid</i> ” (...little children are like mirrors; they imitate the people around them) [IDI, P4].

	<ul style="list-style-type: none"> ▪ Demonstrating consistency in actions and words 	<p>“<i>Makita nila sa atoa na consistent na sa atoang pakikitungo gani sa laing tao, masundog man gyud na nila ba labi na kung idol kaayo ka sa bata</i>” (They see in us that we are consistent in our dealings with other people, and they will really emulate that, especially if you are admired by the child) [FGD, P3].</p>
	<ul style="list-style-type: none"> ▪ Recognizing teachers as moral exemplars 	<p><i>Kita as teachers, we are role models. Mosugot man ta o dili pero part gyud na sa atoang profession na i-look up gyud ta sa atoang mga estudyante</i>” (We as teachers, we are role models. Whether we like it or not, it's really part of our profession that we are looked up to by our students) [FGD, P1].</p>
Reinforcing GMRC through daily school interactions	<ul style="list-style-type: none"> ▪ Reinforcing respectful behavior through everyday teacher-learner interactions 	<p>“<i>Kanang everyday gani nato na interactions sa mga bata, dako na gyud nag matabang. Kana bang mo greet sila sa imoha human motubag pud ka, makatabang na gyud na. Ma reinforce nato ang ilang maayong batasan ba</i>” (Those everyday interactions we have with the children, they really help a lot. Like when they greet you and you respond, that really helps. We can reinforce their good behavior) [FGD, P3].</p>
	<ul style="list-style-type: none"> ▪ Practicing positive peer relationships in daily school encounters 	<p>“<i>Sa recess makita gyud nako nga naay bata nga mu-share sa iyang snacks sa iyang classmate. Didto nimo makita nga na-apply nila ang values</i>” (During recess, I really saw a child sharing their snacks with their classmate. There you can see that they are applying values) [IDI, P3].</p>
	<ul style="list-style-type: none"> ▪ Creating small interactions into opportunities 	<p>“<i>...casual interaction lang gud, kada adlaw man gyud ta naga interact sa ilaha ba. Kanang mga ana na butang, atoa na silang ma guide ana sa ilahang pag-apply og maayong pamatasan</i>” (... just casual interaction, we really interact with them every day. Those kinds of things, we can guide them in applying good manners) [FGD, P4].</p>

Key Stage 1 teachers recognized the effectiveness of the alignment between the values taught in school and the practices reinforced at home. This first theme consisted of three core ideas: (1) reinforcing values at home, (2) providing support to learners, and (3) emphasizing cooperation as essential rather than optional. Teachers shared that learners are more likely to internalize respectful behavior when parents and teachers consistently guide them toward the same moral expectations. A participant of the focus group discussion shared,

“*Dapat gyud naa tay consistent communication sa mga ginikanan sa atoang mga bata kay sila man atoang partner when it comes sa pagpadako sa mga bata. Busa, kita pud, makig coordinate pud ta sa ilang mga parents para win-win atoang relationship sa ilaha*” (We should really have consistent communication with the parents of our learners because they are our partners when it comes to raising the kids. So, we should also coordinate with their parents to ensure a win-win relationship with them) [FGD, P2].

This statement indicated how communication can build better relationships with the parents. Participants shared their reflections.

“*Akoa lang gyud kay magtinabangay gyud dapat ang eskwelahan ug ang balay para mamaayo ang mga bata nato*” (It's really my belief that the school and the home should truly work together for our children to improve) [IDI, P3].

“*Need lang talaga nila ng guidance from parents at tsaka from teachers. Consistent lang talaga dapat sa pag-iimplement ng GMRC sa bahay at sa school para madali lang nilang makuha 'yung mga good values*” (They really just need guidance from parents and teachers. It really needs to be consistent in implementing GMRC at home and in school so that they can easily grasp the good values) [IDI, P4].

“*...istoryahon gyud ang ang mga ginikanan para ma aware sila ba human matabangan pud ta na ma imposed pud tung ginatudlo nato sa ilang balay*” (the parents should really be talked to so that they will be aware and that they can also help us impose what we teach at home) [FGD, P2].

The responses revealed that teachers view home–school alignment as an essential factor in strengthening learners' values formation. When parents and teachers reinforce the same expectations for respectful behavior, learners are more likely to internalize the moral lessons they receive. When families also actively support the values taught in school, learners demonstrate more consistent discipline, empathy, and respect in their daily interactions. Research has shown that family-school partnerships strengthen learning outcomes and foster the development of positive values in students (Pamungkas et al., 2025).

Similarly, parental involvement and teacher coordination create consistent guidance systems that positively influence students' behavior and learning environment (Lv et al., 2025). These findings highlighted that values formation is most effective when it becomes a shared responsibility between the school and the home environment.

Teachers' behavior and daily actions also strongly influence how learners' practice GMRC. The second theme, which is shaping learners' behavior through teacher modeling, is composed of three core ideas: (1) understanding that learners are imitators, (2) demonstrating consistency in actions and words, and (3) recognizing teachers as moral exemplars.

Schwamberger and Curtner-Smith (2018) emphasized that teacher modeling plays a key role in shaping students' moral behavior through observation and imitation. It supports the idea that teachers perceived learners as imitators, closely observing how they spoke, treated others, and responded to different situations.

Teachers serve as consistent role models whose exemplary behavior strengthens students' character formation in school settings (Mutie & Gathuku, 2020). Because of this, they recognized that they must consistently demonstrate respect, patience, and kindness so that learners can imitate these behaviors. The participant in the in-depth interview openly shared that it is important for teachers to practice these values with their learners. The participant stated that:

"Lisod kaayo mamadlong kung di pud ta makabadlong sa atoang kaugalingon. Mao ng dapat jud na magbantay pud ta sa atoang lihog kay daghan baya nagatan-aw sa atoa isip kita kay mga maestra" (It's very difficult to correct others if we can't correct ourselves. That's why we really need to be careful with our actions because many people are watching us as we are teachers) [IDI, P1].

Another participant insisted that it is already part of the profession, stating that *"We are role models. Gustohin man natin o hindi, makikita talaga ng mga bata sa atin kung ina-apply ba natin ang GMRC"* (We are role models. Whether we like it or not, the children will really see if we are applying GMRC) [IDI, P4]. Through modeling, teachers become living examples of the values they aim to instill in their learners both inside and beyond the classroom. Participants shared their insights.

"Sa akoo, kanang manundog sila ba. Tinuod gyud na na mura silag salamin nato ba. Dili lang gud sa atoa gud, pero sa tanang nakapalibot sa ilaha" (In my opinion, they are like mirrors. It's really true that they are like our mirrors. Not just to us, but to everyone around them) [IDI, P1].

"Mahirap kasing paniwalaan kung si teacher hindi rin ipinapakita 'yung magandang ugali. Kaya careful talaga dapat tayo on the way we speak, and the words that comes out with our mouth. Mahirap kasi kapag hindi magkatugma 'yung tinuturo natin sa mga kilos natin" (It's hard to believe if the teacher doesn't also show good behavior. So we really have to be careful with the way we speak, and the words that come out of our mouth. It's difficult when what we teach doesn't match our actions) [IDI, P4].

"Sakto to si ma'am na role model gyud ta. Naa sa atoang mga kamot unsaon nato pagpatuman sa GMRC sa sulod ug gawas sa klase nato" (Ma'am is right that we are the role models. It is in our hands how we implement GMRC inside and outside our class) [FGD, P3].

"Ipakita akoang istorya kay dili lang gyud dapat iistorya. Ipakita gyud nato sa atoang mga lihog ug sa atoang interaction kay usa gyud na ka paraan na mosunod sila" (Show through actions because it shouldn't just be talked about. We should really show it through our actions and interactions because that's one way they will follow) [IDI, P5].

The responses indicated that teachers recognized the powerful influence of modeling in shaping learners' behavior. Studies showed that learners respond more positively to values education when teachers actively model the behaviors they expect students to practice (Villarde, 2026). Likewise, values formation becomes more meaningful when learners observe ethical conduct in real-life situations within the school environment. These findings highlighted that teacher modeling remains a fundamental component of effective GMRC implementation beyond the classroom.

The third theme, which is reinforcing GMRC through daily school interactions, consisted of three core ideas: (1) reinforcing respectful behavior through everyday teacher-learner interactions, (2) practicing positive peer relationships in daily school encounters, and (3) creating small interactions into opportunities.

Teachers observed that learners practice values not only during formal lessons but also through simple daily encounters and resolving misunderstandings. These everyday situations allow teachers to guide learners in applying values in real-life contexts. One participant shared how valuable these encounters were by stating, *"Madugay man o ginagmay gani nato na istorya, opportunity naman na ba para makabalo sila. Pwede na kaayo nato na itudlo dira ang GMRC"* (Whether it's a long or short conversation, it's already an opportunity for them to learn. We can definitely teach them GMRC there) [IDI, P3]. Participants shared their insights.

"...daily interaction sa school makatabang gyud sa pag reinforce sa GMRC" (...daily interactions at school really help reinforce GMRC) [FGD, P4].

"Every day, makig mingle ta sa ilaha, maka learn na sila sa atoa. Dili lang man sa formal class maka learn ang mga bata di ba" (Every day, we mingle with them, and through that, they learn from us. Children don't only learn in formal classes) [FGD, P2].

“Atoang treatment sa ilaha kada adlaw, kana, opportunity na na siya para ma guide ang mga bata” (The way we treat with the kids is already an opportunity to guide them) [FGD, P1].

“Madungog nimo na ang bata mag-sorry sa iyang classmate, dira nimo makita na nakakat-on gyud sila sa atoa” (You will hear the child say sorry to their classmate, and that's when you will see that they are really learning from us) [IDI, P5].

The responses showed that teachers intentionally used everyday classroom interactions and informal encounters as opportunities to instill values such as respect, cooperation, and conflict resolution among learners. These interactions were embedded in routine moments, such as peer disagreements, greetings, and sharing activities, which became meaningful contexts for reinforcing GMRC values (Selda et al., 2025). Research indicated that values education becomes more effective when learners experience moral lessons through real-life interactions and social engagement within the school environment (Narag, 2025).

Moreover, Olaya (2024) found that values formation is most effective when moral values are consistently practiced in everyday school interactions and reinforced through real-life experiences, leading to the internalization of positive behavior and character development among learners.

In summary, the insights gained by Key Stage 1 teachers highlighted that GMRC teaching beyond the classroom is most effective when character formation is treated as a shared, continuous, and experience-based process. Teachers' reflections emphasize that values development is not limited to instruction but is reinforced through relationships, modeling, and daily interactions within and beyond the school environment.

The insight that fostering values formation through home-school alignment underscores the importance of consistently reinforcing values at home, providing support to learners, and recognizing cooperation as essential rather than optional. Moreover, Alinsunurin (2020) stated that consistent collaboration between parents and schools contributes to a positive learning environment that supports students' development and behavior.

The finding that shaping learners' behavior through teacher modeling emphasizes educators as intentional moral agents. Teachers recognized that learners are imitators who closely observe adult behavior, making consistency between teachers' words and actions essential (Tarsono et al., 2024). Thus, teachers serve as primary behavioral models in shaping moral development.

The insight that daily school interactions reinforce GMRC highlighted that even small, routine encounters—such as teacher-learner interactions and peer relationships—serve as meaningful opportunities for character formation. This reinforces the idea that moral education is embedded in everyday experiences rather than confined to formal lessons (Sarkadi et al., 2022). This further supports the idea that repeated exposure to positive behaviors in natural settings strengthens learning and internalization of values.

Overall, the insights revealed that effective GMRC education is grounded in coordinated home-school collaboration, consistent moral modeling by teachers, and the intentional use of daily interactions as learning opportunities, all of which are shaped by the interaction of character formation processes and observational learning.

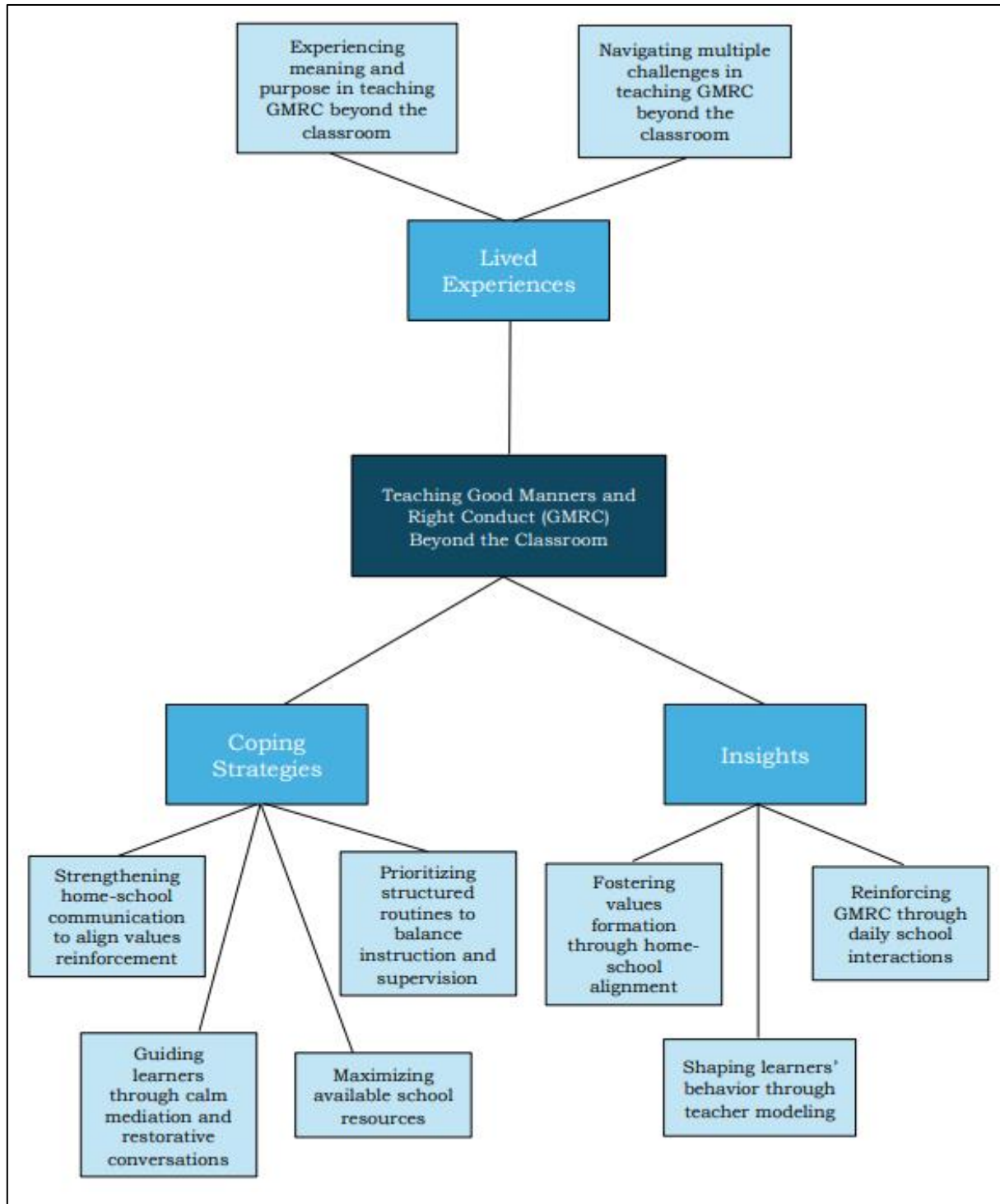


Fig 3 Thematic Map of Key Stage 1 Teachers' Experiences in Teaching GMRC Beyond the Classroom.

CHAPTER FOUR

SUMMARY OF FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents the main findings, discusses their implications, the implications, and offers recommendations that may further strengthen the implementation of GMRC at the elementary level.

➤ *Summary of Findings*

The study revealed that Key Stage 1 teachers experience teaching GMRC beyond the classroom as both meaningful and demanding. The findings showed that teachers perceived moral formation as a continuous process that extends beyond formal instruction into everyday interactions.

• *Results of the Analysis Revealed the Following:*

- ✓ In terms of lived experiences, teachers expressed a strong sense of meaning and purpose in GMRC teaching. They reported satisfaction in modeling positive values, joy in reinforcing respectful behavior during daily interactions, and pride in witnessing learners' character development. These experiences emphasize intentional moral modeling and value formation as central to education. However, teachers also faced multiple challenges, including inconsistent reinforcement of values at home, heavy workload beyond instruction, behavioral conflicts among learners, and limited institutional support for sustained character formation. These challenges highlight the complexity of moral development, in which home, school, and institutional systems interact and sometimes conflict.
- ✓ To address these challenges, teachers adopted several coping strategies. They strengthened home-school communication, actively engaged parents, and promoted shared responsibility in values formation. They also used calm mediation and restorative conversations to guide learner behavior, maximizing school resources through collaboration with colleagues and the community, and establishing structured routines to ensure consistency in behavior management and supervision.
- ✓ From these experiences, insights gained by teachers emphasized that home-school alignment fosters values formation, that teachers function as moral models whose actions significantly shape learner behavior, and that daily school interactions serve as powerful opportunities for GMRC reinforcement. These insights strongly supported the idea that learners acquire behaviors through observation, imitation, and consistent exposure to modeled values.

➤ *Implications*

This study presented the following implications:

- The findings imply that GMRC education is not confined to classroom instruction but is a holistic, continuous process of moral formation. Teachers play a crucial role as intentional character builders, embedding values in both structured lessons and informal interactions.
- Teachers are central models of behavior. Learners internalize GMRC values by observing consistent teacher actions, reinforcing the need for alignment between what teachers teach and how they behave in everyday school life.
- Learners character development is strongly influenced by interconnected systems—particularly the home and school. Inconsistent reinforcement of values across these systems weakens GMRC implementation, underscoring the need for stronger collaboration among parents, teachers, and the wider school community.

Overall, the study suggests that effective GMRC teaching requires a systemic, collaborative, and consistent approach that involves all stakeholders in the learner's environment.

➤ *Recommendations*

The study made the following suggestions in light of these findings:

- The Department of Education may institutionalize support systems for GMRC implementation, including clear policies that recognize the importance of character education beyond academic outcomes. Provision of adequate resources and reduced non-teaching workload for teachers is also recommended to support sustainable moral education practices.
- School heads may develop school-based initiatives that promote values formation throughout the school environment. They may support teachers by encouraging collaborative planning, organizing values-focused programs, and creating opportunities to reinforce GMRC during school events, routines, and student interactions.
- Teachers may continue to model positive values and integrate GMRC into both classroom and everyday school situations. They may also strengthen communication with the parents and guardians to ensure that values taught in school are reinforced at home, helping learners develop consistent moral behavior.
- Parents may actively engage as co-partners in the formation of values. Schools should strengthen home-school partnerships through regular communication and involvement programs to ensure consistency in reinforcing GMRC values across environments.

- Learners may be encouraged to actively practice the values taught in GMRC through their daily interactions with peers, teachers, and the school community.
- Future studies may further explore GMRC implementation across different grade levels or investigate longitudinal impacts of teacher modeling and home-school collaboration on learner character development.

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APPENDIX

APPENDIX A

PERMISSION FROM THE DEAN TO CONDUCT STUDY

 **RIZAL MEMORIAL COLLEGES, INC.**
GRADUATE SCHOOL
RMC Buildings, 7-A, Lopez Jaena & F. Torres Sts.,
Marfori Heights, Davao City 8000 

OFFICE OF THE DEAN GRADUATE SCHOOL

January 10, 2026

JINKY B. FIRMAN PhD, CESO VI
Schools Division Superintendent
Division of Panabo City

DepED Division of Panabo City
RECORDS SECTION
RECEIVED
12 JAN 2023
7:37 AM


Madam:

This is to respectfully endorse the request for permission of **MS. MIRAFLORE P. APUSAGA** a candidate for Master's degree to conduct a study entitled **"TEACHING GOOD MANNERS AND RIGHT CONDUCT: EXPERIENCES OF KEY STAGE 1 TEACHERS BEYOND THE CLASSROOM"** in partial fulfillment for the course leading to the degree of Master of Arts in Educational Management (MA-EM).

Ms. Apusaga will coordinate with the school heads to avoid disruption of classes endeavor.

Your support and concern for the educational growth of **Ms. Apusaga** is greatly appreciated.


Very truly yours,


NELIA BALAGTAS-AGA, PhD
Dean, Graduate School

APPENDIX B

APPROVED LETTER TO CONDUCT STUDY FROM SDS

0120/01/22X



Republic of the Philippines
Department of Education
 REGION XI
 SCHOOLS DIVISION OF PANABO CITY

January 13, 2026

MIRAFLOR P. APUSAGA
 Researcher
 Rizal Memorial Colleges, Inc.
 Marfori Heights, Davao City


Dear Ms. Apusaga:

This is to inform you that your request for a permit to conduct a study entitled ***“Teaching Good Manners and Right Conduct: Experiences of Key Stage 1 Teachers Beyond the Classroom”*** has been approved.

You may proceed with the conduct of your study once all the required documents stipulated in the Guidelines for the Conduct of Research/Study are submitted to this Office through the Planning and Research Section. During the data gathering, you are reminded of items d, e, and f indicated in Section 3 General Guidelines, stating that you are to brief/debrief all your respondents regarding the topic, scope, and nature of your study, provide them a copy of the Confidentiality Agreement, and that the participation of the respondents to the study is voluntary.




Please see attached copy of the guidelines for the conduct of research for your perusal and guide in the proper conduct of the study.

Very truly yours,



JINKY B. FIRMAN PhD, CESO VI
 Schools Division Superintendent



CC:SEPS for Planning and Research

Address: City Hall Compound, Km 31, JP Laurel,
 Panabo City, Davao del Norte
 Telephone No: (084) 823-1469, (084) 628-4066
 Email: panabocity.division@deped.gov.ph
 Website: www.depedpanabocity.com

APPENDIX C

APPROVED LETTER TO CONDCUT STUDY FROM PSDS

 **RIZAL MEMORIAL COLLEGES, INC.**
GRADUATE SCHOOL
RMC Buildings, 7-A, Lopez Jaena & F. Torres Sts.,
Marfori Heights, Davao City 8000 

ANTONIO R. PASQUITO JR.
Public Schools District Supervisor
Panabo North District
Division of Panabo City

Sir:


Greetings!


The undersigned is currently working on her Master's Degree Thesis entitled **"TEACHING GOOD MANNERS AND RIGHT CONDUCT: EXPERIENCES OF KEY STAGE 1 TEACHERS BEYOND THE CLASSROOM"** as partial fulfillment for the Degree of Master of Arts in Education major in **Educational Management (MA-EM)**.

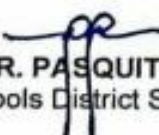
In line with this, the undersigned would like to ask permission from your good office allowing her to administer the research interview to the selected teachers of Panabo North District. The responses will provide necessary data needed for the realization of the said study. Rest assured that the data gathered will be treated with utmost confidentiality.

Attached herewith is the endorsement letter signed by the Schools Division Superintendent, giving her the permission to administer the research interview.

Thank you very much.


Very truly yours,

MS. MIRAFLORES P. APUSAGA
Researcher

Noted by: 
REMIGILDA D. GALLARDO
Thesis Adviser


Approved by:

ANTONIO R. PASQUITO JR.
Public Schools District Supervisor

APPENDIX D

APPROVED LETTERS TO CONDUCT STUDY FROM PRINCIPALS



RIZAL MEMORIAL COLLEGES, INC.
GRADUATE SCHOOL
RMC Buildings, 7-A, Lopez Jaena & F. Torres Sts.,
Marfori Heights, Davao City 8000



RUBBIE G. LABANON
Principal III
Rodrigo D. Mabitad Sr. Elementary School
Division of Panabo City

Madam:


Greetings!

I am pleased to inform you that I am about to defend my graduate thesis leading to the degree of **MASTER OF ARTS IN EDUCATIONAL MANAGEMENT** at Rizal Memorial Colleges.

In view of this, may I ask permission from your good office to allow me to conduct my research entitled **“TEACHING GOOD MANNERS AND RIGHT CONDUCT: EXPERIENCES OF KEY STAGE 1 TEACHERS BEYOND THE CLASSROOM”** to the selected teachers of your school.

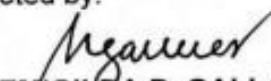
May this request be given favorable action for the realization of this research endeavor. Thank you very much and God Bless.

Very truly yours,




MS. MIRAFLORES P. APUSAGA
Researcher

Noted by:



REMIGILDA D. GALLARDO
Thesis Adviser

Approved by:



RUBBIE G. LABANON
Principal III



**RIZAL MEMORIAL COLLEGES, INC.
GRADUATE SCHOOL**

RMC Buildings, 7-A, Lopez Jaena & F. Torres Sts.,
Marfori Heights, Davao City 8000



WINSTON MARK C. COQUILLA
Principal I
Dalisay Village Elementary School
Division of Panabo City

Sir:

Greetings!

I am pleased to inform you that I am about to defend my graduate thesis leading to the degree of **MASTER OF ARTS IN EDUCATIONAL MANAGEMENT** at Rizal Memorial Colleges.


In view of this, may I ask permission from your good office to allow me to conduct my research entitled **“TEACHING GOOD MANNERS AND RIGHT CONDUCT: EXPERIENCES OF KEY STAGE 1 TEACHERS BEYOND THE CLASSROOM”** to the selected teachers of your school.

May this request be given favorable action for the realization of this research endeavor. Thank you very much and God Bless.

Very truly yours,


MS. MIRAFLORES P. APUSAGA
Researcher

Noted by:


REMIGILDA D. GALLARDO
Thesis Adviser

Approved by:


WINSTON MARK C. COQUILLA
Principal I

Received by:

WINSTON MARK C. COQUILLA



**RIZAL MEMORIAL COLLEGES, INC.
GRADUATE SCHOOL**

RMC Buildings, 7-A, Lopez Jaena & F. Torres Sts.,
Marfori Heights, Davao City 8000



RUEL B. RAMOS
Principal IV
Valentin N. Daquio Elementary School
Division of Panabo City

Sir:

Greetings!

I am pleased to inform you that I am about to defend my graduate thesis leading to the degree of **MASTER OF ARTS IN EDUCATIONAL MANAGEMENT** at Rizal Memorial Colleges.

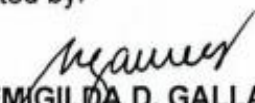
In view of this, may I ask permission from your good office to allow me to conduct my research entitled **"TEACHING GOOD MANNERS AND RIGHT CONDUCT: EXPERIENCES OF KEY STAGE 1 TEACHERS BEYOND THE CLASSROOM"** to the selected teachers of your school.

May this request be given favorable action for the realization of this research endeavor. Thank you very much and God Bless.

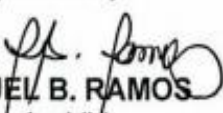
Very truly yours,


MS. MIRAELOR P. APUSAGA
Researcher

Noted by:


REMIGILDA D. GALLARDO
Thesis Adviser

Approved by:


RUEL B. RAMOS
Principal IV

APPENDIX E

ETHICS CERTIFICATE

 **Rizal Memorial Colleges, Inc.**
RESEARCH ETHICS COMMITTEE
RMC Buildings, Poblacion 8-A, Lopez Jaena
& F. Torres Streets, Marfori Heights, Davao City 

ETHICS COMPLIANCE CERTIFICATE

This is to certify that the study entitled "TEACHING GOOD MANNERS AND RIGHT CONDUCT: EXPERIENCES OF KEY STAGE 1 TEACHERS BEYOND THE CLASSROOM" prepared and submitted by: **MIRAFLORE P. APUSAGA** a candidate for the degree of **MASTER OF ARTS IN EDUCATIONAL MANAGEMENT**, has been examined and evaluated by the RMC Research Ethics Committee (RMC-REC) to comply adequately with the requirements for research ethics protocol and is therefore cleared for implementation following the scientific procedures and internationally accepted guidelines.

Given this 5th day of January 2026 at the Rizal Memorial Colleges, Graduate School, Davao City, Philippines.



DR. RONALDO L. SERAS
RMC-REC Chairman




GS-RMC – Research Ethics Committee [REC FORM 2] | REVISION 2 | AUGUST 2024

APPENDIX F


VALIDATION SHEETS



RIZAL MEMORIAL COLLEGES, INC.
GRADUATE SCHOOL
Lopez-Jaena & Torres Sts. Davao City
Tel. No. 300-71-73



Validation Sheet for Qualitative Design

Name of Researcher: MIRAFLOR P. APUSAGA Degree Enrolled: MAEM
 Title of Research: TEACHING GOOD MANNERS AND RIGHT CONDUCT: EXPERIENCES OF KEY STAGE 1 TEACHERS BEYOND THE CLASSROOM
 Name of Evaluator: Dr. ANIL JOHN T. CALIBED Dated: Evaluated: 12/6/25
 Degree of Evaluator: PhD Signature of Evaluator: 

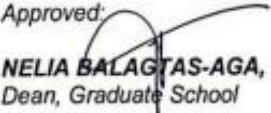
() 4 Very Good () 2 May be upgraded if revised
 () 3 Good () 1 For revalidation

To the Evaluator: Kindly check the column that fits your evaluation for the item.

Items	4	3	2	1
Ethics				
1. Introduction (purpose, confidentiality, duration and way of conduct and closing components (additional comments) are provided.	/			
2. Informed consent is included.	/			
Artistry				
3. Script included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.	/			
4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.	/			
Rigor				
5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".	/			
6. Questions are stated in the affirmative manner.		/		
7. Probing questions are provided.		/		
8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.	/			
9. Questions are stated in clear and simple terms.	/			
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research question, except special cases.	/			

REMARKS: OKAY, FOR ADMINISTRATION

ACSCU-ACI accredited: Master of Arts in Educational Management

Approved: 
NELIA BALAGTAS-AGA, PhD
 Dean, Graduate School



RIZAL MEMORIAL COLLEGES, INC.

GRADUATE SCHOOL

Lopez-Jaena & Torres Sts. Davao City

Tel. No. 300-71-73



Validation Sheet for Qualitative Design

Name of Researcher: MIRAFLOR P. APUSAGA Degree Enrolled: MAEM
 Title of Research: TEACHING GOOD MANNERS AND RIGHT CONDUCT: EXPERIENCES OF KEY STAGE 1 TEACHERS BEYOND THE CLASSROOM
 Name of Evaluator: RONALDO L. SERAS Dated: _____ Evaluated: _____
 Degree of Evaluator: Doctor of Education Signature of Evaluator:

- () 4 Very Good
- () 3 Good
- () 2 May be upgraded if revised
- () 1 For revalidation

To the Evaluator: Kindly check the column that fits your evaluation for the item.

Items	4	3	2	1
Ethics				
1. Introduction (purpose, confidentiality, duration and way of conduct and closing components (additional comments) are provided.	/			
2. Informed consent is included.	/			
Artistry				
3. Script included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.	/			
4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.	/			
Rigor				
5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".	/			
6. Questions are stated in the affirmative manner.	/			
7. Probing questions are provided.	/			
8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.	/			
9. Questions are stated in clear and simple terms.	/			
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research question, except special cases.	/			

REMARKS: Interview questions allow detailed narrations of participants

ACSCU-ACI accredited: Master of Arts in Educational Management

Approved:
NELIA BALAGTAS-AGA, PhD
 Dean, Graduate School



RIZAL MEMORIAL COLLEGES, INC.

GRADUATE SCHOOL
Lopez-Jaena & Torres Sts. Davao City
Tel. No. 300-71-73



Validation Sheet for Qualitative Design

Name of Researcher: MIRAFLOK P. APUSAGA Degree Enrolled: MAEM

Title of Research: TEACHING GOOD MANNERS AND RIGHT CONDUCT: EXPERIENCES OF KEY STAGE 4 TEACHERS BEYOND THE CLASSROOM

Name of Evaluator: DAVE JOHN M. VILLARASA Dated: _____ Evaluated: _____

Degree of Evaluator: MAEM Signature of Evaluator: *[Signature]*

- () 4 Very Good
- () 3 Good
- () 2 May be upgraded if revised
- () 1 For revalidation

To the Evaluator: Kindly check the column that fits your evaluation for the item.

Items	4	3	2	1
Ethics				
1. Introduction (purpose, confidentiality, duration and way of conduct and closing components (additional comments) are provided.	/			
2. Informed consent is included.	/			
Artistry				
3. Script included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.	/			
4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.	/			
Rigor				
5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".	/			
6. Questions are stated in the affirmative manner.	/			
7. Probing questions are provided.	/			
8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.	/			
9. Questions are stated in clear and simple terms.	/			
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research question, except special cases.	/			

REMARKS: Provide probing questions. Simplify the questions.

ACSCU-ACI accredited: Master of Arts in Educational Management

Approved:

[Signature]
NELIA BALAGTAS-AGA, PhD
Dean, Graduate School

APPENDIX G

INTERVIEW GUIDE

Research Question	Grand Tour Questions	Probing Questions
1. What are the experiences of Key Stage 1 teachers in teaching GMRC beyond the classroom?	1. Can you describe your overall experiences as a Key Stage 1 teacher in helping learners apply Good Manners and Right Conduct (GMRC) outside the classroom? 2. How do you observe the values and behaviors learned in GMRC being practiced by your learners beyond the school setting?	1. What specific challenges do you face when guiding pupils to apply GMRC outside the classroom? 2. Can you share examples of situations where you saw your pupils demonstrate GMRC values beyond school activities?
2. How do Key Stage 1 teachers cope with the challenges in teaching GMRC beyond the classroom?	1. What strategies or adjustments have you made to manage the challenges of helping learners apply GMRC beyond the classroom? 2. What does a typical situation look like when you try to cope with the challenges of teaching GMRC outside the usual classroom setting?	1. What specific difficulties do you usually encounter when guiding pupils to practice GMRC beyond school activities? 2. How do you manage or respond when pupils struggle to apply GMRC values at home or in the community? 3. Who or what supports you in dealing with these challenges?
3. What insights do Key Stage 1 teachers gain from their experiences in teaching GMRC beyond the classroom?	1. What have you learned from your experience of teaching GMRC beyond the classroom? 2. How would you narrate a typical situation where you guided pupils in applying GMRC outside the formal classroom setting?	1. What specific insights have you gained about your students’ behavior and values when applying GMRC beyond academic lessons? 2. What values do you feel are most important for your learners at this stage? 3. What challenges or opportunities do you encounter in extending GMRC lessons to real-life situations?

APPENDIX H**IN-DEPTH INTERVIEW TRANSCRIPTIONS**

Teaching Good Manners and Right Conduct (GMRC):

Experiences of Key Stage 1 Teachers

Beyond the Classroom

IDI Transcriptions

Miraflor P. Apusaga

March 2026

Research Questions

Participants Responses

➤ *What are the Experiences of Key Stage 1 Teachers in Teaching GMRC Beyond the Classroom?*

- *Can you Describe your Overall Experiences as a Key Stage 1 Teacher in Helping Learners Apply Good Manners and Right Conduct (GMRC) Outside the Classroom?*

"Makabati kog pagiging proud basta makit-an nako sila na maghatag og respeto sa ubang tao, kanang magpakita gud sila og maayong pamatasan, makabati jud kog kanang kalipay human ma proud pud kay apil ko sa nag shape sa ilahang behavior" (I feel proud when I see them showing respect to other people, really demonstrating good manners. I feel happy and proud because I am part of shaping their behavior) [IDI, P1].

"Malipay ko na makita nako nga ang akoang mga bata magpatuo sa akoa human ilahang i-appy tung ilahang nakat-unan sa amoang lessons sa ilahang kinabuhi" (I am happy to see that my learners respect me by applying what they have learned from our lessons in their lives) [IDI, P2].

"Sa akoa kay maka feel kog satisfaction or fulfillment ba kay makita nako nga gina apply nila ang maayong batasan na ginapakita nako sa ilaha" (For me, I feel satisfaction or fulfillment because I see them applying the good behavior that I show them) [IDI, P3].

"Para sa akin, ang pagtuturo ng GMRC ay nakapagbibigay talaga ng sense of fulfillment lalo na kapag nakikita mo na ginagaya ka nila, kasi ikaw 'yung nakikita nila na role model" (For me, teaching GMRC really gives a sense of fulfillment, especially when you see them imitating you, because you are the one they see as a role model) [IDI, P4].

"Mostly, maka feel jud kog satisfaction ug happiness basta makit-an nako na respectful gani sila human magpatuo pud. Pero naa gyud mga bata na bastos pud, human madungog pa jud nimo na moingon na ana sa ilahang balay. Lisod kaayo i-correct" (Mostly, I really feel satisfaction and happiness when I see that they are respectful and obedient. But there are really some kids who are rude, and then you even hear them say that they are like that at home. It's really hard to correct) [IDI, P5].

- *What Specific Challenges do you Face when Guiding Pupils to Apply GMRC Outside the Classroom?*

"Usahay ma-frustrate gyud ko kay bisan sige na mi remind sa bata about respect, pagbalik sa school makita gihapon nga naa silay dala nga batasan gikan sa balay nga dili maayo" (Sometimes I really get frustrated because even though we keep reminding the child about respect, when they return to school, we still see that they bring bad behavior from home) [IDI, P1].

"Usahay kapoy gyud kay dili lang sa classroom ang trabaho. Bisin sa recess bantayan pa nimo ang behavior sa bata, murag whole day ka nag-remind about GMRC. Human modungog pa jud ning wala gani kaayoy support. Kanang usahay murag kulang ang support system sa school ba. Kami-kami lang gyud sa teachers ang mag-remind sa bata about GMRC" (Sometimes it's really tiring because the work isn't just in the classroom. Even during recess, you have to monitor the children's behavior, it feels like you're reminding them about GMRC the whole day. Then, on top of that, there's hardly any support. Sometimes it feels like the support system in the school is lacking. It's really just us teachers who remind the children about GMRC) [IDI, P2].

“Kana bitaw naay bata nga ginatudluan nimo nga mag ‘please’ ug ‘thank you’, pero muingon dayon siya nga sa ila daw balay dili man sila ana. Lisod gyud ay. Human modungag pa jud ng naay mag-away no, kinahanglan jud dayon nimo i address ng ilang away ug ipasabot sa ilaha ilang mga sala, dungag jud na sa struggle ” (Sometimes, you have learners where you're teaching to say 'please' and 'thank you', but then they immediately say that they don't do that at home. It's really hard. Then, adding to it, if there are fights, you really need to address their conflicts and explain their mistakes to them, which adds to the struggle) [IDI, P3].

“Madami kaming ginagawa bilang teacher—lesson planning, checking papers, tapos kailangan pa bantayan ang discipline ng mga bata sa labas ng classroom. Those are some of the challenges no. May mga pagkakataon din na gusto naming mas palakasin ang values formation, pero kulang sa materials at programs na makakatulong sa amin” (We have a lot to do as teachers—lesson planning, checking papers, and then we also have to monitor the discipline of the kids outside the classroom. Those are just some of the challenges. There are also times when we want to strengthen values formation more, but we lack the materials and programs that can help us.) [IDI, P4].

“Sometimes sabay-sabay ang responsibilities. Teaching, supervising, then resolving issues sa students. Nakaka-overwhelm pud bitaw. Kung naa lang unta mas klaro nga programs para sa GMRC sa school, mas dali siguro namo ma-guide ang behavior sa mga bata” (Sometimes the responsibilities come all at once. Teaching, supervising, then resolving issues with students. It can be quite overwhelming, you know. If only there were clearer programs for GMRC in school, it would probably be easier for us to guide the children's behavior) [IDI, P5].

➤ *How do You Observe the Values and Behaviors Learned in GMRC Being Practiced by your Learners Beyond the School Setting?*

“Naay mga bata na mga buotan jud ba human makita nimo na magpatuo jud sila sa mga maestra. Pero usahay di jud malikayan na naay gyuy mag-away nga bata. Kinahanglan dayon nimo sila i-separate ug istoryahon kung unsa ang sakto nga buhaton” (There are really well-behaved children who, after you see them, truly respect the teachers. But sometimes, it's really unavoidable that there will be a child who fights. You need to separate them immediately and talk to them about what is the right thing to do) [IDI, P1].

“Dili tanan bata kaya I-practice ang nakat-unan sa GMRC nga lessons kay mostly dili pud nila makita bitaw sa ilang balay” (Not all children can practice what they learned in GMRC lessons because mostly they don't see it at home) [IDI, P2].

“Mostly sa mga bata kay mag-mano jud na sila basta makakita og teachers. Human mo greet pud na sila, in return, I greet pud nako para ganahan human ma reinforce pud ang maayong batasan” (Mostly, the children will really do the "mano" gesture when they see teachers. After they greet, I also greet them in return so they feel encouraged. This reinforces good behavior too) [IDI, P3].

“Nakikita kong ginagaya nila yung pagiging respectful ko sa kapwa teacher, sa guard, pati sa utility, ma proud pud ko bilang teacher” (I see them imitating my respectfulness toward fellow teachers, the guard, and even the utility staff; I feel proud as a teacher) [IDI, P4].

“During lunch time, manghatag na sila sa ilahang mga sud-an, pati sa recess manghatag pud sila sa ilahang mga balon sa ilahang mga classmates na walang-wala pud” (During lunch time, they give their food, and even during recess, they give their snacks to their classmates who have nothing) [IDI, P5]

• *Can you Share Examples of Situations Where you Saw your Pupils Demonstrate GMRC Values beyond School Activities?*

“Makita nako nga ang mga bata mosunod gyud sa akong gipakita nga respeto. Kung mag ‘thank you’ ko ug ‘please’, ginabuhat pud nila. Maka-satisfy kaayo kay makita nimo nga natun-an gyud nila” (I can see that the children really follow the respect I show. When I say 'thank you' and 'please', they do it too. It's very satisfying because you can see that they really learned) [IDI, P1].

“Sometimes during recess, makita nako nga ang mga bata mag-‘excuse me’ ug maghatag ug turn sa uban. Mao na ang moment nga ma-realize nako nga naa gyud impact ang GMRC” (Sometimes during recess, I see the children say 'excuse me' and take turns with others. That's the moment I realized that GMRC really has an impact) [IDI, P2].

“Sa flag ceremony, ginaremind nako sila nga mag-stand straight ug mag-respeto sa flag. Makita nako nga seryoso sila ug ginabuhat gyud nila. Maka-happy kaayo” (At the flag ceremony, I reminded them to stand straight and respect the flag. I can see that they are serious and really doing it. I am very pleased) [IDI, P3].

“Marami namang pagkakataon na naipapakita nila ang GMRC sa labas ng klase. Halimbawa is kapag binabati nila ang mga teachers or nagpapakita sila ng pagiging concern sa classmates” (There are many opportunities for them to show GMRC outside the classroom. For example, when they greet the teachers or show concern for their classmates) [IDI, P4].

“Sometimes sa hallway, makadungog ko sa bata nga nag ‘excuse me po teacher’. Small thing siya pero maka-joy kay makita

nimo nga na-apply nila ang GMRC" (Sometimes in the hallway, I hear the child say, 'excuse me, teacher.' It's a small thing, but it brings joy because you can see that they are applying GMRC) [IDI, P5].

➤ *How do Key Stage 1 Teachers Cope with the Challenges in Teaching GMRC Beyond the Classroom?*

- *What Strategies or Adjustments have You Made to Manage the Challenges of Helping Learners Apply GMRC Beyond the Classroom?*

"Daghan mag strategies no, dili man nako mapanganlan tanan pero akoang consistent na ginahimo kay kanang mag impose jud og rules sulod sa room. Ang mga bata man gud, basta sugod pa gani, mopatuo jud na sila kay mabag-uhan pa man. Mao ng dapat consistent jud ang rules na imohang ipatuman. Kadugayan kanang rules kay ilaha na ng ma routine. Mas dali nalang kung maandan na nila" (There are many strategies, and I can't name them all, but what I consistently do is impose rules inside the room. The children, you see, will comply especially at the beginning of class. That's why the rules you enforce should be consistent. Eventually, those rules will become their routine. It's easier if they get used to it.) [IDI, P1].

"Sa akoang klase, naga establish kog routines para dili ko magsigeg panugo human di pud ko magsigeg badlong. Kabalo na na sila unsay buhaton ug kabalo pud na sila kung nasuko nako. Sa klase pa lang ginaremind na nako sila sa rules para bisan sa recess kabalo sila unsa ang saktong nga behavior" (In my class, I establish routines so I don't have to keep giving instructions and also so I don't have to keep scolding. They already know what to do and they also know when I'm angry. In class, I remind them of the rules so that even during recess, they know what the right behavior is) [IDI, P2].

"Usahay ginastorya gyud nako ang parents sa bata kung naa mi concern sa behavior. Gina-explain nako unsa ang values nga among ginatudlo sa school. Akoang ipahinumdom unsa ilang responsibilities as parents. Naa bayay ubang parent na murag gihatag nalang gyud sa atoa ang ilang responsibilidad. Mao ng istoryahon gyud, ipatawag gyud para personal na makaistorya" (Sometimes I really talk to the child's parents if we have concerns about their behavior. I explain to them the values that we teach in school. I reminded them of their responsibilities as parents. Because there are some parents who seem to have just handed over their responsibilities to us. That's why we need to talk, we need to call them in so we can discuss it personally) [IDI, P3].

"Kapag may mapansin ako na behavior na kailangan i-improve, ime-message ko 'yung parent para matulungan rin nila sa bahay. Kailangan talaga palaging nakikipag communicate sa parents para di tayo mahirapan" (When I notice a behavior that needs improvement, I will message the parent so they can also help at home. It's really necessary to always communicate with the parents so we won't have a hard time) [IDI, P4].

"Ginapractice namo everyday ang simple routines like greeting, saying thank you, ug pag-follow sa line para ma-develop ang discipline. Effective gyud na siya basta kay consistent lang ka magpatuman sa imong routines" (We practice simple routines every day like greeting, saying thank you, and following the line to develop discipline. It really is effective as long as you consistently follow through with your routines) [IDI, P5].

- *What Specific Difficulties do You Usually Encounter When Guiding Pupils to Practice GMRC beyond School Activities?*

"Ako, dugay naman gyud ko sa pagpanerbisyo, ang mga bata gyud karon, grabe jud ang batasan. Maglisod kag badlong kay utro man pud gud badlongon ang mga ginikanan. Di lang jud ko magpa stress kay ako may lugi. Ang ginabuhat gyud nako, akoang pirme i chat ang mama. Akoang i report ang buhat sa bata kay para ma aware pud sila ba human motabang pud silag disiplina kay dili gyud lalim" (As for me, I've been in service for a long time, and the children nowadays, their behavior is really bad. It's hard to scold them because the parents are also hard to scold. I won't let myself get stressed because I'll be the one to lose. What I really do is always chat with the mom. I report the child's actions so that they can be aware and help with discipline because it's really not easy) [IDI, P1].

"Away. Lisod gyud ng away kay naa gyud na pirme. Lahi-lahi man gud og background, kanang family background ang mga bata human di man pirme magkasabot. Maskin pag amiga, amigo kaayo na sila, magbikil gyud na. Ang style nako kay akong silang istoryahon basta makita nako na dili nalang away bata ba. Istoryahon nako na sila. Di ko magsigeg pangasaba kay sakit pud sa tutunlan. Hinay lang gud na istorya. Motubag gyud na sila human akoang pakonsensyahan. Akoang sultian nga kung baliktad mog kahintang, unsa may bation nimo be? Ah kana, makasabot na sila unsa ilang mali" (Fight. Fighting is really difficult because it always happens. They have different backgrounds, like family backgrounds, and the children don't always get along. Even if they are very close friends, they will still fight. My style is to talk to them as long as I see that they are not just fighting like kids. I will talk to them. I won't keep scolding them because it hurts my throat too. Just talk slowly. They will really answer after I make them reflect. I told them that if the situation were reversed, how would they feel? Ah, then they will understand what they did wrong) [IDI, P2].

"Mao to. Kanang mga parents na dili pud aware unsay ginatudlo sa school. Dili magpakabana. Importante gyud na. Human kanang away. Lisod gyud na i solve labi nag naa nay physical, kanang sinumbagay na. Ipatawag nako ang ginikanan basta ana kay dili naman na madalag istorya. Naa nay black eye" (hose parents who are also not aware of what is being taught in school. Not paying attention. That's really important. Fighting is really hard to solve, especially if there's already physical fighting, like a brawl.

I'll call the parents because it's no longer a matter of discussion. There's already a black eye) [IDI, P3].

"Di talaga maiiwasan kasi hindi natin controlled ang bata. Hindi sila robot no, how I wish na robot nalang sana. So mahirap silang i monitor outside or pag tapos na ang klase. Kaya kung may natatanggap ako na sumbong or may behavior akong nakita, ina address ko kaagad. Kinakausap ko 'yung bata tapos pinapaalam ko rin 'yung mga magulang" (It's really unavoidable because we can't control the child. They're not robots, you know, how I wish they were just robots. So it's difficult to monitor them outside or after class. So if I receive a complaint or see a behavior, I address it immediately. I talk to the child and then inform the parents as well) [IDI, P4].

"I think daghan gyud ang sa parents. I mean kanang cooperation from the parents. Naa man gyuy mga parents na lisod sila ikontak ba. Need gyud gani adtuon human struggle kaayo sa teacher kay syempre mokuha og oras, plus gasto pa gyud, labi na diri na mahal ang pamasahe. Given naman gud na naa gyuy mga batasan ang mga bata no. Pero mogaan gyud na siya basta mo cooperate lang ang parents sa pag disiplina ba. Dili ng wala ra pud gani pakialam" (I think there are really many parents. I mean the cooperation from the parents. There are really some parents who are difficult to contact. They really need to be visited, which is a huge struggle for the teacher because, of course, it takes time and costs money, especially since transportation is expensive here. It's given that children do have their own behaviors, right? But it will really lighten up as long as the parents cooperate in the discipline. Not just without any care at all) [IDI, P5].

- *What Does a Typical Situation Look like When you try to Cope with the Challenges of Teaching GMRC Outside the Usual Classroom Setting?*

"Kapoy uy. Makabati kog kakapoy kay di man lalim makig deal sa batasan sa bata. Magkagubot man gyud na no. Ang style nako, pahumanon sa nako na sila kay naa pa man na sila sa peak sa ilang emotions. Unya, before na sila mouli, ipabilin nako na sila kay istoryahon na nako na sa nahitabo. Ana akoang ginabuhay kay maputol man atoang klase kung i address dayun dira ilang problema" (So tiring. I feel so tired because it's not easy dealing with a child's behavior. It will really get chaotic, right? My style is to let them finish because they are still at the peak of their emotions. Then, before they go home, I let them stay because I want to talk to them about what happened. That's what I do because our class will be interrupted if we address their problem right away) [IDI, P1].

"Dili gyud perfect. Wala gyuy klase na perfect ang mga bata og batasan. Part gyud na sa atoa ang makig deal og klase klaseng batasan sa mga bata no. Part pud na sa atoang trabaho isip maestra sa mga gagmayng bata. Atoa lang gyud silang I guide kutob sa atoang makaya. Pag dili na makaya, aw... atoang ipasa pud sa ginikanan ang pag disiplina" (Not really perfect. There is no class of children with perfect behavior. It's really part of our job to deal with different kinds of behavior from the children, right? That's also part of our job as teachers of young children. We just really need to guide them as much as we can. When it becomes too much, well... we also pass the discipline on to the parents) [IDI, P2].

"Dili sayun kay as a teacher, dapat daghan kag ideas unsaon pag handle ang conflict sulod sa room. Daghan baya mga mata magtan-aw sa atoa human taas pud silag expectation. So, dili jud lalim. Magpasalamat nalang pud ko kay makakuha pud kog suporta sa balay. Dako pud og tabang ning school community kay magpakabana pud baya ni atoang mga PTA no basta i tap lang sila" (It's not easy because as a teacher, you should have many ideas on how to handle conflicts in the room. Many eyes are watching us, and they have high expectations. So, it's really not easy. I am also thankful because I can also get support at home. The school community is also a big help because our PTA members really care, as long as you reach out to them) [IDI, P3].

"May mga bata na hindi pwedeng pagalitan or kausapin na alam mo na, 'yung kausapin na may kabaitan kasi hindi gumagana sa kanila. Kaya minsan, pinapa analyze ko sa kanila 'yung mga ginawa nila. Nagtatanong lang ako hanggang sa pwede ko ng baliktarin 'yung sitwasyon. Tinuturuan ko silang mag emphasize sa kklase nila" (There are children who shouldn't be scolded or talked to in a way that you know, talking to them kindly because it doesn't work on them. So sometimes, I make them analyze what they did. I just keep asking questions until I can turn the situation around. I'm teaching them to empathize with their classmate) [IDI, P4].

"Sa akoo no kay basta naay misunderstanding, ginatudluan gyud nako na sila mag sorry human mag reconcile. Importante gyud na kabalo sila magpaubos. I lower nila ilang pride para mag uli sila. Bata man sila, dili pa lisod ipalitok ng sorry sa ilaha no. Ana ra" (For me, whenever there's a misunderstanding, I really teach them to say sorry after reconciling. It's really important that they know how to humble themselves. They lower their pride so they can reconcile. They're still young, it's not that hard to get them to say sorry, right? That's it) [IDI, P5].

- *How do you Manage or Respond when Pupils Struggle to Apply GMRC Values at Home or in the Community?*

"Akoang badlongon human pahimangnuan unsa dapat ang ilang ipakita nga batasan. Di pwede ng pasagdan lang" (I will scold them after reminding them of the behavior they should show. It can't just be ignored.) [IDI, P1].

"Kadtung sulti nako kaganina na kung naa mag-away nga bata, dili nako dayon sila kasab-an. Ginaistorya nako sila ug ginapahinumdom unsa ang saktong buhaton. Kung dili madala, ipatawag nako ang ginikanan kay kinahanglang jud magpakita

og cooperation ang ginikanan sa eskwelahan" (Earlier, I said that if there are children fighting, I don't immediately scold them. I talk to them and remind them of the right thing to do. If they can't be reasoned with, I will call the parents because it is really necessary for the parents to show cooperation with the school) [IDI, P2].

"Ang mga gagmayng bata man gud, kulang gyud ni sila sa pag guide. Mao ra gyud na akoang ginapaningkamutan na ma guidan sila kay dili pud baya tanan parents kay present, ang uban kay nagbulag human ang uban tua sa abroad. Malooy gyud ko sa mga bata na wala poy ginikanan na moatiman sa ilaha. Busa, kay second parent man ta, i guide ra guud nako na sila na ilang masabtan ilang gibuhay, na makasabot pud sila sa ilang classmate. Kay usahay man gud, naa poy mga bata na nabungog na og kasaba sa balay ba so dili na effective kung kasab-an napud nimo sila" (The small children really lack guidance. That's really what I'm striving for, to guide them because not all parents are present; some have separated, and others are in abroad. I really feel sorry for the children who don't have parents to take care of them. So, since we are like second parents, I just guide them to understand their actions and to also understand their classmates. Because sometimes, there are children who have already been scolded at home, so it's not effective if you scold them again) [IDI, P3].

"Nagagalit ako minsan kasi tao lang naman tayo. Di naman pwedeng kalmado lang tayo parati. Pero pinapagalitan ko sila as a whole, hindi yung nagpo point ng bata. Naka address sa buong klase 'yung mga paalala ko. Tapos pag okay na, kakausapin ko rin naman 'yung mga bata na involved. This time, kalmado na ako" (I get angry sometimes because we're only human. We can't always be calm. But I scold them as a whole, not by pointing out a specific child. My reminders are addressed to the whole class. Then when everything is okay, I will also talk to the kids involved. This time, I'm calm) [IDI, P4].

"Importante gyud nga makig coordinate sa parents kay kung pareho ang ginatudlo sa balay ug sa school, mas dali matun-an sa bata. Basta man gud dili mag align sa values, ay kanang dili mag align ang values ba sa balay ug school, maglibog gyud ng bata. Importante gyud na ipahibalo sa ginikanan para ma aware pud sila ba. Ma practice nila ang values na atoang ginatudlo didto sa ilang balay" (It's really important to coordinate with the parents because if what is taught at home and at school is the same, the child will learn more easily. As long as the values don't align, I mean, if the values at home and school don't align, the child will really get confused. It's really important to inform the parents so they can be aware too. They can practice the values at home) [IDI, P5].

- *Who or What Supports You in Dealing with These Challenges?*

"Magpatabang jud ko sa mga kaubanan. Kung naa koy problema sa behavior sa bata, mag istorya ko sa mga co teachers kay para matambagan pud ko nila unsay buhaton. Kaila man ng uban sa pamilya anang mga batang problema jud, mao ng mangayo kog tambag sa ilaha" (I will really ask for help from my colleagues. If I have a problem with a child's behavior, I talk to my co-teachers so they can advise me on what to do. Some of the family members know those children who really have problems, so I ask them for advice) [IDI, P1].

Sa akoga, makakuha kog suporta sa ubang parents. Naa man gyuy mga maayo pud ug mkasabot. Makakuha pud kog idea sa akoang mga kaubanan nga teachers. Ganahan pud ko ani nila kay moapil gyud silag disiplina sa mga bata. Kana bang maskin dili nila bata human makit-an nila sa gawas o naa bay di maayong batasan sa gawas, ilaha pong badlongon. Dako nag tabang ng mga ana na buhat para ma reinforce ang GRMC sa school" (For me, I can get support from other parents. There are really good parents who understand. I also get ideas from my fellow teachers. I like them because they really participate in disciplining the children. Even if it's not their learners, if they see someone outside with bad behavior, they will scold them. Such actions greatly help reinforce the GRMC in the school) [IDI, P2].

"Kanang lunch time, magtapok man gyud ning mga teachers sa office kay mag time in ug mag time out, mao pud na nga time na makaginhawa pud tawon ang mga teachers. Mao pud na nga time nga mag share share mi ug strategies kung unsaon pag reinforce sa GMRC sa mga bata" (During lunch time, the teachers really gather in the office to time in and time out, and it's also the time when the teachers can finally relax. That's also the time when we share strategies on how to reinforce GMRC among the children) [IDI, P3].

"Nakakakuha ako ng support sa ibang parents pati na rin sa school community. Ang mga co-teachers ko, tulungan kami. Hindi kasi pwedeng isa lang di ba? Dapat talaga full force pagdating sa pagdisilpina" (I receive support from other parents as well as from the school community. My co-teachers and I are collaborating. It can't just be one, right? It really should be full force when it comes to discipline) [IDI, P4].

"Dakog tabang ang school community no. Di man ta kompleto og materials sa pagtudlo og GMRC pero naa man poy mga tao sa atoang community na atoang ma tap na tabangan ta sa atoang struggle as teacher" (The school community is really of great help. Though we are not complete when it comes to materials when it comes to teaching GMRC, there are people in the community whom we can ask for help in our struggle as a teacher) [IDI, P5].

➤ *What Insights do Key Stage 1 Teachers gain from their Experiences in Teaching GMRC Beyond the Classroom?*

• *What Have You Learned from Your experience of Teaching GMRC beyond the Classroom?*

"Actually, *daghan man kog na learn pag-abot sa pag deal sa mga bata. Usa ana kay lahi-lahi ang kada bata, lahi silag mga gikadak-an, naandan sa ilang panimalay, lahi ilahang values na makita ba. So kita, as mga teachers nila, tudluan jud nato sila unsa diay dapat. Pero dili man pud nato na mahimo kung utro pud ta, dili nato gina apply atoang ginatudlo no? Lisod kaayo mamadlong kung di pud ta makabadlong sa atoang kaugalingon. Mao ng dapat jud na magbantay pud ta sa atoang lihoc kay daghan baya nagatan-aw sa atoa isip kita kay mga maestra*" (Actually, I learned a lot when it comes to dealing with children. One of those is that each child is different, they have different upbringings, different family backgrounds, and different values. So we, as their teachers, really need to teach them what is right. But we can't do that if we ourselves are hypocrites, if we don't apply what we teach, right? It's very difficult to correct others if we can't correct ourselves. That's why we really need to be careful with our actions because many people are watching us as we are teachers) [IDI, P1].

"*Na learn nako na importante kaayo atong papel when it comes to guiding our kids, our students kay kita man ilang pirmeng kauban. Sa tibuok adlaw nila, murag mas dugay man sila diria sa eskwelahan kaysa sa ilahang panimalay. Dili pa gyud sila pirmeng magkita sa ilang ginikanan no kay ang uban manarbaho human mouli nag gabii. Naa koy ana nga estudyante na pag-uli sa iyang mama, tulog na siya human pagmata niya, nilakaw na pud iyang mama kay nanarbaho. Mao ng kita gyuy naay pinakadakong impact sa mga bata. Kita may pirmeng nilang makita*" (I learned that our role is very important when it comes to guiding our kids, our students, because we are the ones who are always with them for the whole day, it seems they spend more time here at school than at home. They don't always get to see their parents because some work and only come home at night. I have a student like that, when his mother comes home, he is already asleep, and when he wakes up, his mother has already left for work. That's why we have the biggest impact on the children. We are always the ones who are with them) [IDI, P2].

"*Ahhmm, aside sa kana ganing kinahanglan gyud nato ang tabang sa ginikanan, given naman gyud na no na manginahanglan ta nila. Ang kana sigurong alignment ba. Kanang dapat mag align gani ang values na makita sa bata diria sa school ug kanang didto pud sa ilahang balay. Naa man gud koy estudyante sa una ba na haska gyung badlongona ba human akoa gyud to siyang ginapatawag. Ang ginikanan pud kung akoa pong ipatawag, dili pud gyud moadto ba mao ng akoa gyud siyang gi home visit. Pag abot nako didto, lahi man akoang nakit-an. Kanang lisod sila sa kinabuhi human lain pud ang mga parente na nagpuyo dool sa ilaha ba. Kanang mga bastuson pud og baba. Mao ng makasulti gyud ko na kung pareho ang ginatudlo sa balay ug sa school, mas dali gyud sa bata nga ma-practice ang GMRC*" (Ahhmm, aside from that, we really need the help of our parents, that is already a given. Maybe that alignment. The values that the child sees here at school should align with those at home. I used to have a student who was really mischievous, so I had to call him in. The parents, when I called them, also never came, so I really had to do a home visit. When I arrived there, what I saw was different. They are struggling in life, and the relatives living near them are also different. Those who also have foul mouths. That's why I can really say that if the teachings at home and in school are the same, it's much easier for the child to practice GMRC) [IDI, P3].

"*Sa akin siguro ay 'yung kasabihan na we cannot give what we don't have. Tama no? Tama ba? Hahaha... Pero honestly, ito talaga yun. We are role models. Gustohin man natin o hindi, makikita talaga ng mga bata sa atin kung ina-apply ba natin ang GMRC. Mahirap kasing paniwalaan kung si teacher hindi rin ipinapakita 'yung magandang ugali. Kaya careful talaga dapat tayo on the way we speak, and the words that comes out with our mouth. Mahirap kasi kapag hindi magkatugma 'yung tinuturo natin sa mga kilos natin. Di ba, 'yung mga maliliit na bata, para silang mirror, ginagaya nila 'yung mga tao sa paligid. 'Yan lang*" (For me, it's probably the saying that we cannot give what we don't have. Right? Is that right? Hahaha... But honestly, this is really it. We are role models. Whether we like it or not, the children will really see if we are applying GMRC. It's hard to believe if the teacher doesn't also show good behavior. So we really have to be careful with the way we speak, and the words that come out of our mouth. It's difficult when what we teach doesn't match our actions. Right? Little children are like mirrors; they imitate the people around them. That's it) [IDI, P4].

"*Ahh.. Kana bitaw.. Kanang ang mga bata, gagmay pa man ni sila no, mamundog ra gyud ni sila. Naa koy bata diria na kusog kaayo mamalikas ug mag-istorya og bastos. Human one time ato, akoa siyang gipabilin arun istoryahon. Gipangutana gyud nako siya Mir kung asa niya nakat-unan iyang mga binastos, di gyud siya motubag. Akoa siya gyung gisukit-sukit ba, nisulti ra gyud siya na nadungog niya sa ilaha. Human pagpangutana nako kung nakasabot ba siya sa iyang istorya, nisulti siya nga wala. Tan-awa, wala gyud sila kabalo no, kasagaran sa ilaha. Ilaha rang ginasundog ang istorya sa ilang palibot, pati sa actions pud ba. Mao ng magbantay gyud ta*" (Ahh.. That thing.. Those kids, they're still so young, right? They really just need a good talking to. I have a child here who curses a lot and talks rudely. Then one time, I left him behind to talk. I really asked him, Mir, where he learned his rude behavior, but he wouldn't answer. I really pressed him, and he just said he heard it from them. After I asked him if he understood those rude words, he said no. Look, they really don't know, most of them. They just copy the words they hear around them, even the actions. That's why we really need to be careful) [IDI, P5].

• *What Specific Insights have you Gained About your Students' Behavior and values When Applying GMRC Beyond Academic Lessons?*

"*Sa akoa, kanang manundog sila ba. Tinuod gyud na na mura silag salamin nato ba. Dili lang gud sa atoa gud, pero sa tanang*

nakapalibot sa ilaha. Madunggan nako na sila nga mosundog sa akoang mga istorya ba, makatawa gyud ko maminaw kay maka realize ko ba na ako man gyud ni oh. Makadungog pud ko ana nila mamadlong sa ilang mga classmates human moana dayun na sulti baya na ni teacher. Maka realize ko na motimaan gyud diay sila" (In my opinion, they are like mirrors. It's really true that they are like our mirrors. Not just to us, but to everyone around them. I hear them imitating the way I speak, and I can't help but laugh because I realize that it's really me. I also hear them scolding their classmates, and then they say that I taught them that. I realize that they really do imitate) [IDI, P1].

"Ang mga bata karon lahi ra gyud atong unang panahon no. Naay mga bata na mga bright kaayo sulod sa klase human wala poy mga batasan. Naa poy mga bata na ikaw ray bantayan ba, mga wise kaayo. Lahi na gyud sila kay dili naman gyud kaayo sila mahadlok og maestra. Naa na silay ilahang batasan na maglibog ko asa pud na nila nakuha. Daghan naman kaayog maka influence gud karong panahona. Dili ka maka pinpoint og isa ra" (The kids today are really different from our time, right? There are children who are very bright in class but have no manners. There are also kids that you have to keep an eye on, they're very clever. They are really different now because they are not so afraid of the teacher anymore. They already have their own behavior that makes me wonder where they got it from. There are so many influences nowadays. You can't pinpoint just one) [IDI, P2].

"Makita gyud nako nga ginagaya sa mga bata ang akong behavior. Kung respectful ko sa ila, mahimo pud silang respectful sa uban. So the way ko makipag deal sa ilaha, ilaha pud ng gina obserbahan ba human ilahang sundogon. Mao ng careful gyud ta sa atoang gina istorya kay ilaha pud baya ng i share sa lain no, labi na sa ilahang mama" (I can really see that the children are imitating my behavior. If I am respectful to them, they will also be respectful to others. So the way I deal with them, they also observe it and then follow it. That's why we really have to be careful with what we say because they might share it with others, especially with their mom) [IDI, P3].

"Kagaya ng sinabi ko kanina na kailangan nating maging role model no para sa mga bata natin. Ginagaya nila tayo kaya dapat naTing ipakita na mayrron rin tayong good values at tsaka ipakita natin na mga professionals talaga tayo. Hindi naman natin kayang baguhin 'yung family nila, at least sa atin man lang, makita nila 'yung mga magagandang pag-uugali di ba?" (As I said earlier, we need to be role models for our children. They imitate us, so we should show that we also have good values and that we are truly professionals. We can't change their family, but at least in our case, they can see the good behaviors, right?) [IDI, P4].

"Daghan maka influence sa batasan sa bata. Kanang ilang mga amigo, dali ra guud na sila mosundog sundog pud. Maka amigo gani silag mga sipat, mosipat pud na sila. Aside anang mga amigo, kanang kulang sa atiman sa ginikanan. Dili matudluan og maayong pamatasan sa ilang balay ba maong wala pud silay batasan pag-abot sa eskwelahan. Dili man tanan pero daghan gyud sa mga bata karon, mao gyud na. Ang uban spoiled gani kaayo. Kana na mga batasan gyud" (Many can influence a child's behavior. Their friends, they easily imitate them. If they make friends with the wrong crowd, they will also become like them. Aside from those friends, those who lack parental care. They are not taught good manners at home, so they also lack discipline when they get to school. Not all, but many of the children today, that's really the case. Some are really spoiled. Those are really bad behaviors) [IDI, P5].

➤ *How Would you Narrate a Typical Situation where you Guided Pupils in Applying GMRC Outside the formal Classroom Setting?*
"Usahay sa hallway makita nako nga ang bata mag 'good morning' ug mag-smile sa teacher. Mao na ang simple nga practice sa GMRC. Malipay pud ko mao ng tubagon pud nako arun ganahan pud ba" (Sometimes in the hallway, I can hear the child say 'good morning' and smile at the teacher. That's the simple practice of GMRC. I'm happy, so I'll answer it to reinforce the values) [IDI, P1].

"Sa akoo kanang during sa mga school events gani or mga activities pareha anang dira sa gym, pahimangnuan gyud nako na sila sa ilang mga buhaton ug dili buhaton kay para dili ko mag konsimisyon pag-abot didto. Mopatuo man pud noon sila" (For me, during school events or activities like those in the gym, I really remind them of what to do and what not to do so that I won't get into trouble when we get there. They do listen though) [IDI, P2].

"Sa recess makita gyud nako nga naay bata nga mu-share sa iyang snacks sa iyang classmate. Didto nimo makita nga na-apply nila ang values. Maka-happy lantawon na naay mga bata na ana ang batasan ba. Kanang wala man nimo gisultian pero may pagkukusa" (During recess, I really saw a child sharing their snacks with their classmate. There you can see that they are applying values. It's heartwarming to see children with such good behavior. That even without you telling them, they still take the initiative) [IDI, P3].

"Pag may nag-aaway, pinaghihiwalay ko sila at kinakausap. Kung medyo malala ang sitwasyon, tatawagin ko na ang mga magulang para malaman din nila. Magpapatulong na rin ako sa guidance coordinator natin o sa principal para ma deal yung ugali ng bata." (When there is a fight, I separate them and then talk to them. When the situation gets a bit serious, I will call the parents so they can be informed too. I will also ask for help from our guidance coordinator or the principal to deal with the child's behavior) [IDI, P4].

"Typical situation? Siguro kanang naay mga flag raising ceremony kay mag line man gyud na ang mga bata human magkanta."

Akoa na silang i remind na maghatag silag respect ba. Tarungon nila ang ilang pagkanta human ilang linya dapat straight. Human before sila mosulod balik sa classroom, mamunit sa silag mga basura na makit-an nila sa ilang dool" (Typical situation? Maybe during flag raising ceremonies, the children will line up after singing. I will remind them to show respect. They should sing properly and their line, it should be straight. Before they reenter the classroom, they will pick up any trash they find nearby) [IDI, P5].

- *What Values do you Feel are Most Important for Your Learners at this Stage?*

"Tanang values. Hehehe. Bitaw, as a teacher, mao man gyud na atoang goal, matudluan nato og tama nga values atoang mga bata. Tanang maayong values atoang itudlo ba kay sa kadaghan nga maayo, siyaro og wala gyuy ma apply. Hahaha. Pero guidance man guide ang importante para makat-unan na no. Masin unsang values pa imong itudlo basta dili lagi makit-an sa bata, di gyud na niya buhaton" (All values. Hehehe. Indeed, as a teacher, that is really our goal, to teach our children the right values. We should teach all the good values because with so many good ones, surely not all will be applied. Hahaha. Guidance is really important for learning, all of those, right? No matter what values you teach, if the child doesn't see them, they won't do them) [IDI, P1].

"Kung values lang ang istoryahan, daghan gyud tag masulti kay naa baya na sa atoang lesson no. Moana ta na gusto ta atoang mga bata makabaton og respeto, or love, or pagkabuotan, dali ra man gyud na iistorya pero ang pag implement gyud ana, mao gyud nay importante kaayo. Gagmay pa ma gud ni sila, tabangan gyud ni nato sila. Di lang kita, ang mga ginikanan pud no" (If we're just talking about values, we really have a lot to say because it's already in our lesson, right? We say that we want our children to have respect, or love, or kindness; it's easy to talk about, but implementing it is really what is very important. They are still young, we really need to help them. Not just us, but also the parents, right?) [IDI, P2].

"Ang mga bata karon kulang gyud silag respeto. Dili pud tanan no. Importante gyud na makabalo sila ana kay maanad sila nga pasagdan lang sila, pagdako ana nila, lisod na usabon. Mao gyud nay sulti nga teach them young. Akoa lang gyud kay magtinabangay gyud dapat ang eskwelahan ug ang balay para mamaayo ang mga bata nato" (The children nowadays really lack respect. Not all of them, right? It's really important that they know this because if they get used to being neglected, when they grow up, it will be hard to change. That's really what they say, "teach them young." It's really my belief that the school and the home should truly work together for our children to improve) [IDI, P3].

"Ay naku marami. Tinuturo natin 'yan parati sa loob at labas ng school pero hindi pa rin naman assurance na ia-apply ng bata. Lahat naman siguro ng magagandang values mahalaga lalo na maliliit pa 'to sila. Need lang talaga nila ng guidance from parents at tsaka from teachers. Consistent lang talaga dapat sa pag-iimplement ng GMRC sa bahay at sa school para madali lang nilang makuha 'yung mga good values" (Oh my, a lot. We always teach that both inside and outside of school, but there's still no assurance that the child will apply it. All good values are probably important, especially since they are still young. They really just need guidance from parents and teachers. It really needs to be consistent in implementing GMRC at home and in school so that they can easily grasp the good values) [IDI, P4].

"Wala may problema kung unsa na values ang ila dapat makuha no, as long as positive lang gyud dapat. Ang pag acquire man gud ana ba ang importante. Asa gi acquire? giunsa pag acquire sa bata ana nga batasan? Napansin nako no nga ang bata nga supportive ang parents sa values education mas respectful ug disciplined sa school" (There's no problem with what values they should acquire, as long as they are really positive. The acquisition of that is what really matters. Where was it acquired? How did the child acquire that behavior? I noticed that children whose parents are supportive of values education are more respectful and disciplined in school) [IDI, P5].

- *What Challenges or Opportunities do you Encounter in Extending GMRC Lessons to Real-Life Situations?*

"Kadtung challenges na gipangutana nimo kaganina, mao ra gyud gihapon to. Sa opportunities, kanang naa ta diria sa atoang mga bata pa lang, opportunity na na siya. Makaistorya gani sila kada adlaw, opportunity na na para matudluan sila" (The challenges you asked about earlier are still the same. Regarding opportunities, being here with our children is already an opportunity. Talking to them every day, that's already an opportunity) [IDI, P1].

"Daghan mag challenges sama anang dili mo cooperate ang parents no human kulang pud tag support. Sa opportunities kay naa tay responsibility na gihatag sa atoa as mga maestra. Kana pa lang, opportunity na nato na, maestra gud ta, so magpaka maestra gyud ta. Atoa silang tudluan gyud sa maayong pamatasan, dili lang mga lessons sa mga subject kay kanang pamatasan, mao gyud nay pinaka importante. Mao nay modala sa ilaha sa ilang success puhon pagmadagko na sila" (There are many challenges, like when parents don't cooperate, and we also lack support. In terms of opportunities, we have a responsibility given to us as teachers. Just that alone is an opportunity for us; we are teachers, so we should really act like teachers. We should really teach them good manners, not just the lessons in the subjects because manners are really the most important. That will lead them to their success when they grow up) [IDI, P2].

"Ang challenge is kay ang pag maintain nato sa atoang pamatasan. Dili lang kita teachers kundili pati sa mga ginikanan. Ang opportunity siguro kay kanang atoang everyday interaction sa ilaha. Madugay man o ginagmay gani nato na istorya, opportunity naman na ba para makabalo sila. Pwede na kaayo nato na itudlo dira ang GMRC. Wala gani ta kabalo na kanang makig-istorya ta sa ilaha usahay, naa na dayun na silay makuha sa atoa" (The challenge is maintaining our values. We are not just teachers but

also the second parents. The opportunity, perhaps, is in our everyday interactions with them. Whether it's a long or short conversation, it's already an opportunity for them to learn. We can definitely teach them GMRC there. We don't even realize that when we talk to them sometimes, they immediately get something from us) [IDI, P3].

"Ang challenge para sa akin ay 'yung pagiging consistent sa pakikitungo natin sa lahat. Di ba sabi ko kanina, they look up to us. Challenging talaga 'yun kasi mahirap 'yun i-maintain. Sa opportunities siguro is we have the power to demand cooperation with their parents. Kasi we are respected as teachers no, so let's make the most out of it" (The challenge for me is being consistent in how we treat everyone. Didn't I say earlier, they look up to us? That's really challenging because it's hard to maintain. In terms of opportunities, we have the power to demand cooperation from their parents. Because we are respected as teachers, right? So let's make the most out of it) [IDI, P4].

"Daghan og challenges kay sama nato, busy ta. Dili lang kani atoang trabaho. Daghan tag additional work. Ang opportunity siguro kay naa sa atoa ra pud ang solusyon sa atoang problema. Naa tay opportunity na i guide sila, tudluan sila, ipakita sa ilaha unsay mga dapat buhaton. Ipakita akoang istorya kay dili lang gyud dapat iistorya. Ipakita gyud nato sa atoang mga lihok ug sa atoang interaction kay usa gyud na ka paraan na mosunod sila. Madungog nimo na ang bata mag-sorry sa iyang classmate, dira nimo makita na nakakat-on gyud sila sa atoa. Example ra na ha. Daghan pa ang mga ana" (There are many challenges because, like us, we are busy. It's not just the only responsibility we have. We have a lot of additional work. The opportunity, perhaps, is that the solution to our problem is within us. We have the opportunity to guide them, teach them, and show them what needs to be done. Show through actions because it shouldn't just be talked about. We should really show it through our actions and interactions because that's one way they will follow. You will hear the child say sorry to their classmate, and that's when you will see that they are really learning from us. That's just an example, okay? There are many more like that) [IDI, P5].

APPENDIX I**FOCUS GROUP DISCUSSION TRANSCRIPTION**

Teaching Good Manners and Right Conduct (GMRC):

Experiences of Key Stage 1 Teachers

Beyond the Classroom

FGD Transcription

Miraflor P. Apusaga

March 2026

Research

Questions

Participants Responses

➤ *What are the Experiences of Key Stage 1 Teachers in Teaching GMRC Beyond the Classroom?*

- *Can you describe your overall experiences as a Key Stage 1 teacher in helping learners apply Good Manners and Right Conduct (GMRC) outside the classroom?*

“Maayong hapon sa tanan. Though challenging jud ang magtudlo og GMRC sa gawas sa klase no, somehow, makabati pud kog kalipay ba labi nag naa koy makita na akoang batasan human ilahang ginasundog. Maka happy pud baya” (Good afternoon everyone. Though teaching GMRC outside the classroom is really challenging, somehow, I also feel happy, especially when I see them following my example. It can be quite happy) [FGD, P1].

“Ako pud, malipay pud. Labi nag ma matabangan gani nimo ang bata na kana bang ma reinforce gani ang maayong batasan maskin sa gawas sa classroom. Kanang ma correct nimo ba ug ma guide, maka feel jud kog happiness ana” (Me too, I would be happy. Especially when you can help the child, like reinforcing good behavior even outside the classroom. When you can correct and guide them, I really feel happiness from that" [FGD, P2].

“Makabati kog ka proud gyud ko kung makita nako nga ang bata mu- ‘mano’ sa teacher or mag-sorry kung nakasala. Murag makita nimo nga na-practice nila ang values” (I feel really proud when I see the child make the 'mano' gesture to the teacher or apologize if they did something wrong. It seems like you can see that they are practicing the values.) [FGD, P3].

“Maulaw man pud ta ani uy.. hahaha.. by the way. maayong hapon diay sa tanan. With regards to the question, sa tan-aw nako makahatag og sense of pride labi na kanang makita gyud nimo kung na-practice nila ang respeto ug cooperation even outside the classroom. Mao na ang moment nga maka-feel ko nga meaningful ang among trabaho” (I'm shy with this.. hahaha.. by the way, good afternoon everyone. With regards to the question, I think it's satisfying, especially when you can really see them practicing respect and cooperation even outside the classroom. That's the moment when I feel that our work is meaningful) [FGD, P4].

- *What Specific Challenges do you Face when Guiding Pupils to Apply GMRC Outside the Classroom?*

“Kanang mag balik-balik ang issue sa batasan kay lahi man ang natun-an sa balay. Sus, kana jud akoang problema. Naa pa juy mga ginikanan na konsentidor kaayo human mosulti na buotan daw ilang anak” (That issue of behavior keeps coming up because what was learned at home is different. That's really my problem. There are still parents who are very indulgent and then claim their child is good) [FGD, P1].

“Hahahaha.. makatawa man ko kay ma'am uy.. strong kaayo ba.. haha.. aw.. ang challenge kay kanang for example na lang, kana ganing sa playground usahay naa pa mi magbantay para walay mag-away. Murag teacher ka, counselor pa gyud. Makasulti ka na daghana ba nakog papel sa kalibutan.. hahaha. Tapos i address pa jud nimo ang away ba. Imoha pa silang i settle. Lisod uy kay di man nimo ma control ilang emotions.” (“Hahahaha.. I can't help but laugh, ma'am.. you're so strong in explaining.. haha.. well.. the challenge is, for example, sometimes we have to supervise at the playground to prevent fights. It's like you're a teacher,

but also a counselor. I can't help but think that I have so many roles to play... hahaha. Then you need to address the conflict. You still have to settle it for them. It's difficult because you can't control their emotions) [FGD, P2].

"Sa ako, kung dili supportive ang parents sa values nga ginatudlo sa school, murag maglisod gyud ang teacher nga ipatuman ang GMRC. Nakaingon pud ko nga kinahanglan pud gyud ug stronger support gikan sa administration para mas consistent ang pag reinforce sa values ba. Dili kay sa teacher ra tanan. Maningkamot man jud ang teachers pero kinahanglan jud nato og back-up gikan sa atoaang community" (For me, if the parents are not supportive of the values taught in school, it seems the teacher will really struggle to implement GMRC. I also think that stronger support from the administration is really needed to make the reinforcement of values more consistent. Not just the teachers. Teachers really strive, but we truly need back-up from our community) [FGD, P3].

"Nah... Nahagbong nga dili lang gyud teaching ang role sa teacher. Apil na ang pag-guide sa behavior sa bata bisan asa sila sa school. Pero unta dili lang dapat teacher ang magdala sa GMRC. Dapat whole school effort gyud siya. Di man pud ta superwoman ba na pakyawon nato ang responsibilidad. Basta gani about na sa batasan sa mga bata, di jud pwede na kita ra mga teachers and magbago" (Nah... It has become clear that the role of a teacher is not just about teaching. It also includes guiding the child's behavior wherever they are in school. But it shouldn't just be the teacher who brings GMRC. It should really be a whole school effort. We're not superwomen who can take on all the responsibilities. As long as it's about the behavior of the children, it really can't be just us teachers who take the responsibility) [FGD, P4].

➤ *How do You Observe the Values and Behaviors Learned in GMRC being Practiced by your Learners Beyond the School Setting?*

"Example kanang sa corridor, makita nako nga nag-help sila sa classmate nila, maka-ingon ko sa akoang sarili nga naa gyud mi na-model nga maayo sa mga bata bitaw. Naa pud diay effect ang amoang pagsigeg yawyaw ba" (For example, in the corridor, I see them helping their classmate, and I tell myself that we really have good role models for the children. There is also an effect from our constant nagging.) [FGD, P1].

"Sa ako kay kanang mo greet human mo bless. Mao jud nay common nga makit-an sa mga estudyante na ginahimo" (For me, it's when they greet and make the "mano" gesture. That's really common to see among learners" [FGD, P2].

"Usahay during mga school programs, maminaw sila human magpatoo pud basta badlongon. Malipay pud ko na ana akoang mga bata" (Sometimes, during school programs, they listen when they are called for discipline. I'm happy that my learners are like that) [FGD, P3].

"Dili jud tanan bata kaya i-apply ang GMRC sa gawas sa room. Naay juy mga panahon bitaw na mag-away sila. Human lisod baya i address ang behavior nila. Usahay kay emotional kaayo ang mga bata. Kung naay misunderstanding, kinahanglan gyud nimo sila i-guide unsaon pag-sorry ug pag-okay, challenging siya sa teacher kay kinahanglan jud nimo og taas nga pasensya. Human pareha nako na biklonon na, dali ra jud ko ma highblood" (Not all children can apply GMRC outside the room. There are indeed times when they fight. Then it's really difficult to address their behavior. Sometimes, the children can be very emotional. If there is a misunderstanding, you really need to guide them on how to apologize and make up, it's challenging for the teacher because you really need a lot of patience. Like me, when they get stubborn, I easily get high blood pressure.) [FGD, P4].

• *Can you Share Examples of Situations where you saw your Pupils Demonstrate GMRC Values beyond School Activities?*

"Common jud sa mga bata ang mo greet ug mag bless sa mga teachers. Dili pud tanan bata kay ang uban dili pud mamansin no. Dili pud nato ma blame kay basig wala pud gina apply sa ilang balay ng maayong pamatasan. Basta kay kana jud ang pinaka common nilang ginabuhat base sa akoang observation hah. Ambot lang ani nila unsa pud ilaha." (It's common for children to greet and make "mano" gesture to their teachers. Not all children do this, as some don't even notice, right? We can't blame them either because good manners might not be practiced at home. As long as that's really the most common thing they do based on my observation. I don't know about their experience or what they think about it.) [FGD, P1].

"During recess, maghatag na sila sa ilang mga baon. Makita nako nga naa gyuy mga bata na maayo pagpadako sa ilahang panimalay. Kanang di na kailangan sultihan ba, kabalo maghuna-huna" (During recess, they will start giving out their snacks. I can see that there are really children who are well-raised in their households. Those who don't need to be told, they know how to think about others) [FGD, P2]

"Ang ubang mga bata, labi nag naay mag-away sa ilang mga classmates, ilahang bulagon or badlongon. Maapil pa tawon usahay og kasumbagan kay magpatunga man. Masuko jud ko sa ilaha pero maka realize pud baya ko na somehow dapat malipay ko na makakita ko na naa koy mga bata na concern pud sa ilang classmates" (Some children, especially when their classmates are fighting, will intervene or scold them. Sometimes, they even get into fights because they intervene. I really get angry with them, but I also realize that somehow I should be happy to see that I have children who are concerned about their classmates.) [FGD, P3].

"Kasagaran kay respectful sila ug kusog mo greet mao ng maningkamot pud dapat ta mga teachers na tubagon pud sila kay para maganahan sila na usabon to ilang gibuhat" (Usually, they are respectful and greet us warmly, so we teachers should also

make an effort to respond to them so that they will be encouraged to repeat their actions) [FGD, P4].

➤ *How do Key Stage 1 Teachers Cope with the Challenges in Teaching GMRC Beyond the Classroom?*

- *What Strategies or Adjustments have you Made to Manage the Challenges of Helping Learners Apply GMRC beyond the Classroom?*

"For me, importante gyud ang simple routines para ma-manage ang behavior sa bata bisan outside sa classroom. Basta lunch time na, pagkahuman ana nilag kaon, magkuha na dayun na sila sa ilang mga unlan or stuff toys kay mangatulog na sila. Pag ting recess kay di na sila pwede mogawas. Tapos ilang mga basura, ilaha ng dalaon. Simple lang kaayo na na mga routines ba pero basta consistent lang gyud, dako kaayo og tabang" (For me, simple routines are really important to manage a child's behavior even outside the classroom. As soon as it's lunchtime, after they finish eating, they immediately take their pillows or stuffed toys because they are going to sleep. When it's recess time, they are not allowed to go out. Then they will take their trash with them. Those routines are really simple, but as long as you're consistent, they can be a huge help) [FGD, P1].

"Tama tung kay ma'am no. Mo agree gyud ko ana. Akoang ma add lang kay akoo silang gina amigo. Ginakuha nako ilahang loob para ma gain nako ilang respeto. Mas dali na sa akoo kay makita man nila na mahutdan na gani kog pasensya, mahadlok na na sila. Istoryahan lang man noon nako na sila og pinahinay. Mas hdalok man noon ng pinahinay kaysa magsigeg kag yawyaw. Mas effective gyud to para sa akoo" (That's right, ma'am. I really agree with that. What I can add is that I am befriending them. I win their favor to gain their respect. It's easier for me because they can see that when I run out of patience, they get scared. I'll just talk to them gently. It's actually scarier to be slow than to keep nagging. It was really more effective for me) [FGD, P2].

"Same pud sa akoo. Akoang mga bata kay mangatulog pud na sila basta lunch time. Naanad sila kay mao man ilang paractice atong Grade 1 sila. So akoo lang pong gi adapt" (Same with me. My kids also sleep during lunchtime. They got used to it because that's what they practiced when they were in Grade 1. So I just adapted it) [FGD, P3].

"Wala naman koy madungag uy. Gisulti naman nila. Ano lang siguro, kung consistent ang routines sa school, mas dali pud sa teachers nga i-balance ang teaching ug supervision. Di na magsigeg balik-balik og istorya. Kadto lang" (I don't have anything to add, really. They already said it. Maybe, if the routines at school are consistent, it would be easier for teachers to balance teaching and supervision. They won't have to keep repeating themselves. Just that) [FGD, P4].

- *What Specific Difficulties do you Usually Encounter when Guiding Pupils to Practice GMRC beyond School Activities?*

"Ahhmm... kanang parents na dili motuo nga badlongon ilang anak. Kana sila. Kay moana man dayun na sila na buotan ilang mga bata sa balay. Ipatawag nako na sila kay istoryahon no human ma highblood ra ko kay dili lagi motuo. Ang style nako kay picturan nako ang buhat sa ilang bata tapos i send sa ilaha para naay ebidensya. Lisod gyud i deal ang ana na mga ginikanan" (Ahhmm... those parents who don't believe their child is being naughty. Those people. Because they will immediately say that their children are well-behaved at home. I will call them to talk because I might get high blood pressure since they don't believe me. My style is to take pictures of what their child did and then send them to them as evidence. It's really hard to deal with those kinds of parents) [FGD, P1].

"Sa akoo kay kanang mga bata na mam bully gani. Mahutdan kog pasensya pud ana. Akoang style gyud, ipatawag nako ang ginikanan kay istoryahon. I chat nako kundi i text, human paadtuon nako sa school. Istoryahon nako human ipasabot nako ba unsa ang values na ginatudlo nako sa mga bata para ilaha pong itudlo sa ilang anak sa ilang balay" (For me, those kids who bully. I also run out of patience with that. My style is to call the parents and talk to them. I will chat or text them, then have them come to school. I will talk to them and explain the values I teach the children so they can also teach them to their own children at home) [FGD, P2].

"Kanang mag away tunga-tunga sa imong pagklase. Mao na. Struggle na. Maayo na kaayo kag tudlo human nag explain naka dira human kalit lang naay mosiyagit na naa nay naghilak. Lisod gyud kay madisturbo ka ba pero wala man pud tay choice. Taasan gyud nato atoang pasensya. Ipabilin nalang nako uy arun mag istorya mi" (It's when a fight emerged in the middle of your class. That's it. It's a struggle. You were teaching then all of a sudden someone shouted that someone was crying. It's really difficult because the class really get disturbed, but we don't have a choice. We really need to be patient. I'll just ask the kids involved to stay after class so that we can talk about what happened) [FGD, P3].

"Base sa akoang experience, lisod ang kanang mga bata nga walay follow-up. Mao na importante gyud kaayo na naa gyud tay communication sa ilang ginikanan permanente" (Based on my experience, those children without follow-up are difficult. That's why it's really important that we have permanent communication with their parents) [FGD, P4].

➤ *What does a Typical Situation Look like when you try to Cope with the Challenges of Teaching GMRC Outside the Usual Classroom setting?*

"Dili gyud dayun ma settle ang problema kay emotions baya ang involve no. Hinay hinayan lang gyud og istorya human ipasabot sa ilaha na ani diay ni, dili ka tama, mali imong gibuhay, kung ikaw daw atuon unsa may imong bation? Mga ana na

istorya para mokalma sila" (The problem could not be settled easily because emotions are involved. Talking to them like letting them understand their actions and asking them what should they feel if someone do this to him or her? Those questions can calm them down) [FGD, P1].

"For me, tama to kay mam.. Haha.. Dili bitaw uy. Ay, I mean tama to iyang gisulti, mo add lang ko. Dili gyud sayun ang trabaho sa teachers labi nag magtudlo tag GMRC kay dili lang man siya subject, batasan pud dapat siya sa bata ba na angay itudlo sa gawas sa klase. Lisod gyud pero ginapaningkamutan gyud na sa mga maestra na matabangan sila" (For me, this is right, ma'am.. Haha.. Haha.. Not really, come on. Oh, I mean what she said was right, I just want to add. Teaching is really not easy for teachers, especially when teaching GMRC, because it's not just a subject; it also involves instilling values in children that should be taught outside the classroom. It's really difficult, but the teachers are really making an effort to help them) [FGD, P2].

"Lisod man pero maningkamot gyud na ma disiplina ang mga bata. Dili man automatic na mausab ilang batasan pero hinay hinayan lang gyud og guide para mausab tung dili maayong mga batasan nila" (It's difficult, but we really have to strive to discipline the children. It's not automatic that their behavior will change, but we just need to gradually guide them to change their bad habits) [FGD, P3].

"Kung aware ang parents sa values nga ginatudlo sa school, mas dali pud nila ma guide ang ilang mga anak. Ipasabot gyud na dapat sa parent kay dili gyud lalim" (If parents are aware of the values being taught in school, it will be easier for them to guide their children. It should really be explained to the parents because it's not easy at all) [FGD, P4].

• *How do you Manage or Respond when Pupils Struggle to Apply GMRC Values at Home or in the Community?*

"Makaingon mi nga mas maayo nga storyahon ang bata kaysa diretso punishment para makasabot sila sa ilang sala. Tama tung sulti ni ma'am na ipabilin arun istoryahon. Human pahibaluon pud ang ginikanan" (We can say that it is better to talk to the child than to give direct punishment so they can understand their mistake. Ma'am's suggestion to keep them and talk to them is correct. Then the parents should also be informed) [FGD, P1].

"Tudluan sila na mo solve pud sa ilang away na sila lang. Kanang mga gagmayng away ba na dili gud kinahanglang na magpatunga ang ta, dapat matudluan sila unsaon na nila pag deal sa conflict ba na maghatag pud silag respeto sa ilang classmates" (Teach them to solve their own conflicts by themselves. Those small fights that don't really need our intervention, they should be taught how to deal with conflicts and also show respect to their classmates) [FGD, P2].

"Tabangan gyud nato sila basta maglisod sila no. Dili lang man gud ta kutob sa classroom. Ang GMRC baya apil gyud sa gawas. So tabangan sila. Kaning atoang mga gihisgutan diria kung unsa atoang ginabuhay, mga strategies na gyud ni nato sa atoang pagtabang" (We should really help them when they are struggling, right? We don't just stop at the classroom. GMRC should be applied beyond the classroom. So let's help them. These things we are discussing here, what we are doing, these are really our strategies in our efforts to help our learners) [FGD, P3].

"Para sa akong mga magkahiya gyud dapat ang teachers pag abot sa disiplina sa mga bata. Dili kay dili man imohang estudyante, dili lang pud nimo badlongon. In fairness pud aning akong mga kaubanan, dili man sila ana. Makita nako na naa silay care sa atoang mga bata. Mao na kung consistent ang reminders sa teachers bisan asa nga area sa school, mas dali pud ma practice sa bata ang GMRC" (For me, teachers should really be united when it comes to disciplining the children. It's not because they are not your students, you just won't discipline them. In fairness to my colleagues, they are not like that. I can see that they care about our children. That's why if the teachers consistently remind them in any area of the school, it will be easier for the children to practice GMRC) [FGD, P4].

➤ *Who or what Supports you in Dealing with These Challenges?*

"Mas effective kung ang teachers magtinabangay sa pag-remind sa bata about respect ug discipline" (It is more effective if teachers help each other in reminding the child about respect and discipline.) [FGD, P1].

"Ug dili lang pud sa teachers uy, sa tibuok community gyud, school community. Magtinabangay gyud para sa mga bata" (And not just the teachers, but the entire community, the school community. We should really help each other for the sake of the children) [FGD, P2].

"Akoang madungag no kay mag-ampo gyud ta kay dili man nato kaya na kita ra. Iampo nato apil ang mga parents nato, uban sa atoang mga bata. Iampo pud nato atoang mga kaubanan kay sila baya atoang supporters no" (What I want to add is that we should really pray because we can't do it alone. Let's also pray for the parents, along with our learners. Let's also pray for our co-teachers because they are our supporters) [FGD, P3].

"Magpasalamat ko kay ang mga co-teachers nako kay cooperative kaayo. Tapos akoang family supportive pud. Bahalag dili gyud ta well-supported physically, wala man tay mga gamit nga kompleto, pero naa pa tay mga ma sangpit na mga tao na motabang sa ato" (I am grateful because my co-teachers are very cooperative. Then my family is also supportive. Even tho we are not well-

supported physically, we don't have complete materials, but we still have people we can rely on who will help us) [FGD, P4].

➤ *What Insights do Key Stage 1 Teachers Gain from their Experiences in Teaching GMRC Beyond the Classroom?*

• *What Have you Learned from your Experience of Teaching GMRC beyond the Classroom?*

"Ako sa ha kay nigana akoang utok. Sa akoo, ang akoang nakat-unan gyud, tama ba to no? Learned? What have I learned? Okay. Yes no. Importante gyud ang modeling sa mga kabataan. Kita as teachers, we are role models. Mosugot man ta o dili pero part gyud na sa atoang profession na i look up gyud ta sa atoang mga estudyante. Also, dako og impact ang kana bitaw presence sa parents when it comes to values formation sa atoang mga bata. Mostly, sa akoo ra pong mabantayan hah, kanang mga parent na active gani, kanang naa pirme ba, ilahang mga bata kay maayo pud. Dili lang sa academics, pero kanang sa pamatasan pud ba" (Let me speak first because my mind is working. For me, what I really learned, is that correct? Learned? Okay. Yes, no. Modeling is really important for children. We as teachers, we are role models. Whether we like it or not, it's really part of our profession that we are looked up to by our students. Also, the presence of parents has a significant impact when it comes to the values formation of our children. Mostly, from what I've observed, those parents who are active, who are always present, their children tend to be good as well. Not just in academics, but also in behavior, you know) [FGD, P1].

"Tinuod tung sulti ni ma'am no. Kanang mga ginikanan na magpakabana, mao nay kasagaran na maka disiplina pud sa ilahang mga bata. Dapat gyud na kung ang ginikanan ipatawag gani sa teacher, moadto gyud dapat kay dili man gyud ka paadtuon sa school no kung dili gyud importante. So istoryahon gyud ang ang mga ginikanan para ma aware sila ba human matabangan pud ta na ma imposed pud tung ginatudlo nato sa ilang balay" (What ma'am said is true, right? Those parents who are concerned are usually the ones who can also discipline their children. It is really necessary that if the parents are called by the teacher, they should really go because you wouldn't be called to school if it wasn't important. So the parents should really be talked to so that they will be aware and and that they can also help us impose what we teach at home) [FGD, P2].

"Ako kay na learn nako na kung ang school ug ang pamilya magtinabangay, mas strong gyud ang development sa values sa bata. Dili lang man gud pwede na sa atoa ra ihatag ang burden sa character development sa mga estudyante no kay tag pila ra man ta ka bulan makig-uban sa ilaha. Dapat kay makig-cooperate gyud ang ginikanan. As a whole gyud dapat ang pagpatuman sa GMRC. Kung sa klase lang, atoa gyud ng responsibilidad, pero sa pag-apply gani sa gawas, kita gyud dapat tanan" (I have learned that if the school and the family work together, the development of the child's values will be much stronger. It's not really possible to place the burden of character development solely on us because we only spend a few months with them. Parents should really cooperate. As a whole, the implementation of GMRC should really be a collective effort. If it's just in class, it's really our responsibility, but when it comes to applying it outside, we all really should take responsibility) [FGD, P3].

"Additional ra ning akoo kay tama gyud 'to tanan ninyong istorya.. Hahaha.. Sa akoo pud, makita nako unsa ka dako ang impact sa mga gadgets karong panahona. Ma addict sila sa mga online games ba or sa social media human ma impluwensyahan ilang mga batasan. Pero tama pud 'tung sulti bitaw ni ma'am na gagmay pa man gud ni sila, guidance gyud sa ginikanan ang pinaka importante. Kung present ang ginikanan human pirme gina monitor ang bata, dako gyud nag tabang sa values formation sa bata. Ma guide nila ang bata didto sa ilahang balay ba human matudluan pud nila sa mga values na angay ipakita diria sa school. Alignment sa values gyud. Tama. Mao diay na" (This is just an addition from me because all you were saying are really true.. Hahaha..For me too, I can see how big the impact of gadgets in these days. They get addicted to online games or social media, which then influences their behavior. But what ma'am said is also true, they are still young, so parental guidance is really the most important. If the parents are present and monitor the child, it really helps a lot in the child's values formation. They can guide the child at home and also teach them the values that should be demonstrated here at school. Alignment of values indeed. Correct. That's it) [FGD, P4].

✓ *What specific insights have you gained about your students' behavior and values when applying GMRC beyond academic lessons?*

"Aside sa teachers na mahimo nilang role models, kana pong mga parents. Ang values gani sa bata, reflection pud na sa values ang ginikanan. Naay mga values na dili gyud nato na mausab bisag unsaon kay dili gyud mag match ang gina practice didto sa eskwelahan ug diria sa eskwelahan so lisod gyud para sa mga teachers" (Aside from teachers who can be their role models, there are also parents. The values of the child are also a reflection of the values of their parents. There are values that we really can't change no matter what because what is practiced in school doesn't match what is practiced at home, so it's really difficult for the teachers) [FGD, P1].

"Kanang gisulti ganina na dako gyud ang impluwensya sa parents. Dapat gyud naa tay consistent communication sa mga ginikanan sa atoang mga bata kay sila man atoang partner when it comes sa pagpadako sa mga bata. Busa, kita pud, makig coordinate pud ta sa ilang mga parents para win-win atoang relationship sa ilaha" (What was said earlier about the significant influence of parents. We should really have consistent communication with the parents of our learners because they are our partners when it comes to raising the kids. So, we should also coordinate with their parents to ensure a win-win relationship with them) [FGD, P2].

"Ano lang siguro akoo, kanang GMRC, aside sa subject man na no na ginatudlo nato sulod sa klase, kana siya na subject itudlo jud nato labaw na gawas sa klase. Kanang everyday gani nato na interactions sa mga bata, dako na gyud nag matabang. Kana bang mo greet sila sa imoha human motubag pud ka, makatabang na gyud na. Ma reinforce nato ang ilang maayong batasan ba. Naa ra gyud sa atoa kay makasalamuha man ta nila pirme" (Maybe it's just me, but GMRC, aside from being a subject we teach in class, is something we should really teach outside of class as well. Those everyday interactions we have with the children, they really help a lot. Like when they greet you and you respond, that really helps. We can reinforce their good behavior. It's really up to us because we interact with them all the time) [FGD, P3].

"Dili tanan no sa mga ginatudlo nato gina apply sa mga bata. Dili gyud tanna bata kaya I apply ang mga maayong batasan, susama ra pud gyud na sa atoa na dili pud ta perfect, pero nagapaningkamot ta. Mao ra siguro na. Tabangan nato atoang mga bata ba na ma apply nila ang GMRC gawas sa eskwelahan. Himoon nato atoang makaya, sama anang mahimo ta nilang role model human tama pud to kay ma'am na atoang, kanang, makig interact ta sa ilaha og maayo para ma reinforce pa gyud ilang values. Di ba malipay man ng bata kung ma notice gani nato ilang mga gagmayng batasan na maayo. Ambot lang sa inyoha ha pero ako malipay ko uy kung ako ang bata. Human atoa pong i tap atoang mga parents para ilaha pong ma follow-up sa ilang balay" (Not everything we teach is applied by the children. Not all children can apply good manners, it's just like us who are not perfect, but we strive. That's probably it. Let's help our children apply GMRC outside of school. We will do our best, like being their role model, and it was also correct that we should interact with them well to further reinforce their values. Don't children feel happy when we notice their small good behaviors? I don't know about you, but I would be happy if I were the child. Then we should also tap our parents so they can follow up at home) [FGD,P4].

• How would you narrate a typical situation where you guided pupils in applying GMRC outside the formal classroom setting?

"Sa akoo kay kanang badlongon nako sila no. Human gahi kaayo og ulo, mangita kog kanang akoang himoong model sa ila ba. Kanang example, moana ko na maayo pa ni si Abegail kay kanang kaganina naglingkod ra gyud siya ug wala gyud siya nag apil-apil sa kagubot. Makita nako na malipay tung bata, kadtung si Abegail kay napansin nako siya, murag na recognize ba human ang ubang mga bata ma aware gud sila na mali diay to ilang gibuhat. Kapoy na pud baya magsigeg yawyaw maong anaon ra nako usahay" (For me, I tend to scold them. Then, they are very stubborn, so I look for someone to use as a model for them. For example, I would say that Abegail is better because earlier she was just sitting and didn't get involved in the chaos at all. I can see that the child, Abegail, is happy because I noticed her. It seems like the other children recognized it too and became aware that what they did was wrong. It's tiring to keep nagging, so sometimes I just do this) [FGD, P1].

"Kanang, hulat sa ha. Nalibog naman noon ko. Nakalimot ko sa akoang iistorya. Haha. Ahhmm.. Kana ganing naay mga maayong batasan, kay dali ra man gud ta makabantay sa mga dili maayong batasan no, kanang maayo nga batasan i report nako na. Example, kanang naa koy honest na bata no human iuli niya ng napunitan niya, i recognize nako sa tanan iyang maayong gihimo ug i chat pud nako iyang mama para ma reaffirm, tama ba? oo, kanang ana na batasan" (Um, wait a minute. I'm confused now. I forgot what I was going to say. Haha. Ahhmm.. Those who have good manners, because we easily notice the bad manners, right? The good manners, I will report that. Example, if I have an honest child who returns something they found, I recognize all their good deeds and also chat with their mother to reaffirm it, right? Yes, that kind of behavior) [FGD, P2].

"Sa akoo pud no kay akoang sarili akoang i model sa ilaha. Akoang badlongon human sultian nako na mao nay nakita ninyo na ginahimo nako? Murag ana ba. Kanang kanus-a man ko ninyo nakit-an na nag ana? O nag iistorya og ana?" (For me, I see myself as an example to them. I will scold them after I tell them that this is what you see me doing? Something like that. When have you ever seen me like that? Or talking like that) [FGD, P3].

"Everyday man ta naga guide sa mga bata pag abot sa GMRC. Sama atong sulti nako kaganina na casual interaction lang gud, kada adlaw man gyud ta naga interact sa ilaha ba. Kanang mga ana na butang, atoa na silang ma guide ana sa ilahang pag-apply og maayong pamatasan" (Every day we guide the children when it comes to GMRC. As I mentioned earlier, it's just casual interaction, we really interact with them every day. Those kinds of things, we can guide them in applying good manners) [FGD, P4].

✓ What Values do you Feel are Most Important for Your Learners at this Stage?

"Sa akoo kay self-control siguro. Human kanang pagiging resilient. Dili naman resilient ang mga bata run uy. Gamay ganing panghitabo, wala na, moana na dayun na na-depressed na. Dili man sa atoang gina judge no, pero sala gyud na sa ginikanan, kana bang giunsa gani pagpadako. Uban man gud spoiled kaayo, ginahatag lang tanan ba kay ang uban wala may time, mao ng ang mga bata wala sila kaagi og kalisod. Mao ra na akoo" (For me, it's probably self-control. Then there's resilience. Children nowadays are no longer resilient. Just a small incident, and immediately, they say they are depressed. It's not that we are judging, but it's really the fault of the parents, the way they raised them. Some are really spoiled, given everything because others don't have time, that's why the children don't experience hardship. That's just my opinion) [FGD, P1].

"Tama pud to kay ma'am. Ang sa akoo pud, daghan mag values na dapat makat-unan ang atoang mga kabataan. Ang pagtudlo gyud ang pinaka angay nato tagaan og pansin. Kita as mga teachers, balik-balik ra gyud ning akoo, kita gyud ang role model. Human dapat with back-up gyud sa ginikanan" (What she said was true. For me too, there are many values that our children should

learn. Teaching is really what we should focus on the most. We as teachers, I keep repeating this, we are the role models. Also, there should really be backup from the parents) [FGD, P2].

"Sakto to si ma'am na role model gyud ta. Naa sa atoang mga kamot unsaon nato pagpatuman sa GMRC sa sulod ug gawas sa klase nato" (Ma'am is right that we are the role models. It is in our hands how we implement GMRC inside and outside our class) [FGD, P3].

"Ang mga bata karon kay high-tech na kaayo no. Maglisod man tag sabot ana nila kay naa namay mga batasan na karon pa nanggawas ba. Mura bag mga sakit gani na karon pa napanganlan. Haha. Pero sa tinuod lang, kanang mga batasan sama anang respeto, kindness, self-confidence, gina aim gyud nato na na makuha nila no. Malipay man tag mga bata na naay mga ana na batasan ba. Maka reflect pud ta usahay kung ana pud ba ta or ana pud ba sa ilahang balay" (The kids nowadays are really high-tech, aren't they? It's hard for us to understand them because there are behaviors that have only emerged recently. It's like diseases that have just been named now. Haha. But to be honest, those values like respect, kindness, and self-confidence are really what we aim for them to acquire, right? We are happy when children have those kinds of values. We can also reflect sometimes if we are like that or if it is like that in their house) [FGD, P4].

✓ *What Challenges or Opportunities do you Encounter in Extending GMRC Lessons to Real-Life Situations?*

"Ang sa challenge no ka kadtung gisulti nako kaganina. Dili nalang nako usabon kay kabalo naman mo. Sa aopportunity nalang kay murag wala pa. Kanang istorya gani nato sa mga bata. Atoang treatment sa ilaha kada adlaw, kana, opportunity na na siya para ma guide ang mga bata" (Regarding the challenge, as I mentioned earlier. I won't talk about it anymore because you already know. As for the opportunity, the way we treat with the kids is already an opportunity to guide them) [FGD, P1].

"True no. Naa sa ginagmay na mga butang ang importante kaayo ug naay dakong impact. Every day, makig mingle ta sa ilaha, maka learn na sila sa atoa. Dili lang man sa formal class maka learn ang mga bata di ba. So kana pud akoo" (It's true. It's in the small things where very important aspects can be found and have a big impact. Every day, we mingle with them, and through that, they learn from us. Children don't only learn in formal classes. That's my opinion) [FGD, P2].

"For me, ang mga challenges paningkamutan gyud nato na ma address. Anad gyud ta ana no, kita na mga teachers. Ang opportunities, sama ato no na naa ta sa position ba na ma guide ang mga bata. Makita nila sa atoa na consistent na sa atoang pakikitungo gani sa laing tao, masundog man gyud na nila ba labi na kung idol kaayo ka sa bata. Isa pud ng the way ta makig-istorya sa ilaha, dako pud nag effect. Naa bayay mga bata na ganahan sila sa ilang teacher kay joker kaayo, or murag dali lang nila maduolan. Kana pa lang, opportunity na na para ma correct ilang ubang batasan" (For me, the challenges are something we really need to address. We are really used to that, right, we teachers. The opportunities, like what we have, where we are in a position to guide the children. They see in us that we are consistent in our dealings with other people, and they will really emulate that, especially if you are admired by the child. Another thing is the way we talk to them, it also has a big effect. There are indeed children who like their teacher because they are very funny, or they seem easy to approach. Just that alone is an opportunity to correct some of their behaviors) [FGD, P3].

"Gisulti na nila tanan. Wala na. Hahaha. Bitaw, akoo lang usabon. Bisan dili formal lesson, ang daily interaction sa school makatabang gyud sa pag reinforce sa GMRC" (They already told you. It's over. Hahaha. Actually, I'll just repeat it. Even if it's not a formal lesson, daily interactions at school really help reinforce GMRC) [FGD, P4].

APPENDIX J

CONSENT FORM – PARTICIPANT 1

Title of the Study:
Teaching Good Manners and Right Conduct: Experiences of Key Stage 1 Teachers Beyond the Classroom

Researcher: *Mirafior P. Apusaga*

School/Institution:
Valentin N. Daquio Elementary School
Panabo North District, Panabo City

Purpose of the Study:
I am conducting a study to explore the experiences and challenges of Key Stage 1 teachers in teaching Good Manners and Right Conduct (GMRC) beyond the classroom. The purpose is to better understand the experiences of teachers on how they teach GMRC beyond the classroom setting and what support they may need.

What You Will Do:
If you agree to join, you will be asked to participate in an interview or group discussion where you will share your thoughts and experiences related to teaching GMRC. The session will be recorded (with your permission) and will last about 30-60 minutes.

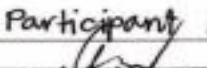
Voluntary Participation:
Your participation is completely voluntary. You can choose not to answer any question, and you can stop at any time without any consequence.


Confidentiality:
Your name and personal information will not appear in any report. Your responses will be kept confidential and used only for academic purposes. I will use codes or pseudonyms in reporting the findings.

Risks and Benefits:
There are no known risks in participating. You will not receive money, but your insights may help improve how values education is implemented in schools like ours.

Questions and Contact:
If you have any questions about this study, you may contact me at the Graduate School Program of Rizal memorial Colleges

Consent Statement:
I have read and understood the information above. I agree to take part in the study and allow my responses to be used for academic research.

Name of Participant: Participant 1
Signature: 
Date: 1/28/2026

Signature of Researcher: 
Date: January 28, 2026

CONSENT FORM – PARTICIPANT 2

Title of the Study:

Teaching Good Manners and Right Conduct: Experiences of Key Stage 1 Teachers Beyond the Classroom

Researcher: *Mirafior P. Apusaga*

School/Institution:

*Valentin N. Daquio Elementary School
Panabo North District, Panabo City*

Purpose of the Study:

I am conducting a study to explore the experiences and challenges of Key Stage 1 teachers in teaching Good Manners and Right Conduct (GMRC) beyond the classroom. The purpose is to better understand the experiences of teachers on how they teach GMRC beyond the classroom setting and what support they may need.

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Voluntary Participation:

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Confidentiality:

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Risks and Benefits:

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Questions and Contact:

If you have any questions about this study, you may contact me at the Graduate School Program of Rizal memorial Colleges

Consent Statement:

I have read and understood the information above. I agree to take part in the study and allow my responses to be used for academic research.

Name of Participant:

Participant II

Signature:

[Handwritten Signature]

Date:

January 29, 2026

Signature of Researcher:

[Handwritten Signature]

Date:

January 29, 2026

CONSENT FORM – PARTICIPANT 3

Title of the Study:

Teaching Good Manners and Right Conduct: Experiences of Key Stage 1 Teachers Beyond the Classroom

Researcher: *Miraflor P. Apusaga*

School/Institution:

Valentin N. Daquio Elementary School
Panabo North District, Panabo City

Purpose of the Study:

I am conducting a study to explore the experiences and challenges of Key Stage 1 teachers in teaching Good Manners and Right Conduct (GMRC) beyond the classroom. The purpose is to better understand the experiences of teachers on how they teach GMRC beyond the classroom setting and what support they may need.

What You Will Do:

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Voluntary Participation:

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Confidentiality:

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Risks and Benefits:

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Questions and Contact:

If you have any questions about this study, you may contact me at the Graduate School Program of Rizal Memorial Colleges

Consent Statement:

I have read and understood the information above. I agree to take part in the study and allow my responses to be used for academic research.

Name of Participant: _____

Participant 3

Signature: _____

[Signature]

Date: _____

February 2, 2026

Signature of Researcher: _____

[Signature]

Date: _____

February 2, 2026

CONSENT FORM – PARTICIPANT 4

Title of the Study:

Teaching Good Manners and Right Conduct: Experiences of Key Stage 1 Teachers Beyond the Classroom

Researcher: *Miraflor P. Apusaga*

School/Institution:

Valentin N. Daquio Elementary School
Panabo North District, Panabo City

Purpose of the Study:

I am conducting a study to explore the experiences and challenges of Key Stage 1 teachers in teaching Good Manners and Right Conduct (GMRC) beyond the classroom. The purpose is to better understand the experiences of teachers on how they teach GMRC beyond the classroom setting and what support they may need.

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Voluntary Participation:

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Confidentiality:

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Risks and Benefits:

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Questions and Contact:

If you have any questions about this study, you may contact me at the Graduate School Program of Rizal memorial Colleges

Consent Statement:

I have read and understood the information above. I agree to take part in the study and allow my responses to be used for academic research.

Name of Participant: _____

participant 4

Signature: _____

Sny

Date: _____

February 3, 2026

Signature of Researcher: _____



Date: _____

February 3, 2026

CONSENT FORM – PARTICIPANT 5

Title of the Study:
Teaching Good Manners and Right Conduct: Experiences of Key Stage 1 Teachers Beyond the Classroom

Researcher: *Miraflor P. Apusaga*

School/Institution:
Valentin N. Daquio Elementary School
Panabo North District, Panabo City

Purpose of the Study:
I am conducting a study to explore the experiences and challenges of Key Stage 1 teachers in teaching Good Manners and Right Conduct (GMRC) beyond the classroom. The purpose is to better understand the experiences of teachers on how they teach GMRC beyond the classroom setting and what support they may need.

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Voluntary Participation:
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
Confidentiality:
Your name and personal information will not appear in any report. Your responses will be kept confidential and used only for academic purposes. I will use codes or pseudonyms in reporting the findings.

Risks and Benefits:
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Questions and Contact:
If you have any questions about this study, you may contact me at the Graduate School Program of Rizal memorial Colleges

Consent Statement:
I have read and understood the information above. I agree to take part in the study and allow my responses to be used for academic research.

Name of Participant: Participant 5

Signature: 

Date: February 3, 2026

Signature of Researcher: 

Date: February 3, 2026

CONSENT FORM - PARTICIPANT 6

Title of the Study:
Teaching Good Manners and Right Conduct: Experiences of Key Stage 1 Teachers Beyond the Classroom

Researcher: *Miraflor P. Apusaga*

School/Institution:
Valentin N. Daquio Elementary School
Panabo North District, Panabo City

Purpose of the Study:
I am conducting a study to explore the experiences and challenges of Key Stage 1 teachers in teaching Good Manners and Right Conduct (GMRC) beyond the classroom. The purpose is to better understand the experiences of teachers on how they teach GMRC beyond the classroom setting and what support they may need.

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Voluntary Participation:
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Confidentiality:
Your name and personal information will not appear in any report. Your responses will be kept confidential and used only for academic purposes. I will use codes or pseudonyms in reporting the findings.

Risks and Benefits:
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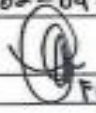
Questions and Contact:
If you have any questions about this study, you may contact me at the Graduate School Program of Rizal Memorial Colleges

Consent Statement:
I have read and understood the information above. I agree to take part in the study and allow my responses to be used for academic research.

Name of Participant: Participant 6

Signature: 

Date: 02-04-26

Signature of Researcher: 

Date: February 4, 2026

CONSENT FORM - PARTICIPANT 7

Title of the Study:

Teaching Good Manners and Right Conduct: Experiences of Key Stage 1 Teachers Beyond the Classroom

Researcher: *Miraflor P. Apusaga*

School/Institution:

Valentin N. Daquio Elementary School
Panabo North District, Panabo City

Purpose of the Study:

I am conducting a study to explore the experiences and challenges of Key Stage 1 teachers in teaching Good Manners and Right Conduct (GMRC) beyond the classroom. The purpose is to better understand the experiences of teachers on how they teach GMRC beyond the classroom setting and what support they may need.

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Risks and Benefits:

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Questions and Contact:

If you have any questions about this study, you may contact me at the Graduate School Program of Rizal memorial Colleges


Consent Statement:

I have read and understood the information above. I agree to take part in the study and allow my responses to be used for academic research.

Name of Participant:

Participant 7


Signature:



Date:

February 4, 2026

Signature of Researcher:



Date:

February 4, 2026

CONSENT FORM - PARTICIPANT 8

Title of the Study:

Teaching Good Manners and Right Conduct: Experiences of Key Stage 1 Teachers Beyond the Classroom

Researcher: *Miraflor P. Apusaga*

School/Institution:

Valentin N. Daquio Elementary School
Panabo North District, Panabo City

Purpose of the Study:

I am conducting a study to explore the experiences and challenges of Key Stage 1 teachers in teaching Good Manners and Right Conduct (GMRC) beyond the classroom. The purpose is to better understand the experiences of teachers on how they teach GMRC beyond the classroom setting and what support they may need.

What You Will Do:

If you agree to join, you will be asked to participate in an interview or group discussion where you will share your thoughts and experiences related to teaching GMRC. The session will be recorded (with your permission) and will last about 30-60 minutes.

Voluntary Participation:

Your participation is completely voluntary. You can choose not to answer any question, and you can stop at any time without any consequence.

Confidentiality:

Your name and personal information will not appear in any report. Your responses will be kept confidential and used only for academic purposes. I will use codes or pseudonyms in reporting the findings.

Risks and Benefits:

There are no known risks in participating. You will not receive money, but your insights may help improve how values education is implemented in schools like ours.

Questions and Contact:

If you have any questions about this study, you may contact me at the Graduate School Program of Rizal Memorial Colleges

Consent Statement:

I have read and understood the information above. I agree to take part in the study and allow my responses to be used for academic research.

Name of Participant:

Participant 8

Signature:

[Signature]

Date:

February 4, 2026

Signature of Researcher:

[Signature]

Date:

February 4, 2026

CONSENT FORM - PARTICIPANT 9

Title of the Study:
Teaching Good Manners and Right Conduct: Experiences of Key Stage 1 Teachers Beyond the Classroom

Researcher: *Miraflor P. Apusaga*

School/Institution:
Valentin N. Daquio Elementary School
Panabo North District, Panabo City

Purpose of the Study:
I am conducting a study to explore the experiences and challenges of Key Stage 1 teachers in teaching Good Manners and Right Conduct (GMRC) beyond the classroom. The purpose is to better understand the experiences of teachers on how they teach GMRC beyond the classroom setting and what support they may need.

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Questions and Contact:
If you have any questions about this study, you may contact me at the Graduate School Program of Rizal Memorial Colleges

Consent Statement:
I have read and understood the information above. I agree to take part in the study and allow my responses to be used for academic research.

Name of Participant: Participant 9
Signature: *SM*
Date: February 4, 2026

Signature of Researcher: *[Signature]*
Date: February 4, 2026

APPENDIX K

TURNITIN RESULT

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APPENDIX L

EDITOR'S CERTIFICATE

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and Torres Streets, Marfori Heights, 8000 Davao City
(082) 300-71-73 Local 118

Graduate School

EDITOR'S CERTIFICATE

May 26, 2026

This is to certify that I have edited the thesis entitled: **TEACHING GOOD MANNERS AND RIGHT CONDUCT (GMRC): EXPERIENCES OF KEY STAGE 1 TEACHERS BEYOND THE CLASSROOM**, prepared by **MIRAFLOR P. APUSAGA** for the Degree **Master of Arts in Educational Management**, and have found it thorough and acceptable with respect to grammar and composition.



ATTY. DANTE O. CALAMBA, PhD

Editor

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APPENDIX M

PROOF OF SUBMISSION FOR PUBLICATION

