

Practitioners' Perspective in Teaching GMRC in MATATAG Curriculum

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Abstract— This study aimed to investigate the lived experiences and perspective of teachers teaching GMRC within the MATATAG Curriculum. A qualitative research design, specifically narrative approach, was employed in the study.

Six (6) teacher participants were selected via purposive sampling. Three (3) of whom are teaching Grade one (1) and three (3) are teaching Grade four (4). A systematic thematic analysis was utilized to interpret the interview data. The result revealed the following themes about the perception of teachers regarding goals and content of GMRC in the MATATAG Curriculum: aligning GMRC Goals with educational and moral values, facing challenges in content delivery and pedagogical approach, and implementing with constraints on autonomy of GMRC teachers. For the challenges faced by the teachers in teaching GMRC in MATATAG Curriculum, the results revealed the following themes: having insufficient teacher training and professional development, experiencing limited resources and instructional materials, and dealing with diverse learner background and socioeconomic barriers. Providing teacher training and professional development, utilizing technology and interactive teaching materials, and strengthening parental and community involvement are potential recommendations to improving teaching GMRC in the context of the MATATAG Curriculum.

Keywords— Challenges, GMRC, Lived Experiences, MATATAG Curriculum, Teaching Strategies.

I. INTRODUCTION

In an increasingly complex and fast-paced world, the formation of a child's moral and ethical compass is more crucial than ever. Schools play a central role in not only developing cognitive skills but also instilling values that shape learners into responsible and compassionate citizens (Ancheta, 2024). In the Philippines, this recognition is evident through the re-establishment of Good Manners and Right Conduct (GMRC) as a core subject in the basic education curriculum. This move came in response to the growing concerns over the erosion of traditional Filipino values such as respect, discipline, and empathy among the youth (Maglaya et al., 2022). The enactment of Republic Act No. 11476, also known as the GMRC and Values Education Act of 2020, mandates the integration of GMRC into the K to 12 curriculums as a regular subject from Kindergarten to Grade 6 and as part of Values Education from Grades 7 to 10. This legislation emphasizes values formation through age-appropriate and experiential approaches, reinforcing the importance of contextualizing character education in learners' daily experiences (Republic of the Philippines, 2020). Studies suggest that character education, when integrated systematically and supported by well-trained teachers, has a significant positive impact on students' behavior and academic

performance (Lickona, 2004; Nuñez & Villaverde, 2021). With the launch of the Matatag Curriculum in 2023 by the Department of Education, GMRC's role has become more structured and pronounced, especially in the early grade levels. The MATATAG Curriculum seeks to enhance foundational skills while reducing cognitive overload, and it gives a renewed focus to character development through subjects like GMRC (DepEd, 2023). The curriculum framework is grounded in the vision of producing "matatag na mag-aaral"—resilient learners who are academically competent and morally grounded. However, as echoed by research on curriculum implementation, the success of such reforms heavily depends on how they are interpreted and executed by teachers—the curriculum implementers. According to Fullan (2007), educational change is a multidimensional process that requires the support and insights of teachers, who often face the challenges of aligning new curricular goals with practical classroom realities. A study by Lanuza and Mangahas (2021) emphasized that teachers' perceptions significantly influence the effectiveness of values education. They found that while teachers generally recognize the importance of GMRC, many report a lack of adequate teaching materials, contextual lesson exemplars, and

ongoing training. Local studies also provide insight into the practical aspects of teaching GMRC. For instance, Cruz and Reyes (2020) explored the challenges faced by elementary teachers in teaching values education and reported that many rely heavily on storytelling, role-playing, and real-life scenarios to make lessons relatable. However, teachers also cited time constraints and the difficulty of assessing values-based outcomes as major barriers. Similarly, Cabarles et al. (2023) conducted a qualitative study among public school teachers in Region VI and found that successful GMRC instruction relies on teacher modeling, classroom culture, and integration with other subjects. These findings emphasize the need to listen to the practitioner's perspective—their beliefs, strategies, challenges, and experiences—in teaching GMRC under the new MATATAG framework. Their voices offer valuable feedback that can inform policy revisions, improve teacher support mechanisms, and ensure that values education remains meaningful and transformative. This study aims to investigate the lived experiences and perspectives of teachers in teaching GMRC within the MATATAG Curriculum. By exploring how teachers interpret, deliver, and evaluate GMRC lessons, this research seeks to contribute to the growing body of knowledge on effective values education and curriculum implementation in the Philippine context.

Research Questions

This study employed to explore the lived experiences of teachers teaching GMRC under MATATAG Curriculum. Specifically, these sought to find answers to the following questions:

- What are the perceptions of teachers regarding the goals and content of GMRC in the MATATAG Curriculum?
- What are the challenges faced by teachers in teaching GMRC in the MATATAG Curriculum?
- What are the recommendations for improving the teaching of GMRC under the Matatag Curriculum?

II. REVIEW OF RELATED LITERATURE

The MATATAG Curriculum and Its Focus on Values Education

The introduction of the MATATAG Curriculum in 2023 marked a significant shift in the Philippine basic education system, aiming to improve learning outcomes by streamlining content and reinforcing foundational skills—one of which is values education. The MATATAG Curriculum underscores the importance of character development by integrating values more

deeply into the learning experience, particularly through Good Manners and Right Conduct (GMRC) in the early grades and Values Education in higher levels (DepEd, 2023). Under this revised curriculum, the Department of Education (DepEd) recognizes that addressing learning loss and socio-emotional development must go hand in hand. One of the four key pillars of the MATATAG initiative is to “strengthen the curriculum and improve learning outcomes,” which includes making values formation an explicit objective across learning areas (DepEd, 2023). GMRC, taught as a standalone subject from Kindergarten to Grade 3, focuses on developing social awareness, emotional regulation, and ethical decision-making skills among young learners. The rationale for this renewed emphasis is rooted in national development goals. A values-based education is essential in forming learners who can contribute meaningfully to society. As highlighted in the Philippine Development Plan (2023–2028), education must build not only the cognitive but also the moral and social competencies needed for active and responsible citizenship (NEDA, 2023). Thus, the MATATAG Curriculum aligns national priorities with the need to nurture Filipino identity and ethical leadership through classroom-based instruction. Research shows that curricular changes are only as effective as their implementation. According to Ornstein and Hunkins (2018), a well-structured curriculum must be responsive to cultural, social, and developmental needs, and this responsiveness must be reflected in both the content and delivery of instruction. The MATATAG Curriculum attempts to localize and contextualize values instruction by aligning it with Filipino culture and lived realities. Lessons are structured around themes like family, community, nation, and the environment, ensuring that abstract values are grounded in real-life experiences. Cabarles, dela Peña, and Magbanua (2023) found that the clearer articulation of GMRC competencies in the MATATAG Curriculum has helped teachers gain a better understanding of what to teach and how to approach values formation more systematically. However, their study also emphasized the need for continuous training to support the shift, particularly in assessing affective learning outcomes and designing participatory, values-based learning activities. Moreover, values education within the MATATAG framework is seen not just as a standalone subject but as a cross-cutting theme across disciplines. According to Salandanan (2015), values should permeate the entire curriculum and school environment—what she refers to as the “hidden curriculum.” This principle is now more

pronounced in the MATATAG Curriculum, which encourages all teachers, regardless of subject area, to model and integrate positive values in their pedagogy. Despite these reforms, challenges remain. Lanuza and Mangahas (2021) report that teachers often face time constraints, resource limitations, and inconsistent support in implementing values education. They suggest that for the MATATAG Curriculum to succeed in strengthening character formation, there must be a concerted effort to equip teachers with training, contextual materials, and institutional encouragement. In conclusion, the MATATAG Curriculum has brought renewed focus and structure to the teaching of GMRC and values education in Philippine schools. By aligning curriculum goals with the moral development of learners, it promotes a more holistic approach to education. However, the full realization of its objectives relies heavily on how well teachers understand, adapt, and implement these reforms in their classrooms.

Challenges and Opportunities in Teaching GMRC in the MATATAG Curriculum

As the Department of Education (DepEd) rolls out the MATATAG Curriculum, teachers find themselves navigating both long-standing and emerging challenges in implementing Good Manners and Right Conduct (GMRC) effectively. While the curriculum strengthens the focus on values formation, particularly in the early grades, the process of delivering it meaningfully requires supportive systems, competent educators, and active stakeholder engagement. One of the primary challenges teachers face is the lack of comprehensive training and instructional materials. According to Lanuza and Mangahas (2021), while most teachers believe in the importance of GMRC, many feel inadequately prepared to facilitate values-based discussions, especially on sensitive topics such as empathy, discipline, or respect for diversity. They emphasized that without specialized training, GMRC tends to be taught in a superficial manner, focusing more on rote learning than on meaningful moral reasoning. Another issue concerns assessment, which remains a complex aspect of GMRC. Since the subject deals with the affective domain, teachers struggle with measuring internalized values using conventional tests. Cruz and Reyes (2020) argued that behavioral checklists and reflective journals may help, but many schools lack the standard tools and time to consistently apply them. Without a clear assessment framework, teachers often rely on observation, which may be subjective and inconsistent across contexts. Furthermore, classroom management and student behavior remain persistent

concerns. Cabarles, dela Peña, and Magbanua (2023) noted that even with a strong curriculum in place, students' values are shaped by external influences such as family, social media, and peer groups. Teachers reported frustration when classroom efforts are undermined by inconsistent reinforcement at home or exposure to conflicting values online. In rural and underserved schools, lack of parental involvement and community support also pose barriers. As values are best learned through collaboration between home and school, a disconnect in these environments weakens the influence of GMRC instruction. Sarmiento (2022) found that when parents are engaged in school activities and reinforce classroom values at home, children are more likely to exhibit positive behaviors consistently. Despite these challenges, there are several opportunities presented by the MATATAG Curriculum. One such opportunity is the integration of contextualized, culture-based values education. The curriculum encourages teachers to use real-life situations, local stories, and Filipino traditions to explain moral concepts. This approach resonates more with learners and promotes cultural pride and relevance in the learning process (DepEd, 2023). Technology also opens avenues for more engaging and reflective values education. Digital storytelling, interactive videos, and social-emotional learning platforms can enhance learners' understanding of moral issues.

However, Dela Cruz and Enriquez (2023) highlight the need for proper digital literacy training so that values education remains grounded and not misused in the digital space. Importantly, the MATATAG Curriculum's emphasis on teacher collaboration and professional development has led to more communities of practice around values education. Many schools now conduct learning action cells (LACs) focused on character education strategies, classroom management, and GMRC lesson planning. These peer-led initiatives help teachers share best practices and address challenges collectively. In conclusion, while the teaching of GMRC under the MATATAG Curriculum faces various implementation hurdles—from training and assessment to socio-cultural influences—it also presents rich opportunities for innovation, collaboration, and deeper community involvement. Addressing these issues through sustained policy support, teacher empowerment, and holistic stakeholder engagement will be essential in achieving the curriculum's goal of raising morally upright and socially responsible Filipino learners.

Significance of the Study

The significance of this study lies in its potential to provide a clear and nuanced understanding of how the MATATAG Curriculum is being implemented in actual classroom settings and to shed light on the lived experiences of teachers navigating these changes. The study aims to uncover key insights that can guide future improvements and provide support for both educators and students. By undertaking this study, we aim to bridge the gap between educational policy and the realities of classroom practice, providing a deeper, more empathetic understanding of the challenges and successes that teachers face in implementing the MATATAG Curriculum. The findings will help shape future curriculum reforms and teacher support systems, ensuring that both educators and students thrive in the evolving educational landscape.

III. METHODOLOGY

Research Design

This study employed a qualitative research design, specifically narrative inquiry approach, to explore the experiences and perspectives of teachers implementing Good Manners and Right Conduct (GMRC) under the MATATAG Curriculum. According to Creswell (2013), narrative inquiry involves collecting and analyzing stories or narratives to gain a deeper understanding of individuals' experiences and meanings. By focusing on the subjective experiences of practitioners, the study seeks to uncover insights into how the curriculum is implemented, what challenges are encountered, and what strategies are employed. This approach will allow a rich, in-depth understanding of the effective and instructional dimensions of teaching GMRC—areas often difficult to quantify using traditional methods (Moustakas, 1994).

Participants

The participants of the study are the six teachers handling GMRC subject under MATATAG Curriculum. Three (3) are grade one (1) teachers and three (3) grade four (4) teachers who shared their lived experiences in teaching the subject.

The participants signed and informed consent forms, indicating voluntary participation and acknowledging understanding of ethical considerations.

Data Gathering Instruments

An interview guide, consisting six questions was utilized for data gathering. It was validated by five panel of experts.

Data Collecting Procedure

A letter of consent was sent to the School Head of the concerned participants. The researcher then informed the participants about the purpose of conducting the study and informed them their entire role in the duration of the study. A schedule was set to conduct in semi-structured interview to the participants. Then, after analyzing the result, a focus group discussion was conducted to inform and verify the gathered data from the participants.

Data Analysis Procedure

The researchers utilized thematic analysis. Thematic analysis is a commonly used method in qualitative research; it offers a clear description and interpretation of themes and patterns within a data set. It encodes qualitative data using specific codes, which can be presented as a list of causally related themes that may be either directly or indirectly observable within the information (Boyatzis, 1998, as cited in Heath, 2020).

IV. RESEARCH FINDINGS

Perceptions of Teachers regarding the Goals and Content of GMRC in the MATATAG Curriculum

Aligning GMRC Goals with Educational and Moral Values. One key perception teachers may hold is the alignment of the GMRC goals with broader educational and moral values, both within the national context and the specific needs of their students. Teachers may view GMRC as an essential tool for nurturing students' ethical and moral development, fostering positive behaviors and citizenship. This aligns with the values education framework established in the MATATAG Curriculum, which emphasizes the holistic development of learners in cognitive, affective, and psychomotor domains (DepEd, 2023). Teachers might perceive GMRC as a direct response to the challenges facing the younger generation, such as a lack of respect for authority or diminished social responsibility. For instance, Corpuz and Salandanan (2015) argue that values education is crucial in counteracting moral decline by promoting civility, respect, and empathy. Teachers may also appreciate how the curriculum reinforces Filipino values like Bayanihan (community spirit), Paggalang (respect), and Pagtutulungan (cooperation), which resonate with local cultural traditions and the socio-economic realities of their students. However, some teachers may also feel that the curriculum's values goals are too abstract or difficult to assess, raising concerns about how these values translate into concrete educational outcomes. According to Lanuza and Mangahas (2021), there is often a gap between the theoretical framework of values

education and practical implementation, as teachers struggle to clearly define and measure values development.

Participant 3 stated that, “Topics in GMRC curriculum must be aligned with the general moral values and must adhere to the DEPED goals.” Furthermore, Participant 1 and 5 pointed out that, “the topics must also include moral values because the today’s generation has forgotten moral values like respect, discipline, and etc.”

In addition, participant 2, 4 & 6 has noted the different Filipino values in present in the curriculum like Bayanihan, paggalang, pagtutulungan and other local traditions.

Facing Challenges in Content Delivery and Pedagogical Approach. A second theme focuses on how teachers perceive the content of GMRC in the MATATAG Curriculum and their approach to delivering it effectively. Teachers may express concerns about the balance between moral instruction and academic content and whether the GMRC curriculum provides enough contextualization for their students' diverse experiences and backgrounds. As Sarmiento (2022) noted, the effectiveness of values instruction is closely tied to the ability to connect the curriculum content to students' lives, particularly in rural or underprivileged communities. Teachers might view the GMRC content as valuable but challenging to implement due to its abstract nature—teaching values such as integrity and honesty in the classroom requires more than just imparting knowledge. According to Salandanan (2015), values education needs to incorporate active learning strategies that promote reflective thinking and moral reasoning. Teachers might face difficulty in adopting these interactive pedagogies if they have not received sufficient training in values-centered teaching methods. Moreover, some teachers may express concerns about the lack of specific teaching resources or guidelines for GMRC. As Cruz and Reyes (2020) found in their study, many teachers lack proper instructional materials that would allow them to engage students in meaningful discussions on moral issues, suggesting that even though the MATATAG Curriculum sets high standards, it may not be fully supported by practical tools for its implementation.

Participant 4 stated, “there are some content in GMRC that is difficult to integrate in the lesson, since learners have a diverse environment introducing values that is

not usually used at home is hard for them to accommodate.”

Participant 5 said that, “It is difficult to think of a strategy that fits to all learners, especially those learner groups where slow learners are dominant.”

Implementing with Constraints on Autonomy of GMRC Teachers. A third theme that could emerge is teachers' sense of autonomy in implementing the GMRC curriculum and how they perceive their role in adapting or personalizing the content to suit their students' needs. Teachers may feel empowered by the flexibility to incorporate locally relevant values or cultural context into GMRC lessons, which can make values education more relatable for students (Dela Cruz & Enriquez, 2023). This aligns with the MATATAG Curriculum's emphasis on contextualization and responsive teaching practices, allowing teachers to tailor their approach based on the cultural and socio-economic contexts of their learners. However, teachers may also feel conflicted about the extent to which they can personalize GMRC content without deviating from the prescribed framework of the curriculum. As Fullan (2007) asserts, teachers' professional autonomy is vital for engaging in meaningful curriculum implementation, but too much pressure from educational authorities or rigid standards may stifle creative approaches to values education. Teachers may express a desire for more collaboration and shared resources across schools to enhance their ability to effectively deliver GMRC content, yet remain within the boundaries of the curriculum's expectations.

Participant 3 & 5 pointed out that, they are positive to the idea that they can contextualized topics in GMRC. But at some point, they are bothered to the possibility that there are some instances that they may deviate the goal of the curriculum.

Participant 1 stressed that, “I can use local context as example in teaching moral values to children for them to visually relate their experience.”

Challenges faced by Teachers of GMRC in the MATATAG Curriculum

Having Insufficient Teacher Training and Professional Development. One of the primary challenges teachers may face in teaching GMRC is insufficient teacher training and professional development related to values education. While the MATATAG Curriculum aims to integrate GMRC seamlessly into the broader educational framework, teachers may not feel adequately prepared to deliver it effectively without

specialized training in values education. According to Lanuza and Mangahas (2021), many teachers in the Philippines face difficulties in teaching values education because they lack a deep understanding of how to teach abstract concepts like honesty, respect, and responsibility in ways that resonate with students. Although the curriculum outlines the importance of GMRC, teachers may struggle to implement these values without clear strategies or sufficient pedagogical training. Moreover, Salandanan (2015) notes that teachers often feel underprepared to handle the complex emotional aspects involved in teaching values, as it requires not just imparting knowledge but also understanding and addressing students' personal challenges. A lack of continuous professional development opportunities tailored to GMRC may hinder teachers' confidence and ability to navigate the emotional and moral aspects of their students' growth.

Participant 6 has pointed out that, "before the implementation of MATATAG curriculum, an intensive training must be conducted first. That is one of the loopholes in the implementation of the subject because they only trained a few rigidly".

Participant 2 stated that, "I am not fully prepared in terms on what teaching approaches I will use, 3-day training is not enough to learn all the topics in the subject under MATATAG curriculum." Participant 4 has agreed, "It is true that the training they have conducted is not enough, there are still topics that you have to study for deeper understanding."

Experiencing Limited Resources and Instructional Materials. A second challenge that teachers may encounter when teaching GMRC is the lack of instructional resources and teaching materials specifically designed for values education. While the MATATAG Curriculum provides a framework for GMRC, teachers may face difficulties in finding and utilizing adequate teaching materials that align with the curriculum's goals. Cruz and Reyes (2020) found that many teachers in public schools report a shortage of books, multimedia tools, and interactive activities that can help bring GMRC lessons to life. For example, while values like integrity or civic responsibility are taught, teachers may lack age-appropriate stories, videos, or games that could engage students in a more interactive and dynamic way. In the absence of adequate resources, teachers may have to create their own materials, which can be time-consuming and may not always meet the educational standards expected by the

curriculum. Dela Cruz and Enriquez (2023) argue that inadequate resources not only limit teachers' ability to deliver GMRC effectively but also reduce the engagement and motivation of students, especially when compared to subjects with well-established resources.

Participant 4 stated, "Until now, books and other learning resources on the subject in K-12 curriculum is incomplete, and now, new curriculum is being implemented, yet the same problem is being encountered by us." Participant 2 said, "I usually search my topic on the internet to get ideas on the activities I may use in my class since books is not enough and other support material is limited."

Dealing with Diverse Learner Backgrounds and Socioeconomic Barriers. A significant challenge in teaching GMRC arises from the diverse student backgrounds and the socioeconomic challenges that many Filipino students face.

Teachers may find it difficult to teach GMRC values in a meaningful way when students come from varying levels of socioeconomic status or are exposed to conflicting societal norms.

Corpuz and Salandanan (2015) point out that students from disadvantaged backgrounds may have different values systems influenced by their family environments, community norms, and personal experiences. This can make it difficult for teachers to consistently teach and reinforce values like honesty or respect, as students may not have internalized these principles due to the influences of poverty, broken families, or other external factors.

Moreover, Sarmiento (2022) highlights that teacher may feel powerless when trying to address students' emotional and behavioral issues in the classroom. For example, a student who is struggling with family-related challenges or poverty-related stress might find it hard to understand or appreciate values like cooperation or social responsibility. Teachers often find themselves in a position where they must balance academic learning with the emotional needs of students, which can be particularly challenging in values education.

Participant 5 pointed out, "I found it difficult to teach GMRC in a diverse learner. Knowing that they came from different cultural affiliation and they are raised in different environment, it is not easy to implement the values being taught."

Recommendations for Improving the Teaching of GMRC

Enhancing Teacher Training and Professional Development. One critical recommendation for improving the teaching of GMRC is to focus on enhancing teacher training and professional development. Teachers may face challenges in delivering values education effectively if they do not have specialized knowledge and strategies for teaching abstract concepts such as honesty, respect, and responsibility. Therefore, it is essential to invest in continuous professional development programs that equip educators with the necessary skills, tools, and resources. According to Lanuza and Mangahas (2021), regular workshops, seminars, and training sessions that focus on values education can help teachers gain deeper insights into how to teach GMRC in an engaging and meaningful way. Furthermore, Corpuz and Salandanan (2015) emphasize the importance of providing teachers with pedagogical strategies that integrate values into all subject areas, thus making the teaching of GMRC more cohesive and comprehensive. Dela Cruz and Enriquez (2023) also recommend incorporating peer learning communities where teachers can share best practices, exchange teaching materials, and support one another in overcoming challenges related to values education. Providing teachers with the opportunity to grow professionally ensures that GMRC is taught with greater confidence, creativity, and effectiveness.

Participant 1 stated, "It is good if their trainings to be conducted on the approaches in teaching GMRC." Participant 3 agreed, "Such training must involve technological tools that can be used in the delivery of the lesson for effective teaching and learning." Participant 4 & 6 noted, "We must have specialized ourselves in the teaching of GMRC, for us to have a deeper understanding of the topics included. By the implementation of such trainings and seminars, it would be beneficial to us teachers".

Utilizing Technology and Interactive Teaching Materials. Another recommendation for improving GMRC instruction is the integration of technology and interactive teaching materials. As students today are digital natives, the use of technology can significantly enhance the way values are taught and learned, making GMRC more engaging and accessible. Cruz and Reyes (2020) suggest that teachers can incorporate digital tools such as educational apps, videos, interactive games, and virtual simulations to reinforce GMRC lessons. These tools can help bring abstract values to life by providing

students with concrete examples, visual aids, and real-time interactions. For instance, teachers can use digital storytelling or animated videos to showcase moral dilemmas and engage students in discussions on values. Furthermore, Salandanan (2015) advocates for the creation of interactive learning modules that students can access both inside and outside the classroom. These materials can include interactive quizzes, online reflection journals, and virtual role-playing activities that encourage students to apply GMRC principles in real-world scenarios. By leveraging technology, teachers can make GMRC more relevant, dynamic, and tailored to students' learning preferences.

Participant 2 stressed that, "Integration of Technological tools is essential to improve the teaching and learning process. It was agreed by participant 5, "Yes, since we are living in the Digital Era, we must adjust ourselves to be fit this generation". Participant 1 and 3 suggest employing interactive games, and digital tools in the teaching of GMRC, which is more interactive, and can catch the attention of the students.

Strengthening Parental and Community Involvement. A third recommendation is to strengthen parental and community involvement in the teaching of GMRC. Since values are often instilled at home and in the community, engaging parents and local communities in GMRC education can create a more holistic and cohesive learning environment for students. Teachers and schools should collaborate with parents to reinforce the values being taught in the classroom and ensure consistency across different contexts. According to Sarmiento (2022), parents and guardians play a crucial role in modeling values and supporting their children's emotional and moral development. Schools can organize parent-teacher workshops, community forums, and outreach programs that encourage dialogue between parents, teachers, and students about the importance of values education. By involving parents in GMRC lessons, students will see the values they are learning reinforced both at home and at school. Additionally, Zins et al. (2004) highlight the importance of community-based initiatives, such as volunteer programs or community service projects, which allow students to apply GMRC lessons in real-world settings. Engaging students in such activities helps them better understand the significance of values like social responsibility and civic engagement while also fostering a sense of belonging and connection to their communities.

Participant 2 noted that, “Parents must be involved in the process. Since they are the one who will follow their child at home.” Participant 5 also pointed out that, “We need the whole village to raise a child, it is not solely the responsibility of the teacher in rearing a child. We have to involve the parents and the community as a whole”.

V. CONCLUSION

In conclusion, the effective teaching of GMRC (Good Manners and Right Conduct) under the MATATAG Curriculum is crucial for shaping students’ character and fostering their holistic development. Through the exploration of various themes, this study highlights the significant challenges faced by teachers, including insufficient professional training, limited resources, and the diverse backgrounds of students. Despite these challenges, the perceived benefits of GMRC, such as the promotion of emotional intelligence, social responsibility, and civic engagement, are clear and crucial for the students’ growth. To improve the teaching of GMRC, several recommendations have emerged. First, enhancing teacher training and professional development is essential to equip educators with the necessary skills and strategies for effective values education. Additionally, integrating technology and interactive teaching materials into GMRC instruction can make learning more engaging and relevant to students’ needs. Finally, fostering stronger parental and community involvement can provide a more comprehensive and consistent approach to values formation, reinforcing the lessons learned both at school and in the home environment. Ultimately, addressing these challenges and implementing these recommendations can significantly enhance the effectiveness of GMRC in the Matatag Curriculum, ensuring that students not only excel academically but also grow as responsible, ethical, and socially conscious individuals prepared for the complexities of the modern world.

Overall, teachers have a positive perception of the new curriculum, particularly considering the support they have received. The translation of the new curriculum into the classroom shows promising results. While the first year of implementation is not yet complete, teachers remain optimistic about the upcoming years, hoping that the challenges will be addressed, and that the new curriculum will contribute to improving the education system.

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