

Voices of Good Moral and Right Conduct Teachers (GMRC) On Managing Value Conflicts among Key Stage 2 Learners

Apple Joyce E. Sasing

Rizal Memorial Colleges, Inc. Davao City

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ABSTRACT

This study explored the experiences of Key Stage 2 teachers in managing value conflicts among learners during Good Manners and Right Conduct (GMRC) instruction. A qualitative phenomenological research design was utilized to capture the lived experiences of ten (10) Key Stage 2 teachers selected through purposive sampling. Data were collected through in-depth interviews and analyzed using thematic analysis to identify recurring patterns and meanings aligned with the research questions. Ethical considerations and trustworthiness measures were observed throughout the study. The findings revealed that teachers encounter challenges such as diverse learner backgrounds, defensiveness and confusion, conflicting home and school values, emotional outbursts, interpersonal conflicts on fairness, and the influence of social media. To address these, teachers employed coping strategies including inclusive and adaptive teaching methods, guided reflection, collaboration with families, emotional self-regulation, and restorative dialogue. Furthermore, teachers gained insights that values education goes beyond rule-teaching and requires reflection, empathy, patience, and recognizing conflicts as opportunities for moral development. The study concludes that managing value conflicts is a complex yet meaningful aspect of GMRC instruction, requiring both pedagogical skills and emotional competence. It highlights the need for strengthened support systems, continuous professional development, and collaborative efforts among stakeholders to enhance values education in diverse classroom settings.

Keywords: value conflicts, GMRC instruction, values education, teacher experiences, coping strategies, moral development

INTRODUCTION

Values such as respect, honesty, and empathy are fundamental to elementary education, particularly within Good Manners and Right Conduct (GMRC) instruction. Teachers play a central role in shaping learners' moral development; however, this role has become increasingly complex as classrooms grow more diverse. Learners bring varied cultural backgrounds, family influences, religious beliefs, and social experiences, which often result in differing perspectives and potential value conflicts.

Within this context, teachers are not only responsible for teaching values but also for mediating differences and fostering mutual understanding among learners. Research suggests that diversity in beliefs and experiences significantly affects classroom interactions, often leading to contrasting attitudes and behaviors (Cabarles et al., 2023; Kyriakidis et al., 2024). As a result, teachers must employ emotional intelligence, cultural sensitivity, and adaptive strategies to maintain a respectful and inclusive learning environment (Mahvar et al., 2018; Valente et al., 2021).

The challenges of values education are further intensified by external influences, particularly social media, which exposes learners to messages that may contradict school-based teachings (Mista et al., 2024). In an increasingly interconnected world, schools are expected not only to provide academic knowledge but also to guide learners in navigating complex moral and social issues (Sahinkayasi & Kelleci, 2013). However, these competing influences make it difficult for learners to internalize consistent values, placing additional demands on teachers.

Previous studies have highlighted the difficulties teachers face in delivering values education, including adapting strategies to diverse learners and facilitating meaningful discussions on moral issues (Castro, 2024). Despite these insights, limited research has focused on teachers' lived experiences in managing value conflicts within GMRC classrooms, particularly at the elementary level where foundational values are formed.

Given the increasing visibility of value conflicts—manifested in issues such as bullying, disrespectful behavior, and online misconduct—there is a need to better understand how teachers address these challenges in practice. This study therefore examines the lived experiences of Key Stage 2 teachers in managing value conflicts during GMRC instruction. By exploring their strategies, challenges, and reflections, the study aims to contribute to the improvement of values education in diverse classroom settings.

Purpose of the Study

The purpose of this study is to understand the real-life experiences of Key Stage 2 Teachers as they deal with value conflicts in their GMRC (Good Manners and Right Conduct) classes. In many classrooms today, learners come from different families, cultures, and communities. Because of this, they often have different beliefs or ways of thinking, which can lead to disagreements or misunderstandings. To better understand what teachers go through, the researcher uses a qualitative method called phenomenology. This approach helps gather stories, reflections, and personal experiences directly from the teachers themselves.

The study focuses on how teachers manage these value conflicts, what strategies they use, and how they cope with the stress and pressure that can come with it. It also looks at the lessons teachers learn from these experiences and how they continue to guide learners in becoming respectful and responsible individuals. By sharing these stories, the researcher aims to highlight the important role teachers play in shaping values inside the classroom and to offer suggestions that can help improve how GMRC is taught in schools.

Research Questions

To guide this study, the researcher seeks to explore how Key Stage 2 Teachers experience and respond to value conflicts that arise during GMRC instruction. Specifically, it aims to answer the following research questions:

1. What are the experiences of Key Stage 2 Teachers in managing value conflicts among learners during GMRC instruction?
2. What coping mechanisms do teachers use to address the challenges of handling value conflicts in the GMRC classroom?
3. What insights and reflections do teachers gain from their experiences in managing value conflicts among elementary learners?

Theoretical Lens

This study is grounded in Rahim's Model of Conflict Management, which offers a practical lens for analyzing how teachers address value conflicts among elementary learners. The model identifies five distinct conflict management styles, which are integrating, obliging, dominating, avoiding, and compromising. These styles help explain the varied ways teachers respond to interpersonal tensions shaped by differing beliefs or moral viewpoints. In the context of GMRC instruction, where promoting respect, empathy, and ethical behavior is central, this framework sheds light on the choices teachers make to preserve classroom harmony while acknowledging student diversity.

The Filipino Values Theory, which describes how values influence relationships and conduct, is another foundation for this study. How students engage with one another is influenced by core values including pakikisama, pakikipagkapwa, and respect among peers. When learners apply or interpret these beliefs differently, it can cause miscommunications and disputes in the classroom. Through this lens, the study

demonstrates how GRMC Teachers handle these circumstances by teaching and modeling these principles in ways that promote harmony, empathy, and respect in addition to resolving conflicts in the classroom.

METHODOLOGY

This section presents the study's foundational elements, including its philosophical and qualitative assumptions, chosen research design, and details about the participants. It also outlines ethical considerations, the researcher's role, the instrument used, the step-by-step research procedure, and methods of data collection and analysis. Additionally, it discusses the analytical framework and the measures taken to ensure the study's credibility and trustworthiness.

Research Design

This study employs a qualitative phenomenological approach to explore the lived experiences of Key Stage 2 teachers in managing value conflicts during GMRC instruction. Phenomenology is appropriate as it focuses on how individuals interpret and make meaning of their experiences in real-life contexts. Rather than relying on numerical data, the study draws on teachers' firsthand accounts to understand how value conflicts emerge from learners' diverse cultural backgrounds, family influences, beliefs, and exposure to social media.

This approach enables an in-depth examination of how teachers respond to these challenges, particularly in managing classroom interactions, facilitating moral understanding, and maintaining a respectful learning environment. By capturing these lived experiences, the study highlights how GMRC instruction extends beyond teaching rules to guiding learners through complex value-based situations, emphasizing empathy, respect, and moral development (Creswell & Poth, 2018).

Research Participants

A total of ten elementary GMRC teachers from Marcos P. Saez Elementary School participated in this study. Data were collected through in-depth interviews (IDI), which enabled the exploration of participants' lived experiences, reflections, and coping strategies in managing value conflicts. This method facilitated the collection of rich, detailed accounts, allowing for a deeper understanding of the phenomenon under investigation.

Participants were selected using purposive sampling to ensure relevance and depth of data. Inclusion criteria required participants to be (1) currently teaching Key Stage 2 in Sta. Cruz North, (2) with at least two to three years of continuous teaching experience at the same school, and (3) willing and able to articulate their experiences clearly during the interviews. These criteria ensured that participants possessed sufficient familiarity with the school context and direct experience with value conflicts in GMRC instruction.

Purposive sampling is appropriate for qualitative research as it allows for the deliberate selection of individuals with firsthand knowledge of the phenomenon, thereby generating rich and meaningful data aligned with the study's objectives (Patton, 2015).

Ethical Considerations

This study adhered to established ethical standards for qualitative research to ensure the protection, dignity, and well-being of all participants. Ethical approval was obtained prior to data collection, and all procedures were conducted in accordance with principles of informed consent, confidentiality, voluntary participation, and respect for participants.

Participants were provided with a written informed consent form outlining the study's purpose, procedures, and their rights, including the option to withdraw at any time without consequence. They were also informed that they could decline to answer any question they found uncomfortable. To minimize potential risks, a safe and nonjudgmental interview environment was maintained, allowing participants to share their experiences openly while safeguarding their emotional well-being.

Confidentiality was strictly observed throughout the study. All identifiable information was anonymized in transcripts and reports, and data were securely stored on password-protected devices accessible only to the researcher. These measures ensured that participants could provide honest accounts without fear of professional or personal repercussions.

The study also considered its social value by aiming to generate insights that could inform teaching practices and improve GMRC instruction. Findings will be shared with relevant stakeholders to support professional development and strengthen values education in schools.

To ensure fairness and transparency, participants were selected through purposive sampling based on their direct experience with value conflicts in GMRC instruction. All participants were treated equitably, and no form of bias influenced the selection or interpretation of data. The researcher maintained objectivity throughout the study and declared no conflicts of interest.

The researcher played an active role in data collection and analysis, conducting semi-structured interviews, transcribing responses verbatim, and, when necessary, translating them into English while preserving meaning. Thematic analysis was then applied to identify patterns and themes. Consistent with qualitative research principles (Creswell & Poth, 2018), reflexivity was practiced through ongoing self-awareness and documentation of assumptions to minimize bias. By fostering trust, maintaining ethical rigor, and adopting a participant-centered approach, the researcher ensured the credibility and integrity of the findings.

Research Instrument

To gather data, a semi-structured, researcher-made interview questionnaire was used. It was developed through consultations with experts and underwent multiple revisions based on their feedback. The validation process focused on ensuring that the language and conceptual level of the questions matched the respondents' understanding, that the items were appropriate for the research design and free from bias, and that each question aligned clearly with the study's objectives.

Data Collection

This section describes the procedures undertaken by the researcher to gather relevant data for the study. It outlines how information was obtained from the selected Key Stage 2 teachers regarding their experiences in managing value conflicts during GMRC instruction. The process includes securing necessary permissions, conducting in-depth interviews, and ensuring that ethical standards were observed throughout the data collection period.

Permission to Conduct the Study

Prior to data collection, the researcher secured institutional endorsement from the Dean of the Graduate School at The Rizal Memorial Colleges, Inc., Davao City, and obtained ethical clearance from the Graduate School Research Ethics Committee (GSRMC-REC). These approvals confirmed that the study met established academic and ethical standards, particularly in safeguarding participants' rights and welfare.

Following these approvals, formal permission was requested from the Schools Division Superintendent to conduct the study at Marcos P. Saez Elementary School. All required documents, including the endorsement letter and ethics clearance, were submitted as part of the application process. Approval from the division office was obtained through transparent communication outlining the study's purpose, procedures, and potential benefits. Upon authorization, the researcher coordinated with the participating school to implement data collection according to the approved schedule.

Conduct of the Interview

The researcher begins the interview process by purposefully selecting ten Key Stage 2 Teachers from Sta. Cruz North who meet the inclusion criteria for the study. Ten participants are selected for individual in-depth

interviews (IDI). This arrangement allows for the collection of personal perspectives on their experiences in delivering basic education.

Interviews are conducted either face-to-face or online, depending on the availability and preference of the participants. Prior to each session, the researcher explains that the interviews will be recorded for academic purposes and assures participants that all information will be kept strictly confidential. By creating a respectful and supportive environment, the researcher encourages participants to share openly, contributing to the richness and depth of the data collected.

Collation and Thematic Analysis

After conducting the interviews, the researcher transcribes each session word for word, carefully reviewing the recordings to ensure accuracy and capture the full meaning of participants' responses. This step helps the researcher understand the tone, context, and depth of the teachers' experiences.

Using Braun and Clarke's 2006 thematic analysis method, the researcher codes and organizes the data to identify key themes related to how teachers at Marcos P. Saez Elementary School cope with value conflicts in teaching Good Manners and Right Conduct. The analysis focuses on their strategies for managing differences between personal, institutional, and community values, as well as how they navigate these challenges in the classroom.

The results are then interpreted in relation to existing literature, highlighting both common and unique approaches. From these findings, the researcher offers practical recommendations that promote values-based education through respectful dialogue, cultural sensitivity, and consistent support for teachers facing moral and ethical dilemmas in GMRC instruction.

Data Analysis

In-depth Interview. The researcher carries out individual interviews with ten carefully chosen teachers to explore their personal teaching experiences in depth. These private sessions create a safe and supportive space that encourages participants to speak freely about their thoughts, feelings, and challenges. The use of open-ended questions, along with thoughtful follow-up inquiries, allows for deeper exploration of their stories. Each interview is expected to last between 30 to 60 minutes and is audio-recorded with the participants' permission to ensure accurate and detailed documentation of their responses.

Analytical Framework

In this qualitative phenomenological study exploring the lived experiences of teachers in delivering basic education, the researcher uses the thematic analysis method developed by Braun and Clarke (2006) to guide the systematic interpretation of the data.

Familiarization with the Data. The researcher begins the analysis by transcribing all interviews and focus group discussions word for word, ensuring that both spoken content and emotional cues are accurately captured. The transcripts are reviewed multiple times, allowing the researcher to immerse fully in the data and gain a deep understanding of the participants' experiences.

Generating Initial Codes. With a strong grasp of the material, the researcher identifies meaningful portions of text and assigns initial codes. These codes reflect key ideas, challenges, and strategies mentioned by the participants, helping to highlight common threads within the data.

Searching for Themes. After coding, the researcher organizes similar codes into broader categories to uncover emerging themes. This process reveals connections and recurring patterns that help make sense of the participants' shared experiences.

Reviewing Themes. The initial themes are carefully examined to confirm their accuracy and relevance. The researcher revisits both the codes and the original transcripts to ensure each theme truly reflects what was expressed. Revisions are made as needed to refine and clarify the themes.

Defining and Naming Themes. Each theme is then clearly defined and given a concise, meaningful name. These names aim to capture the core message of each theme while staying true to the participants' perspectives.

Producing the Report. In the final phase, the researcher presents the findings by discussing each theme and supporting it with direct quotations from the participants. These themes are then interpreted in relation to the study's objectives, offering insight into the teachers' real-world experiences and the broader implications for educational practice.

Trustworthiness of the Study

Trustworthiness in this qualitative study was ensured through the criteria of credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). These principles were systematically applied to enhance the rigor, consistency, and integrity of the research process.

Credibility was established through in-depth interviews that generated rich and detailed data. Member checking was conducted by returning selected transcripts and interpretations to participants for validation, ensuring accurate representation of their perspectives. Triangulation was achieved by comparing responses across participants with diverse experiences. Additionally, peer debriefing with a research adviser and the use of reflexive notes helped minimize potential bias.

Transferability was supported through the provision of thick description, including the study context, participant characteristics, and the sociocultural setting of GMRC instruction. The inclusion of illustrative quotations allows readers to assess the applicability of the findings to similar educational contexts.

Dependability was ensured through a clear documentation of the research process, including data collection, transcription, coding, and analysis. An audit trail, along with the use of a consistent interview protocol, enabled transparency and methodological consistency. Regular consultation with a research adviser further strengthened the reliability of procedures and interpretations.

Confirmability was achieved by grounding findings in participants' accounts and maintaining an audit trail of transcripts, codes, and analytic decisions. Reflexivity was practiced through a research journal to identify and manage potential biases. The use of verbatim quotations and peer review of the analysis ensured that interpretations accurately reflected participants' lived experiences.

RESULTS AND DISCUSSION

This chapter presents the study's findings based on data gathered from participants. It organizes the results according to the research questions and provides corresponding discussions to interpret the emerging themes and patterns in relation to the study's objectives.

Experiences of Key Stage 2 Teachers in Managing Value Conflicts

Among Learners During GMRC Instruction

For the first research question, which focuses on the experiences of Key Stage 2 teachers in managing value conflicts among learners during GMRC instruction, several themes emerged from the data analysis. These themes reflect the varied and complex situations encountered by teachers in their classrooms, including arduous diversity in student backgrounds, problematic learner defensiveness and confusion, conflicting home and school moral standards, frustrating emotional outbursts from learners, strenuous interpersonal clashes over fairness, and taxing social media influences on behavior. Together, these themes capture the range of challenges teachers experience as they navigate value conflicts in diverse classroom settings.

Arduous Diversity in Student Backgrounds

This theme reflects the challenging reality teachers face as they navigate classrooms composed of learners with diverse cultural, familial, and social backgrounds. Each learner brings a unique set of beliefs, values, and

experiences that often influence how they interpret situations and respond to GMRC discussions. This diversity becomes arduous for teachers as it requires them to constantly adjust their language, strategies, and approaches to ensure inclusivity while managing differing perspectives that may lead to conflict.

Here are some responses from the participants:

Gigamit namo ang mga pulong nga patas ug may respeto sa tanan, kay kasagaran mo-react ang mga estudyante kung mabati nila nga gi-challenge o gi-correct ang ilang mga values. (“We use words that are fair and respectful to all, because learners often react when they feel their values are being challenged or corrected.”) – Participant 1

Isip usa ka Grade 5 nga magtutudlo, kanunay nakong ma-encounter ang mga estudyante nga nagdala ug mga values nga ilang natun-an sa balay nga lahi sa ginatudlo sa GMRC. (“As a Grade 5 teacher, I often encounter learners who bring values learned at home that may differ from those taught in GMRC.”) – Participant 2

Lisod usahay ang pag-manage sa mga conflict kay ang matag bata naggikan sa lahi-lahi nga background ug lain-lain ang ilang pagsabot sa mga sitwasyon base sa ilang kasinatian ug pagpadako. (“Managing conflicts can be difficult because each child comes from a unique background and interprets situations based on their own experiences and upbringing.”) – Participant 3

Ang mga Key Stage 2 nga teachers makasinati ug value conflicts sa ilang mga estudyante sa GMRC tungod kay naggikan ang mga bata sa lain-lain nga background ug nagakat-on pa kung unsa ang sakto ug sayop. (“Key Stage 2 teachers experience value conflicts among learners during GMRC because pupils come from different backgrounds and are still learning what is right and wrong.”) – Participant 4

Lahi-lahi among mga kasinatian sa pag-manage sa value conflicts sa among mga estudyante tungod kay naggikan sila sa lain-lain nga pagpadako sa pamilya, etnisidad, relihiyon, ug palibot nga ilang gidak-an. (“We have varied experiences in managing value conflicts among our learners since they come from different family upbringings, ethnicities, religions, and environments in which they were raised.”) – Participant 10

Participant 1 emphasizes the need for careful and respectful language to avoid triggering negative reactions among learners. Participant 2 highlights how values acquired at home may conflict with those taught in school. Participant 3 points out that learners interpret situations differently depending on their upbringing, which makes conflict management more complex. Participant 4 explains that learners are still in the process of understanding moral concepts, which contributes to disagreements. Participant 10 underscores the wide range of backgrounds, including cultural and religious ones, that shape learners’ behaviors and perspectives.

This finding is supported by Kyriakidis, Koikas, and Elbahwashy (2024), who emphasized that cultural and social differences significantly affect classroom interactions and may lead to misunderstandings. Similarly, Rose (2025) explained that value conflicts are deeply rooted in personal beliefs and identities, making them more complex to resolve. Moreover, Cabarles, dela Peña, and Magbanua (2023) highlighted that learners’ behavior is strongly influenced by their home environment and social context, reinforcing the challenges teachers face in managing diverse classrooms.

Problematic Learner Defensiveness and Confusion

This theme reflects the varied and often challenging reactions of learners when their values and beliefs are questioned or confronted during GMRC instruction. Learners do not respond uniformly; instead, they exhibit a range of behaviors, including defensiveness, confusion, withdrawal, and openness. This creates difficulty for teachers, as they must carefully navigate these emotional and cognitive responses while maintaining a respectful and productive learning environment.

Here are some responses from the participants:

Kasagaran ang mga estudyante mupugos gyud og explain sa ilang kaugalingon ug maningkamot nga ipakita nga sila ang sakto. (“The learners often insist on explaining themselves, trying to prove that they are correct.”) – Participant 1

Ang uban nga mga estudyante mohunong sa pag-apil, molikay og eye contact, o dili na mo-engage, samtang ang uban magpabilin sa ilang baruganan ug mangita og suporta gikan sa mga parehas nila og huna-huna. ("Some learners stop participating, avoid eye contact, or disengage, while others reinforce their original stance and look for support from like-minded peers.") – Participant 2

Kung ma-challenge ang values o pagtuo sa akong mga estudyante, makita nako nga lain-lain ilang reaksyon: ang uban malibog, samtang ang uban dili komportable o mahimong defensive. ("When my learners' values or beliefs are challenged, I observe different reactions: some feel confused, while others feel uncomfortable or become defensive.") – Participant 3

Ang uban mahimong open ug andam maminaw sa uban, samtang ang uban mahimong malibog, defensive, o emosyonal. ("Some become open and willing to listen to others, while others may feel confused, defensive, or emotional.") – Participant 4

Ang uban nga mga estudyante defensive, ang uban kaayo malibog, ug ang uban hilom lang motubag. ("Some learners are defensive, some are very confused, and others respond quietly.") – Participant 9

Participant 1 shows that learners tend to justify their beliefs by insisting they are correct. Participant 2 highlights both withdrawal and reinforcement of beliefs through peer support. Participant 3 emphasizes the emotional discomfort and confusion learners experience when challenged. Participant 4 reflects the mixed reactions of openness and resistance among learners. Participant 9 summarizes the varied responses, including defensiveness, confusion, and silence.

This finding aligns with Fang (2021), who noted that classroom conflicts can affect emotional interactions and relationships, often leading to discomfort and resistance. It also supports Pollack (2025), who explained that misunderstandings and emotional reactions are common during conflicts and can disrupt participation. Furthermore, Valente et al. (2021) emphasized that such reactions are part of learners' social and emotional development, highlighting the need for teachers to manage these responses constructively.

Conflicting Home and School Moral Standards

This theme reflects the tension that arises when learners bring home values that do not align with the moral standards taught in school, particularly in GMRC instruction. Teachers find it challenging to address these conflicts because learners' actions are often shaped by deeply rooted beliefs influenced by family, culture, and personal experiences. As a result, what is considered appropriate in school may be perceived differently by learners, making it difficult for teachers to establish a common understanding of right and wrong.

Here are some responses from the participants:

Lisod usahay ang pag-manage sa mga conflict kay ang matag bata naggikan sa lahi-lahi nga background ug lain-lain ang ilang pagsabot sa mga sitwasyon base sa ilang kasinatian ug pagpadako. ("Managing conflicts can be difficult because each child comes from a unique background and interprets situations based on their own experiences and upbringing.") – Participant 3

Sa usa ka diverse nga classroom, ang mga estudyante dili magdala og neutral nga opinyon; gidala nila ang ilang kultura, relihiyon, pamilya, ug personal nga kasinatian. ("In diverse classrooms, learners do not bring neutral opinions; they bring their cultural, religious, familial, and lived experiences.") – Participant 2

Kasagaran maglisod ang mga teachers sa pag-manage sa behavior sa mga estudyante tungod sa ilang lain-lain nga pagpadako. ("Teachers often struggle with pupils' behavior due to their different upbringings.") – Participant 9

Kining mga kalainan nahimo tungod sa ilang pagpadako, cultural background, relihiyosong pagtuo, ug personal nga kasinatian. Isip mga educators, naglisod mi sa pag-address sa mga conflict sa objective nga paagi... ("These differences are shaped by their upbringing, cultural background, religious beliefs, and personal experiences. As educators, this makes it challenging to address conflicts objectively...") – Participant 10

Dili gyud nila nga sala kung ang ubang sayop nga ilang nabuhat kay tinuod nga ilang gituohan nga sakto. ("It is not entirely their fault if some of the things they do wrong are things they genuinely believe to be right.") – Participant 10

Participant 3 explains that learners interpret situations based on their upbringing, which complicates conflict management. Participant 2 emphasizes that learners carry deeply rooted cultural and personal experiences into the classroom. Participant 9 points out that differences in upbringing directly affect learner behavior. Participant 10 highlights that these varied influences make it difficult for teachers to respond objectively to conflicts. Participant 10 (second response) reflects an understanding that learners' actions are often based on what they believe is right, rather than intentional wrongdoing.

This finding is supported by Cabarles, dela Peña, and Magbanua (2023), who emphasized that their home environment and social context strongly influence learners' character and behavior. It also aligns with Kampen (2020), who noted that learners' backgrounds, including culture and beliefs, shape how they engage and respond in school settings. Furthermore, Rose (2025) explained that value conflicts are rooted in deeply held beliefs, making them difficult to resolve when individuals perceive their values as valid and justified.

Managing Emotional Outbursts from Learners

This theme reflects the intense emotional reactions that learners display when their values, beliefs, or responses are challenged during GMRC instruction. These emotional outbursts, ranging from anger and frustration to embarrassment and withdrawal, create additional challenges for teachers, as they must manage not only the cognitive aspects of value conflicts but also the emotional climate of the classroom. Such situations require teachers to remain composed and responsive while guiding learners toward self-regulation and understanding.

Here are some responses from the participants:

Kung ma-challenge ang values sa akong mga estudyante, kasagaran sila makabati og discomfort ug mo-react og emosyonal—ang uban mohilak, samtang ang uban masuko o ma-frustrate. ("When my learners' values are challenged, they usually feel discomfort and react emotionally—some cry, while others get angry or feel frustrated.") – Participant 5

Kalit ra niyang gipanglamba ang silya, nasuko, ug nagsugod og hilak. ("Suddenly, he knocked the chair, became angry, and started to cry.") – Participant 5

Ang usa ka estudyante nasuko ug mipugos sa iyang opinyon, pero sa ulahi naminaw ug midawat sa akong pasabot. ("One pupil became upset and insisted on their opinion, but later listened and accepted my explanation.") – Participant 6

Ang estudyante nga nakahatag og sayop nga tubag naulaw, nasubo, ug na-frustrate, samtang ang ubang estudyante mikatawa. ("The learner who gave the wrong answer felt embarrassed, sad, and frustrated, while other learners laughed along.") – Participant 7

Apan kung mabati nila nga walay interesado, mahimong hilom na lang sila ug mag-sulk. ("However, if they feel that no one is interested, they may become quiet and sulk.") – Participant 1

Participant 5 indicates that learners often respond with strong emotions, such as anger and frustration, when challenged. Participant 5 (second response) illustrates how emotional reactions can escalate into physical expressions of distress. Participant 6 highlights that emotional resistance can eventually lead to openness and acceptance. Participant 7 emphasizes feelings of embarrassment and peer influence as factors that intensify emotional reactions. Participant 1 points out that some learners internalize their emotions through withdrawal and silence.

This finding aligns with Fang (2021), who explained that classroom conflicts can disrupt emotional connections and affect the overall learning environment. It also supports Valente et al. (2021), who emphasized that emotional responses are a natural part of conflict and play a role in learners' social and emotional development.

Furthermore, Pollack (2025) noted that such emotional reactions, when properly managed, can serve as opportunities to teach important interpersonal and self-regulation skills.

Strenuous Interpersonal Clashes Over Fairness

This theme reflects the conflicts that arise among learners when they hold different interpretations of fairness, honesty, and social responsibility. In GMRC classes, these clashes often arise in real-life situations where values are not absolute, forcing learners to choose between competing principles, such as truth versus kindness or honesty versus friendship. These situations become strenuous for teachers because they must mediate disagreements while helping learners understand complex moral reasoning and respect differing viewpoints.

Here are some responses from the participants:

Sa usa ka GMRC nga klase bahin sa honesty, duha ka estudyante adunay lain-lain nga panan-aw: ang usa mituo nga kinahanglan gyud magsulti og tinuod sa tanang higayon, samtang ang usa nagtuo nga usahay mas maayo nga maghilom aron dili makasakit sa pagbati sa uban. (“In a GMRC class on honesty, two pupils had differing views: one believed in always telling the truth, while the other felt that it is sometimes better to remain silent to avoid hurting someone’s feelings.”) – Participant 3

Usa ka kasagarang value conflict sa GMRC klase mahitabo kung dili magkauyon ang mga estudyante kung unsa ang sakto o patas. (“A typical value conflict during GMRC classes occurs when learners disagree about what is right or fair.”) – Participant 4

Usa sa akong kasinatian mao nga ang mga estudyante motabang sa ilang amigo pinaagi sa pagpahimo kanila nga mangopya og tubag, nga nagresulta og conflict tali sa honesty ug friendship. (“One situation that I experienced is when learners chose to help friends by allowing them to copy answers, creating a conflict between honesty and friendship.”) – Participant 7

Nahadlok sila nga basin dili sila makakuha og igo, o gusto nila ang naa sa uban kay murag mas maayo tan-awon. (“They feared they would not have enough, or wanted what others had because it seemed better.”) – Participant 8

Mikatawa sila sa ilang classmate nga nasayop og tubag samtang nag-answer. (“They laughed when a classmate made a mistake while answering a question.”) – Participant 9

Participant 3 illustrates how learners interpret honesty differently depending on the situation. Participant 4 generalizes that disagreements about fairness are common in GMRC classes. Participant 7 highlights the tension between maintaining honesty and preserving friendship. Participant 8 reflects how feelings of insecurity or desire can influence perceptions of fairness. Participant 9 shows how a lack of empathy can lead to insensitive behavior toward others.

This finding supports Rose (2025), who explained that value conflicts are rooted in deeply held beliefs about what is right and wrong, often leading to disagreement. It also aligns with Zurlo et al. (2020), who found that teachers encounter varied conflict situations that require different approaches to resolution. Furthermore, Valente et al. (2021) emphasized that such interpersonal conflicts are part of learners’ moral and social development, providing opportunities to build understanding and respectful relationships.

Taxing Social Media Influences on Behavior

This theme highlights how exposure to social media significantly shapes learners’ attitudes, beliefs, and behaviors, often creating tension with the values taught in GMRC. Teachers find it taxing to reinforce positive values when learners are constantly influenced by online content that may promote conflicting, misleading, or inappropriate behaviors. The digital environment becomes an external force competing with classroom instruction, making value formation more complex and harder to sustain.

Here are some responses from the participants:

Daghang mga estudyante ang ilang mga kinaiya naimpluwensyahan sa social media, ug ang ilang mga pagtuo dako kaayo’g epekto sa ilang values. (“Social media influence many pupils’ attitudes, and their beliefs strongly affect their values.”) – Participant 5

Usa ka estudyante nagtuo nga okay ra mamakak kay mao man ang iyang kasagaran makita sa social media. (“One learner thought it was okay to lie because that’s what they often see on social media.”) – Participant 5

Participant 5 explains that social media strongly shapes learners’ attitudes and the formation of values. Participant 5 (second response) illustrates how learners may justify negative behaviors such as lying based on what they observe online. The study’s findings highlight that exposure to conflicting and sometimes harmful content makes it harder for teachers to reinforce positive values. Another finding shows that repeated exposure to opposing messages weakens the internalization of classroom-taught values. The final finding emphasizes that online platforms, along with other external factors, play a major role in shaping learners’ character.

His finding is supported by Mista et al. (2024), who emphasized that social media and external content significantly influence learners’ behavior and may contradict classroom teachings. It also aligns with Cabarles, dela Peña, and Magbanua (2023), who noted that learners’ development is heavily influenced by external factors, such as online platforms and peer interactions. Furthermore, Sahinkayasi and Kelleci (2013) highlighted that in a rapidly evolving digital world, maintaining core values becomes more challenging due to the widespread influence of media and technology.

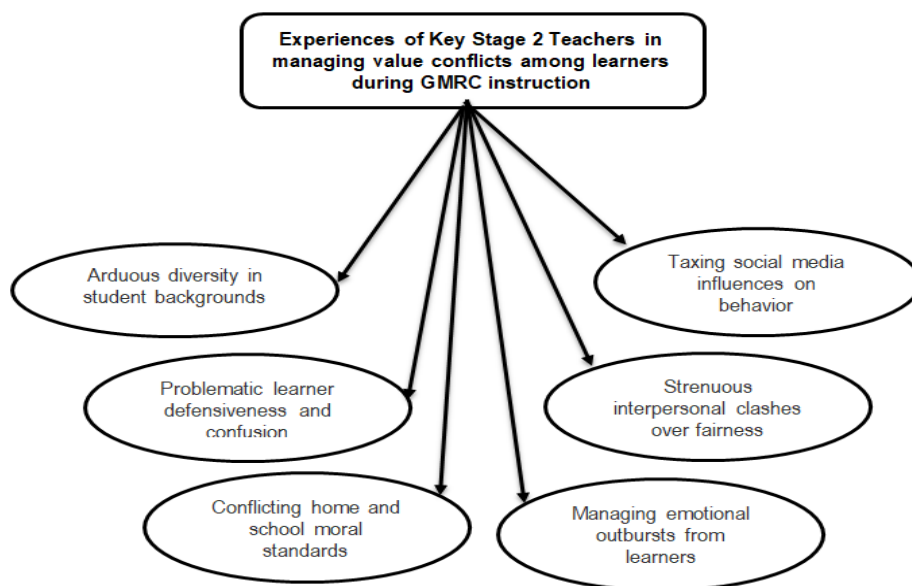


Figure 3. Experiences of Key Stage 2 Teachers in Managing Value Conflicts Among Learners During GMRC Instruction

Coping Mechanisms of Teachers to Address the Challenges of Handling Value Conflicts in the GMRC Classroom

For the second research question, which explores the coping mechanisms teachers use to address the challenges of handling value conflicts in the GMRC classroom, the analysis revealed several recurring themes. These include maintaining calm and emotional control in tense situations, facilitating open communication and guided discussions, adapting teaching strategies to suit learners’ needs, reinforcing values through consistent modeling, and seeking support from colleagues and school leaders. These themes reflect the practical and reflective approaches teachers employ to manage conflicts and sustain a positive classroom environment.

Implementing Inclusive and Differentiated Teaching Strategies

This theme reflects how teachers respond to value conflicts by intentionally adopting inclusive and differentiated teaching approaches that recognize and respect learner diversity. Through their experiences, teachers become

more aware of the need to create safe, respectful, and supportive learning environments that acknowledge multiple perspectives. These strategies allow teachers to address varying learner needs while promoting understanding, participation, and mutual respect in the classroom.

Here are some responses from the participants:

Kini nga mga kasinatian nagtudlo nako nga magpraktis og inclusivity ug magpatuman og differentiated strategies aron matubag ang lain-lain nga panginahanglan sa akong mga estudyante. ("This has led me to practice inclusivity and implement differentiated strategies to meet the diverse needs of my learners.") — Participant 10

Ang pag-atubang sa value conflicts nagtudlo nako nga pahalagahan ang lain-lain nga panan-aw ug maghimo og usa ka inclusive ug respetadong classroom. ("Dealing with value conflicts has taught me to appreciate diverse perspectives and foster an inclusive, respectful classroom.") — Participant 7

Karon, nag-focus ko sa paghimo og inclusive nga lugar diin ang lain-lain nga panan-aw mapadayag ug matuki... ("I now focus on creating inclusive spaces where diverse perspectives are explored...") — Participant 8

Ang pag-atubang sa value conflicts nagpahimo nako nga mas ma-aware sa diversity sa akong classroom ug sa kahinungdanon sa paghimo og usa ka luwas ug respetadong lugar para sa tanang estudyante. ("Dealing with value conflicts has made me more aware of the diversity in my classroom and the importance of creating a safe, respectful space for all students.") — Participant 3

Ang paghimo og usa ka environment nga luwas ug patas para sa matag usa nagdasig sa mga estudyante nga mo-open ug mahimong andam nga makat-on gikan sa values sa usag usa. ("Creating an environment that feels safe and fair for every individual encourages students to open up and become willing to learn from each other's values.") — Participant 1

Participant 10 highlights the deliberate use of differentiated strategies to address diverse learner needs. Participant 7 emphasizes the importance of appreciating different perspectives to build an inclusive classroom. Participant 8 focuses on creating spaces where learners can explore and express diverse viewpoints. Participant 3 reflects increased awareness of diversity and the need for a respectful learning environment. Participant 1 explains that a safe and fair environment encourages openness and mutual learning among learners.

This finding aligns with Kampen (2020), who emphasized the importance of inclusive practices in creating a supportive and connected classroom environment. It also supports the findings of the Center for Teaching Education (2025), which highlighted the need for respectful dialogue and inclusive approaches to managing classroom conflicts. Furthermore, Mahvar et al. (2018) noted that effective classroom management involves adapting strategies to meet learners' diverse needs, promoting cooperation and positive interactions.

Facilitating Guided Reflection through Open-Ended Questions

This theme reflects how teachers manage value conflicts by encouraging learners to think deeply about their actions and beliefs through guided reflection. Instead of imposing judgments, teachers use open-ended questions and reflective discussions to help learners understand different perspectives and the consequences of their behavior. This approach supports critical thinking, self-awareness, and moral development, allowing learners to internalize values rather than follow rules.

Here are some responses from the participants:

Nangutana ko og open-ended nga mga pangutana imbis nga maghatag dayon og paghukom. ("Asking open-ended questions instead of passing judgments") — Participant 2

Kasagaran pasagdan nako sila nga ipahayag ang ilang hunahuna bahin sa ilang values, unya akong gi-guide sila sa pag-reflect ug pagsabot sa panan-aw sa uban. ("I typically allow them to express their thoughts about

their values, and afterwards, I guide them to reflect and try to see things from others' points of view.") — Participant 1

Dayon akong gi-guide ang usa ka mubo nga discussion sa reflection aron matabangan ang mga estudyante nga masabtan ang epekto sa ilang mga lihok sa uban. ("Then, I guided a short discussion on reflection to help learners understand the effects of their actions on others.") — Participant 4

Pagkahuman nila makaila sa ilang sayop ug magkauyon sa solusyon, akong gi-guide sila pinaagi sa reflection. ("After they recognize their mistakes and agree on mutual solutions, I guide them through reflection.") — Participant 5

Pag-guide sa mga estudyante padulong sa reflection ug positibong pamatasan imbis nga diretso ra mo-react sa sitwasyon. ("Guiding learners toward reflection and positive behavior instead of simply reacting to the situation.") — Participant 7

Participant 2 emphasizes the use of open-ended questioning to avoid judgment and promote thinking—participant 1 highlights the importance of allowing learners to express their views before guiding them toward understanding others' perspectives. Participant 4 focuses on structured reflection to help learners recognize the impact of their actions. Participant 5 shows that reflection is used after resolving conflicts to reinforce learning. Participant 7 underscores the importance of guiding behavior through reflection rather than immediate reaction.

This finding aligns with Valente et al. (2021), who emphasized that open communication and reflective dialogue are essential in resolving conflicts and promoting understanding. It also supports Pollack (2025), who noted that conflicts can be used as opportunities to teach learners critical thinking and social awareness. Furthermore, Mahvar et al. (2018) highlighted that constructive and collaborative approaches, such as guided reflection, are effective in managing classroom behavior and fostering positive interactions.

Partnering with Families through Consistent Communication

This theme highlights the importance of collaboration between teachers and families in addressing value conflicts among learners. Teachers recognize that values are reinforced not only in school but also at home, making consistent communication with parents essential. Through regular updates, coordination, and shared understanding, teachers and families can work together to guide learners toward appropriate behavior and strengthen the alignment of values across environments.

Here are some responses from the participants:

Nag-communicate pud ko sa mga ginikanan bahin sa behavior sa ilang anak aron masiguro ang consistent nga suporta sa balay ug sa eskwelahan. ("I also communicate with parents regarding their child's behavior to ensure consistent support at home and in school.") — Participant 10

Nag-communicate pud ko sa mga ginikanan aron ma-update sila sa sitwasyon. ("I also communicate with parents to keep them informed about the situation.") — Participant 9

Nagtrabaho pud ko uban sa mga ginikanan o school personnel aron mapalig-on ang positibong mga values. ("I also... work with parents or school personnel to reinforce positive values.") — Participant 4

Nag-coordinate ko sa mga ginikanan o school staff aron malikayan nga mahitabo pag-usab ang problema. ("Coordinated with parents or school staff to prevent the issue from happening again.") — Participant 4

Nakigtambayayong ko sa mga pamilya aron makab-ot ang parehas nga pagsabot sa values tali sa balay ug eskwelahan. ("Partner with families to build a consistent understanding of values between home and school.") — Participant 8

Participant 10 emphasizes communication with parents to ensure consistency between home and school support. Participant 9 highlights the importance of keeping parents informed as part of managing learner behavior.

Participant 4 (first response) shows collaboration with parents and school personnel to reinforce values. Participant 4 (second response) points to coordination as a preventive measure against recurring issues. Participant 8 underscores the importance of building a shared understanding of values between families and the school.

This finding aligns with Sarmiento (2022), who emphasized the significant role of parents in shaping learners' character and reinforcing values at home. It also supports Zins et al. (2004), who highlighted the importance of community and family involvement in strengthening learners' moral development. Furthermore, Lanuza and Mangahas (2021) noted that collaborative efforts among stakeholders enhance the effectiveness of values education programs.

Maintaining Personal Calmness and Emotional Composure

This theme reflects the importance of teachers' self-regulation in effectively managing value conflicts in the classroom. Teachers recognize that maintaining calmness and emotional composure allows them to respond thoughtfully rather than react impulsively to challenging situations. By staying patient, focused, and reflective, teachers can create a stable and supportive environment in which conflicts can be addressed constructively and respectfully.

Here are some responses from the participants:

Isip usa ka GMRC nga magtutudlo, kinahanglan magpabilin kong kalmado ug composed aron masulbad ang bisan unsang sitwasyon nga motumaw sa pagtudlo... ("As a GMRC teacher, I need to stay calm and composed to handle any situations that may arise during teaching...") — Participant 5

Kung adunay value conflicts sa akong GMRC/ESP classes, ginapahinumduman nako ang akong kaugalingon nga magpabiling pasensyoso ug kalmado. ("When value conflicts occur in my GMRC/ESP classes, I remind myself to stay patient and calm.") — Participant 3

Ang akong paagi sa pag-atubang sa value conflicts nahimong mas kalmado, intentional, ug reflective. ("My way of handling value conflicts has become calmer, more intentional, and reflective.") — Participant 2

Nakat-on ko og mga estratehiya sama sa pagpabiling kalmado, pag-focus sa isyu, ug aktibong pagpaminaw sa tanang partido nga nalambigit. ("I've learned strategies such as remaining calm, concentrating on the issues at hand, and actively listening to all parties involved.") — Participant 9

Pinaagi sa balik-balik nga kasinatian, nakatabang ni nako sa pag-manage sa conflicts nga kalmado ug epektibo. ("Repeated experiences have helped me manage conflicts calmly and effectively.") — Participant 6

Participant 5 emphasizes the need for calmness as a basic requirement in handling classroom situations. Participant 3 highlights self-reminding as a strategy to maintain patience during conflicts. Participant 2 reflects personal growth toward a more intentional and composed approach. Participant 9 demonstrates the use of specific strategies, such as focus and active listening, to remain calm. Participant 6 points out that experience helps in developing the ability to manage conflicts with composure.

This finding aligns with Valente et al. (2021), who emphasized that managing conflict effectively requires emotional control and thoughtful responses. It also supports Mahvar et al. (2018), who noted that effective classroom management involves maintaining a positive and controlled learning environment. Furthermore, the Center for Teaching Education (2025) highlighted that teachers' ability to regulate their own emotions is essential in addressing disruptive behavior and maintaining respectful classroom interactions.

Utilizing Restorative Approaches and Guided Dialogues

This theme reflects how teachers address value conflicts by promoting understanding, accountability, and resolution through restorative practices and guided conversations. Instead of imposing punishment, teachers facilitate dialogue where learners are encouraged to express their perspectives, listen to others, and work toward

fair solutions. This approach helps rebuild relationships, deepen understanding of values, and create a more respectful and collaborative classroom environment.

Here are some responses from the participants:

Gigamit nako ang restorative approaches—sama sa counseling o guided apologies—aron matabangan ang mga estudyante nga masabtan ug ma-apply ang values sa hustong paagi. (“Use restorative approaches—like counseling or guided apologies—to help learners understand and apply values effectively.”) — Participant 7

Gihatagan nako ang matag partido og kahigayonan nga mopropose og solusyon sa conflict. (“I allow each party to propose solutions to the conflict.”) — Participant 5

Gitabangan nako sila nga makaabot sa usa ka patas nga solusyon nga madawat sa tanan. (“Help them reach a fair solution that everyone can accept.”) — Participant 6

Kalma nakong gipahunong ang sitwasyon ug gihatagan og higayon ang mga estudyanteng nalambigit nga ipahayag ang ilang side. (“Calmly stopped the situation and allowed the learners involved to explain their sides.”) — Participant 4

Gidasig nako ang open conversations ug gipahinumduman ang mga estudyante nga maminaw nga walay interruption o paghukom. (“I encouraged open conversations, reminding students to listen without interrupting or judging.”) — Participant 3

Participant 7 highlights the use of restorative practices such as counseling and apologies to reinforce values. Participant 5 emphasizes involving learners in proposing solutions to conflicts. Participant 6 focuses on guiding learners toward mutually acceptable resolutions. Participant 4 shows the importance of giving learners the chance to express their perspectives. Participant 3 underscores the role of respectful and structured dialogue in resolving conflicts.

This finding aligns with Valente et al. (2021), who emphasized that constructive conflict resolution involves open communication and mutual understanding. It also supports Mahvar et al. (2018), who highlighted collaborative and problem-solving approaches as effective strategies in managing classroom behavior. Furthermore, Pollack (2025) noted that guided discussions during conflicts can foster social awareness and strengthen interpersonal relationships among learners.

Adopting Flexible and Adaptive Teaching Methods

This theme reflects how teachers respond to value conflicts by adjusting their teaching approaches to suit the diverse and changing needs of learners. Rather than relying on fixed strategies, teachers become more flexible and responsive, enabling them to address diverse perspectives, behaviors, and classroom situations effectively. This adaptability supports a more student-centered environment in which learners are guided to engage constructively with diverse values and viewpoints.

Here are some responses from the participants:

Nakat-on ko gikan sa pag-atubang sa value conflicts nga mahimong student-centered ug mag-develop og adaptive teaching, diin magpabilin kong flexible sa pagtubag sa panginahanglan ug mga conflict sa akong mga estudyante. (“Dealing with value conflicts has taught me to be student-centered and to develop adaptive teaching, where I remain flexible in responding to my pupils’ needs and conflicts.”) — Participant 5

Sa pag-manage sa value conflicts sa GMRC, gigamit sa mga teachers ang praktikal ug adaptive nga mga estratehiya aron matubag ang lain-lain nga panginahanglan sa mga estudyante ug sa classroom context. (“In managing value conflicts in GMRC, teachers use practical and adaptive strategies that address the diverse needs of learners and classroom contexts.”) — Participant 8

Napakusgan niini ang akong teaching approach kay nahimo kong mas adaptable samtang naghulma og maayong classroom environment. ("It strengthened my teaching approach by making me more adaptable while shaping a classroom environment.") — Participant 6

Gi-adjust nako ang akong approach base sa sitwasyon. Kini nagdala nako sa pagpraktis og inclusivity ug pag-implement og differentiated strategies... ("Adjust my approach accordingly. This has led me to practice inclusivity and implement differentiated strategies...") — Participant 10

Nakatabang kini nako sa pag-adapt sa akong pagtudlo ug sa pag-guide sa mga estudyante nga makig-engage og maayo bisan pa sa lain-lain nga opinyon. ("Helping me adapt my teaching and guide students to engage constructively with differing opinions.") — Participant 7

Participant 5 emphasizes becoming student-centered and flexible in addressing learner needs. Participant 8 highlights the use of adaptive strategies suited to diverse classroom contexts. Participant 6 reflects personal growth in becoming more adaptable as a teacher. Participant 10 shows how adjusting strategies leads to inclusive and differentiated practices. Participant 7 points out that adaptability helps guide learners in constructively handling differing opinions.

This finding aligns with Kampen (2020), who emphasized that flexible teaching approaches are necessary in diverse classrooms to support different learner needs. It also supports Mahvar et al. (2018), who noted that adapting teaching strategies is essential for effective classroom management and positive learner engagement. Furthermore, the Center for Teaching Education (2025) highlighted that teachers must adjust their approaches to handle conflicts constructively and maintain a supportive learning environment.

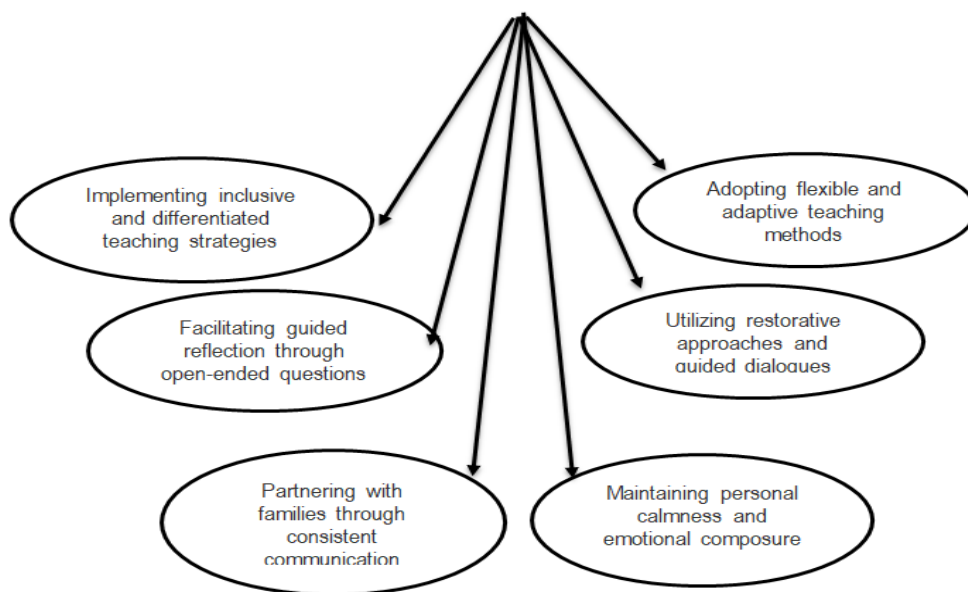


Figure 4. Coping Mechanisms of Key Stage 2 Teachers in Managing Value Conflicts Among Learners During GMRC Instruction

Insights and Reflections of Teachers Gain from Their Experiences in Managing Value Conflicts Among Elementary Learners

For the third research question, which focuses on the insights and reflections teachers gain from their experiences in managing value conflicts, a set of meaningful themes also emerged. These include recognizing the importance of empathy and understanding diverse perspectives, valuing patience and flexibility in teaching, realizing the influence of external factors on learner behavior, strengthening commitment to values education, and appreciating the role of collaboration with parents and the community. These themes highlight how teachers make sense of their experiences and how these shape their professional growth and perspectives on GMRC instruction.

Values education requires reflection, not just rules.

This theme reflects the shift in teachers' understanding of values education from a rule-based approach to a more reflective and developmental process. Teachers realized that simply teaching rules is not enough; instead, learners need opportunities to think critically, reflect on their actions, and understand different perspectives. Through experience, teachers see values education as a dynamic process that involves dialogue, real-life application, and the development of empathy and moral reasoning.

Here are some responses from the participants:

Nasabtan nako nga ang values education dili lang pagtudlo og rules, kundi paggiya sa reflection ug pagpalambo sa karakter sa mga estudyante. ("I've come to understand that values education is about guiding reflection and fostering character development, not just teaching rules.") — Participant 2

Pinaagi sa akong mga kasinatian, nausab ang akong pagsabot sa values education—dili lang kini pagtudlo og rules, kundi paggiya sa mga estudyante nga maghunahuna, mag-reflect, ug magrespeto. ("Through these experiences, my understanding of values education has evolved to see it not just as teaching rules, but as guiding learners to think, reflect and respect.") — Participant 6

Pinaagi sa akong mga kasinatian, nausab ang akong panan-aw sa values education gikan sa simpleng pagtudlo og rules ngadto sa pagpalambo sa critical thinking, reflection, ug respetadong dialogue. ("Through these experiences, my view of values education has shifted from simply teaching rules to fostering critical thinking, reflection, and respectful dialogue.") — Participant 7

Participant 2 emphasizes that values education should focus on reflection and character formation rather than rules alone. Participant 6 highlights guiding learners to think and respect through reflective processes. Participant 7 points out the importance of critical thinking and dialogue in the formation of values. relational process that builds empathy and understanding.

This finding aligns with Zulela et al. (2022), who emphasized that character education must be integrated into daily teaching practices to be effective. It also supports Balaoro (2021), who noted that values education contributes to holistic learner development beyond academic instruction. Furthermore, Lanuza and Mangahas (2021) highlighted that meaningful values education requires appropriate strategies that actively engage learners, rather than relying solely on traditional teaching methods.

Teachers need patience and empathy to understand learners.

This theme reflects teachers' realization that effectively managing value conflicts requires not only strategies but also personal qualities such as patience and empathy. Through repeated experiences, teachers become more understanding of learners' behaviors, recognizing that their backgrounds and struggles shape these. This insight highlights that values education is deeply relational, requiring teachers to respond with compassion and sensitivity to guide learners meaningfully.

Here are some responses from the participants:

Pinaagi sa balik-balik nga kasinatian sa value conflicts sa GMRC classes, nahimo kong mas pasensyoso ug masabton. ("Through repeated experiences with value conflicts in GMRC classes, I have become more patient and understanding.") — Participant 3

Human sa daghang pag-atubang sa value conflicts, nahimo kong mas pasensyoso, mas empathetic, ug mas hanas sa paggiya sa mga estudyante aron kalmado nilang masabtan ug respetohon ang lain-laing opinyon. ("After dealing with value conflicts several times, I have become more patient, empathetic, and skilled at guiding learners to understand and respect different opinions calmly.") — Participant 6

Pinaagi niini, nakat-on pud ko nga mahimong mas pasensyoso nila ug buhaton ang akong makaya aron masabtan ang ilang mga kasinatian ug panan-aw. ("Through this, I have also learned to be more patient with them and to do my best to be understanding of their experiences and perspectives.") — Participant 10

Naka-realize ko nga ang pagtudlo nanginahanglan gyud og dako nga pasensya, gugma, kabuotan, ug respeto. ("It made me realize that teaching requires a great deal of patience, love, kindness, and respect.") — Participant 9

Ang pagsabot ug pag-manage sa emosyon panahon sa value conflicts importante kaayo para sa mga teachers sama nako... aron mas mapalambo ang pagsabot sa mga kalisod sa mga estudyante. ("Understanding and managing emotions during value conflicts is very important for teachers like me... to develop greater understanding for pupils' struggles.") — Participant 5

Participant 3 shows that repeated exposure to conflicts develops patience and understanding. Participant 6 highlights the growth of empathy alongside improved skills in guiding learners. Participant 10 emphasizes the importance of understanding learners' perspectives and experiences. Participant 9 reflects that teaching requires core values such as patience and kindness. Participant 5 points out that managing emotions is essential in developing a deeper understanding of learners' struggles.

This finding aligns with Fang (2021), who emphasized that teacher-student interactions require empathy to maintain positive relationships during conflicts. It also supports Valente et al. (2021), who noted that understanding emotions is essential in managing classroom conflicts effectively. Furthermore, Kampen (2020) highlighted that recognizing learners' backgrounds and experiences is key to fostering a supportive and inclusive learning environment.

Conflicts offer hands-on chances to build moral character.

This theme reflects how teachers have come to view value conflicts not as disruptions, but as meaningful opportunities for learners to develop moral character. Through real-life situations, conflicts allow learners to practice empathy, responsibility, and cooperation in authentic contexts. Teachers recognize that these moments provide deeper learning experiences than planned lessons, as learners actively engage in understanding values through interaction and reflection.

Here are some responses from the participants:

Karon, tan-aw nako ang akong classroom isip usa ka lugar sa dialogue ug reflection, dili lang pagtudlo, ug ginatan-aw nako ang mga conflict isip oportunidad sa pagpalambo sa karakter sa mga estudyante. ("I now view my classroom as a space for dialogue and reflection, not just instruction, and I approach conflicts as opportunities to develop learners' character.") — Participant 2

Sa kinatibuk-an, nakita sa mga teachers nga importante kini nga mga kasinatian kay makatabang kini sa mga estudyante nga mahimong mas respetado, masabtan, ug responsable. ("Overall, teachers see these experiences as important because they help learners become more respectful, understanding, and responsible.") — Participant 4

Nasabtan nila nga ang mga bata naggikan sa lain-laing background, mao nga natural ang conflict ug mahimong usa ka maayong oportunidad para sa pag-uswag. ("They recognize that children come from diverse backgrounds, making conflicts natural and presenting healthy opportunities for growth.") — Participant 3

Kining kasinatian nakausab sa akong panan-aw sa classroom, nga nagtugot nako nga makita ang mga conflict isip oportunidad aron mapalambo ang empathy ug cooperation sa mga estudyante imbis nga tan-awon lang sila nga disruptions. ("This experience has shifted my classroom perspective, allowing me to see conflicts as opportunities for students to develop empathy and cooperation rather than merely as disruptions.") — Participant 4

Ang mga higayon sa dili pagkasinabtanay kasagaran mahimong mas kusgan nga oportunidad sa pagtudlo kaysa sa mga planadong leksyon. (“Moments of disagreement often become more powerful teaching opportunities than planned lessons.”) — Participant 2

Participant 2 emphasizes viewing conflicts as opportunities for character development through dialogue and reflection. Participant 4 highlights that these experiences help learners become more respectful and responsible individuals. Participant 3 explains that conflicts are natural and can support learners’ growth. Participant 4 (second response) reflects a shift in perspective, seeing conflicts as opportunities to build empathy and cooperation. Participant 2 (second response) points out that unplanned conflicts can become powerful teaching moments.

This finding aligns with Pollack (2025), who emphasized that classroom conflicts should be seen as opportunities to teach important life skills. It also supports Valente et al. (2021), who noted that conflict plays a role in learners’ social and moral development. Furthermore, Fang (2021) highlighted that when managed properly, conflicts can strengthen relationships and promote deeper understanding among learners.

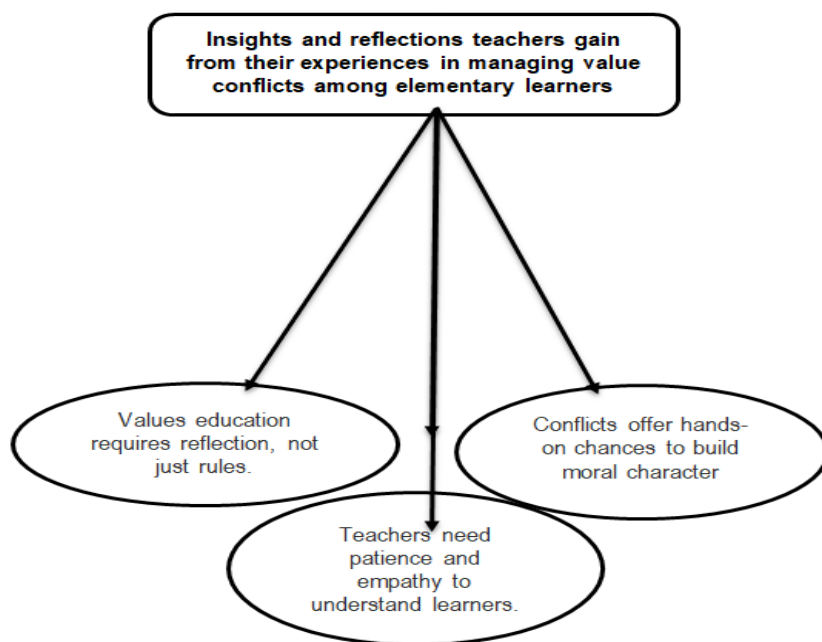


Figure 5. Insights and Reflections Teachers Gain from Their Experiences in Managing Value Conflicts Among Elementary Learners

Implications And Future Directions

This chapter presents the implications of the study based on the findings and discusses their relevance to educational practice, particularly in GMRC instruction. It also outlines possible future directions for research to further explore and build on the results of the study.

This study aimed to explore the experiences of Key Stage 2 teachers in managing value conflicts among learners during GMRC instruction, including the coping mechanisms they employ and the insights they gain from these experiences. To achieve these objectives, the study utilized a qualitative phenomenological design, involving selected teachers who shared their lived experiences through in-depth interviews. The data gathered were analyzed thematically to identify patterns and meanings aligned with the research questions.

Findings revealed as follows:

For the first research question, the findings revealed that teachers experience a wide range of challenges when managing value conflicts in the classroom. These include dealing with the arduous diversity in student backgrounds, where learners bring different beliefs and experiences, as well as encountering problematic learner

defensiveness and confusion during discussions of values. Teachers also face conflicting home and school moral standards, which often influence learner behavior, along with managing emotional outbursts from learners and strenuous interpersonal clashes over fairness. Additionally, taxing social media influences on behavior further complicate how learners understand and respond to values, making classroom management more demanding.

For the second research question, the results showed that teachers employ various coping mechanisms to manage these challenges effectively. They practice maintaining calm and emotional control in tense situations, allowing them to respond appropriately to conflicts. Teachers also engage in facilitating open communication and guided discussions to help learners express and understand differing perspectives. Moreover, they demonstrate adapting teaching strategies to suit learners' needs and reinforcing values through consistent modeling in their daily interactions. Seeking assistance through collaboration with colleagues and school leaders also emerged as an important strategy in handling complex classroom situations.

For the third research question, the findings highlighted several key insights and reflections gained by teachers from their experiences. Teachers developed a deeper appreciation for recognizing the importance of empathy and understanding diverse perspectives, which is essential in values education. They also emphasized valuing patience and flexibility in teaching, especially when addressing sensitive issues. Furthermore, teachers acknowledged realizing the influence of external factors on learner behavior, strengthening their awareness of learners' contexts. These experiences led to strengthening commitment to values education and appreciating the role of collaboration with parents and the community, reinforcing the shared responsibility in shaping learners' values.

Implications

The findings imply that managing value conflicts in the classroom requires stronger institutional support for teachers, particularly in handling diversity, emotional behaviors, and external influences such as family and social media. Schools may need to provide targeted training and resources that equip teachers with skills in conflict resolution, cultural sensitivity, and values integration to better address these complex classroom realities.

The results suggest that teachers' coping mechanisms are essential in maintaining a positive learning environment, highlighting the need to strengthen these practices through professional development. Programs that focus on communication skills, emotional regulation, and adaptive teaching strategies can further enhance teachers' capacity to effectively manage value conflicts and sustain meaningful classroom interactions.

The findings imply that teachers' insights and reflections contribute significantly to their professional growth and the improvement of GMRC instruction. This suggests the importance of creating opportunities for reflective practice, collaboration with stakeholders, and continuous learning, allowing teachers to deepen their understanding of values education and respond more effectively to the needs of their learners.

Future Directions

It is recommended that DepEd strengthen support for GMRC instruction by providing continuous professional development focused on conflict management, values integration, and culturally responsive teaching. The department may also develop standardized yet flexible instructional resources and guidelines that help teachers address value conflicts, including the influence of social media and diverse learner backgrounds.

School heads are encouraged to create a supportive school environment by organizing mentoring programs, peer collaboration sessions, and regular capacity-building activities related to values education and classroom conflict management. They may also establish clear policies and provide emotional and professional support systems that help teachers effectively handle challenging classroom situations.

Teachers are advised to continuously enhance their strategies in managing value conflicts by practicing reflective teaching, maintaining open communication with learners, and modeling positive values consistently. They may also collaborate with colleagues and engage in professional learning opportunities to improve their approaches in addressing diverse learner needs and behaviors.

Future researchers are recommended to explore similar studies in different contexts, such as other grade levels or subject areas, and consider using mixed methods to provide a broader understanding of value conflicts in education. They may also investigate the role of parents, community, and digital influences to further enrich the existing literature on values education and classroom dynamics.

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