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Good Manners and Right Conduct: Teaching Practices, Learners' Moral Development and Classroom Behavior

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ABSTRACT

This study examined the influence of Good Manners and Right Conduct (GMRC) teaching practices aligned with the Philippine Professional Standards for Teachers (PPST) on learners' moral development and classroom behavior in public elementary schools in Loay District, Bohol, during School Year 2025–2026. Anchored in the Theory of Planned Behavior, Character Education Framework, and Kohlberg's Moral Development Theory, the study employed a descriptive-inferential research design involving 282 purposively selected respondents comprising 11 Grade 4 teachers, 11 school heads, and 260 learners from 11 public elementary schools. Data were collected using three validated questionnaires and analyzed through weighted mean and Multivariate Analysis of Covariance (MANCOVA). Findings revealed a very high extent of GMRC teaching practices (WM = 3.53), highly evident moral development (WM = 3.43), and consistently positive classroom behavior (WM = 3.46). GMRC teaching practices demonstrated a significant combined influence on moral development and classroom behavior (Pillai's Trace = 0.819, $F(2,9) = 20.40$, $p < .001$). However, univariate analyses revealed a significant influence on classroom behavior ($F = 34.50$, $p < .001$) but not on moral development ($F = 2.84$, $p = 0.123$). Areas requiring improvement included moral reasoning, academic honesty, and resistance to negative peer influence. The study recommends strengthening instructional assessment, teacher professional development, reflective learning, and school–family–community collaboration. It supports Sustainable Development Goals 4 (Quality Education), 16 (Peace, Justice, and Strong Institutions), and 17 (Partnerships for the Goals) through values-based education, responsible citizenship, and stakeholder cooperation. Its sustainability contribution lies in promoting continuous instructional improvement, institutional collaboration, and the long-term development of morally responsible learners and respectful school communities.

Keywords: *Classroom Behavior, Good Manners And Right Conduct (GMRC), Moral Development, Philippine Professional Standards For Teachers (PPST), Sustainable Development Goals (SDGs), Teacher Professional Development, Teaching Practices, Values Education*

1. INTRODUCTION

Character and values education are essential to developing academically competent, morally responsible, and socially conscious learners. Teachers play a significant role in shaping students' values, character, and behavior through their professional practices and ethical conduct (Jelovac, 2025; Castillo & Barrameda, 2024). In the Philippines, Good Manners and Right Conduct (GMRC) and Values Education are institutionalized through Republic Act No. 11476 to promote respect, empathy, fairness, discipline, and social responsibility. The Philippine Professional Standards for Teachers (PPST) further guide educators in integrating these values into effective classroom instruction. Research indicates that values-based teaching, positive classroom management, and teacher modeling contribute to learners' moral development and appropriate behavior. However, limited empirical evidence explains how GMRC teaching practices aligned with PPST domains influence specific dimensions of moral development and classroom behavior, particularly in public elementary schools in the Loay District, Bohol. This study therefore examines GMRC teaching practices, learners' moral development, and classroom behavior during School Year 2025–2026. Its findings serve as a basis for an action plan to strengthen values education, curriculum implementation, and teacher professional development.

Research Problem

Although Good Manners and Right Conduct (GMRC) instruction is recognized as essential to holistic learner development, existing research has primarily examined teaching effectiveness, academic performance, discipline, and general character formation. Studies have demonstrated that adherence to professional teaching standards contributes to instructional quality, classroom management, and learner engagement (Pamon & Oco, 2024; Cordero & Solar, 2025; Evangelio & Escote, 2024). Similarly, standards-aligned instruction supports meaningful learning experiences and continuous professional improvement (Taoc & Mahawan, 2025; Fajardo & Guzman, 2024; Bacus & Tagalog, 2023; Serrano & Fallado, 2025). In the Philippine elementary school context, Calo et al. (2024) examined the relationship between the institutionalization of GMRC and pupils' academic performance. Their findings indicated that GMRC values were highly integrated into the educational environment, highlighting the relevance of values education in supporting holistic learner development. However, further investigation is needed to determine how GMRC teaching practices relate specifically to learners' moral development and classroom behavior, particularly when examined in relation to the Philippine Professional Standards for Teachers (PPST). Character education involves developing learners' moral understanding, emotional commitment, and responsible behavior. Purwati et al. (2024) identified moral knowing, moral feeling, and moral action as interconnected dimensions of moral development. Moral knowing refers to learners' understanding of ethical principles and appropriate conduct, while moral feeling involves emotional awareness, empathy, and commitment to moral values. Moral action reflects the application of these values through responsible decisions and positive interpersonal interactions. These dimensions provide a framework for assessing learners' understanding, internalization, and application of moral values in everyday school experiences. Social and emotional learning also provides an important perspective on learners' moral and behavioral development. Cipriano et al. (2023), through a comprehensive meta-analysis of universal school-based social and emotional learning interventions, reported improvements in students' social-emotional skills, attitudes, behavior, peer relationships, and academic performance. These findings highlight the importance of structured educational experiences in supporting positive interpersonal relationships, self-regulation, and responsible behavior. Although social and emotional learning differs from GMRC instruction, its emphasis on developing interpersonal competencies and positive conduct provides relevant insights into the behavioral outcomes examined in the present study. Teacher

modeling and the integration of moral values into classroom instruction also play important roles in character education. Muzakkir et al. (2024) emphasized the significance of teachers' beliefs, integrated character education, and role-model pedagogy in primary schools. Similarly, Mara (2025) examined the integration of moral values into classroom management through classroom rules, teacher modeling, positive relationships, and values-based instruction. These studies highlight the importance of consistent values integration, supportive teacher–learner interactions, and effective classroom management in encouraging respectful and responsible behavior. Nevertheless, challenges in learner engagement and classroom management remain concerns in implementing values education (Selda, 2025; Jayme & Tantiado, 2025). The school environment likewise provides an important context for values formation. Ladaran and Biol (2025) investigated the relationship between school climate and the manifestation of core values among Grade 5 learners in the Philippines. Their study examined school safety, teaching and learning practices, community relationships, and the school environment in relation to the manifestation of DepEd core values. This highlights the relevance of supportive school environments and positive community relationships in examining learners' values development and classroom conduct. These considerations also suggest the importance of examining how teachers' professional practices contribute to values formation within the broader school environment. Despite these findings, limited research has simultaneously examined the influence of PPST-aligned GMRC teaching practices on learners' moral development and classroom behavior using the interconnected dimensions of moral knowing, moral feeling, moral action, attitudes, subjective norms, and perceived behavioral control. Existing studies provide valuable insights into values education, character formation, social-emotional learning, teacher modeling, and school climate; however, they do not fully establish how GMRC teaching practices across the seven PPST domains relate to these specific moral and behavioral outcomes. Localized evidence from public elementary schools in Loay District, Bohol, remains particularly limited. Addressing this gap is necessary to determine how professional teaching practices relate to learners' moral and behavioral development and to identify appropriate improvements in GMRC instruction, curriculum implementation, and teacher professional development.

Assumptions of the Study

The study is guided by the assumption that GMRC teaching practices aligned with the PPST domains contribute to learners' moral development and classroom behavior. Teachers' competence in content knowledge, pedagogy, learning environment, learner diversity, curriculum planning, assessment, community engagement, and professional development is expected to support effective values instruction. It further assumes that moral development involves interconnected cognitive, emotional, and behavioral dimensions. Moral knowing enables learners to understand ethical principles, moral feeling supports empathy and compassion, and moral action reflects the application of these values in daily interactions (Purwati et al., 2024). Moral formation is also reinforced through classroom routines, teacher modeling, school culture, and educational experiences (Maudia et al., 2025). Emotional responses and internalized moral virtues influence ethical decisions, responsibility, and interpersonal conduct (Incio and Ramasola, 2025). Likewise, learners' classroom behavior is assumed to be influenced by their attitudes, perceived social expectations, and confidence in performing appropriate actions. Teachers, classmates, and families help establish behavioral norms that encourage cooperation, discipline, and respect (Diez et al., 2025). These assumptions provide the conceptual basis for examining the study variables. However, the study formally tests the null hypothesis that there is no significant influence of GMRC teaching practices on learners' moral development and classroom behavior.

Objectives of the Study

The general objective of this study is to examine the extent to which Good Manners and Right Conduct (GMRC) teaching practices aligned with the Philippine Professional Standards for Teachers (PPST) influence learners' moral development and classroom behavior in the public elementary schools of Loay District, Bohol, during School Year 2025–2026. Specifically, the study aims to determine the extent of teachers' implementation of GMRC teaching practices across the seven PPST domains; assess learners' moral development in terms of moral knowing, moral feeling, and moral action; evaluate learners' classroom behavior in terms of attitude, subjective norms, and perceived behavioral control; and determine the extent to which GMRC teaching practices influence learners' moral development and classroom behavior. Furthermore, the study seeks to propose an action plan based on the findings to strengthen GMRC instruction, enhance curriculum implementation, and support teachers' professional development.

Conceptual and Theoretical Framework

This study is anchored in the Theory of Planned Behavior (Ajzen, 1991), the Character Education Framework (Lickona, 1991), and Kohlberg's Moral Development Theory (Kohlberg, 1958). These perspectives explain how teaching practices may shape learners' moral understanding, values internalization, and observable classroom conduct. The Theory of Planned Behavior (Ajzen, 1991) explains that behavioral intentions are influenced by attitudes, subjective norms, and perceived behavioral control. In GMRC instruction, positive attitudes toward ethical behavior, supportive classroom expectations, and confidence in practicing appropriate conduct are expected to encourage responsible actions. Related research demonstrates the relevance of these constructs in students' academic engagement, behavioral intentions, and decision-making (Wahyuni and Husda, 2025). Lickona's (1991) Character Education Framework identifies moral knowing, moral feeling, and moral action as interconnected components of character formation. Moral knowing concerns the understanding of ethical principles; moral feeling involves emotional commitment to values such as empathy and respect; and moral action refers to translating these values into responsible behavior. GMRC instruction provides opportunities for learners to understand, internalize, and demonstrate moral values through classroom activities and interactions. Kohlberg's Moral Development Theory, introduced by Lawrence Kohlberg (1958), explains moral reasoning as a developmental process progressing from obedience and avoidance of punishment toward conformity, social responsibility, and principled ethical judgment. GMRC activities involving moral dilemmas, reflection, values clarification, and role modeling provide opportunities for learners to examine ethical choices and practice responsible decision-making. The Philippine Professional Standards for Teachers (PPST) provide the professional foundation for implementing these theoretical perspectives. DepEdPH (2024) describes the PPST as a framework outlining the knowledge, values, and competencies expected of teachers, including professional growth and the continuous improvement of teaching practices. These standards provide a basis for examining how teachers implement GMRC instruction across the seven PPST domains. The seven PPST domains encompass content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. Teacher competence in these domains supports effective instruction, ethical classroom management, and holistic learner development. The study is also supported by the Philippine legal and policy framework for values education. Republic Act No. 11476, or the GMRC and Values Education Act, institutionalizes Good Manners and Right Conduct and Values Education in the K to 12 Basic Education Curriculum (Republic of the Philippines, 2020). Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, provides the legal foundation for the K to 12 curriculum and promotes holistic learner development (Republic of the Philippines, 2013). Furthermore, the Department of Education (DepEd, 2024), through DepEd Order No. 010, s. 2024, established policy guidelines for

implementing the MATATAG Curriculum, including GMRC and Values Education. Republic Act No. 9155, or the Governance of Basic Education Act of 2001, establishes the governance framework for basic education and defines the responsibilities of educational authorities and school leaders (Republic of the Philippines, 2001). The Department of Education (2017), through DepEd Order No. 42, s. 2017, adopted the Philippine Professional Standards for Teachers (PPST) as the national framework for teacher quality and professional development. The 1987 Philippine Constitution, particularly Article XIV, Section 3(2), further emphasizes patriotism, respect for human rights, and responsible citizenship (Republic of the Philippines, 1987). Conceptually, the study considers PPST-aligned GMRC teaching practices as the independent variable and learners' moral development and classroom behavior as the dependent variables. Moral development is assessed through moral knowing, moral feeling, and moral action, while classroom behavior is examined through attitude, subjective norms, and perceived behavioral control. The framework proposes that effective GMRC instruction contributes to moral formation and positive classroom conduct, with the findings informing an action plan for continuous instructional improvement.

Sustainable Development Goal and Multidisciplinary Sustainability Relevance

The study primarily aligns with Sustainable Development Goal 4 (Quality Education), particularly its emphasis on inclusive, equitable, and quality learning that develops knowledge, values, and competencies for responsible citizenship. By examining GMRC teaching practices in relation to learners' moral development and classroom behavior, the research supports educational sustainability through values-based instruction, teacher professional development, and the continuous improvement of learning environments. The study also relates to Sustainable Development Goal 16 (Peace, Justice, and Strong Institutions) through its emphasis on respect, fairness, responsibility, ethical conduct, and peaceful interpersonal relationships. Strengthening learners' moral reasoning and classroom behavior supports the formation of socially responsible individuals and respectful school communities. Additionally, Sustainable Development Goal 17 (Partnerships for the Goals) is relevant to the study's recognition of collaboration among teachers, school administrators, families, communities, and educational authorities in reinforcing moral values and positive learner behavior. Such cooperation supports the continuity and effectiveness of character education beyond classroom instruction. Overall, the study contributes to educational, social, community, and institutional sustainability by providing localized evidence to guide GMRC instructional improvement, professional development, and collaborative values formation. Its proposed action plan seeks to strengthen the consistent delivery of values education and support the long-term development of morally responsible learners.

2. METHODOLOGY

Research Design

The study utilized a descriptive-inferential research design to determine the extent of GMRC teaching practices and examine their influence on learners' moral development and classroom behavior. Creswell and Creswell (2018) discussed quantitative research designs as systematic approaches to examining variables and testing relationships through numerical data and statistical procedures. Consistent with this quantitative approach, the descriptive component of the present study assessed GMRC teaching practices across the seven PPST domains, learners' moral development in terms of moral knowing, moral feeling, and moral action, and classroom behavior through attitude, subjective norms, and perceived behavioral control. The inferential component examined whether GMRC teaching practices significantly influenced learners' moral and behavioral outcomes.

Research Locale or Study Setting

The study was conducted in public elementary schools in Loay District, Division of Bohol, Philippines, during School Year 2025–2026. Loay is a coastal municipality comprising 24 barangays, with 12 public elementary schools and two public high schools. The district was selected as the research setting because its Grade 4 teachers implement GMRC as part of the Department of Education's values education curriculum. Of the 12 public elementary schools, 11 participated in the study. The school where the researcher was employed was excluded to minimize potential bias, conflicts of interest, and undue influence during data collection.

Participants or Data Sources

The study involved 282 participants from 11 public elementary schools, comprising 11 Grade 4 teachers, 11 school heads, and 260 Grade 4 learners. Participants were selected through purposive sampling based on their involvement in GMRC instruction and their relevance to the research objectives. Teacher participants were required to be currently assigned to Grade 4, teach GMRC, have at least one year of teaching experience, and voluntarily provide informed consent. School heads participated to provide supplementary information and verify teachers' responses regarding GMRC teaching practices, while learners provided data on their moral development and classroom behavior.

Research Instruments or Materials

Three questionnaires were used to collect data on GMRC teaching practices, learners' moral development, and classroom behavior. The GMRC Teaching Practices Questionnaire was adapted from the Philippine Professional Standards for Teachers (PPST) Self-Assessment Tool (DepEd-RCTQ, 2017). It assessed teachers' implementation of values-based instruction across seven PPST domains: content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. Teachers and school heads completed the instrument using a four-point Likert scale ranging from Very Low (1) to Very High (4). The Moral Development Questionnaire, adapted from Purwati et al. (2024), measured learners' moral knowing, moral feeling, and moral action. The Classroom Behavior Questionnaire, grounded in Ajzen's Theory of Planned Behavior (1991), assessed learners' attitudes, subjective norms, and perceived behavioral control. Both learner questionnaires employed a four-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). The instruments underwent content validation by experts in educational research, measurement and evaluation, GMRC instruction, and curriculum development. Their recommendations were incorporated to improve the instruments' clarity, relevance, appropriateness, and alignment with the study objectives. Pilot testing was subsequently conducted among respondents with characteristics similar to those of the actual participants but who were excluded from the final study. Internal consistency was assessed using Cronbach's Alpha Coefficient, with a value of 0.70 or higher considered acceptable.

Data Gathering Procedure

Data collection commenced after obtaining the necessary permissions through formal requests addressed to the University President through the Dean of the School of Advanced Studies and the Campus Director, followed by the Schools Division Superintendent of Bohol, the Public Schools District Supervisor of Loay, school principals, and Grade 4 teachers. Upon approval, the researcher coordinated with participating schools and administered the validated questionnaires to the identified respondents. Participants were informed of the study's purpose, provided appropriate instructions for completing the questionnaires, and assured of the confidentiality of their responses. Participation was voluntary, and informed consent was

obtained before data collection. Completed questionnaires were systematically retrieved, organized, and securely stored for research purposes. The collected responses served as the basis for determining the extent of GMRC teaching practices, learners' moral development, and classroom behavior.

Data Analysis

The collected data were analyzed using weighted mean and Multivariate Analysis of Covariance (MANCOVA). Weighted mean was employed to determine the extent of GMRC teaching practices across the seven PPST domains and assess learners' moral development and classroom behavior. Mean scores were interpreted using a four-point scale with the following ranges: 3.25–4.00, 2.50–3.24, 1.75–2.49, and 1.00–1.74. These corresponded to Very High, High, Low, and Very Low levels of teaching practices. For moral development, the ranges indicated whether moral knowing, moral feeling, and moral action were highly evident, evident, less evident, or not evident. For classroom behavior, they indicated whether positive behaviors were consistently, frequently, rarely, or not demonstrated. MANCOVA was used to determine whether GMRC teaching practices significantly influenced learners' moral development and classroom behavior. The analysis examined the influence of teaching practices on moral knowing, moral feeling, and moral action, as well as attitude, subjective norms, and perceived behavioral control. The methodology also identified multiple regression analysis as a means of assessing the predictive contribution of GMRC teaching practices to learners' moral and behavioral outcomes.

Ethical Consideration

The study observed ethical research procedures through the approval of school authorities and the University's Research Ethics Committee. Permission was obtained from the participating public elementary schools in Loay District before conducting data collection. Teacher participants were informed of the research objectives and voluntarily provided informed consent, with the right to withdraw at any time without penalty. Confidentiality and anonymity were maintained through respondent coding, secure data storage, and the presentation of findings in summarized form. The researcher's affiliated school was excluded to minimize potential conflicts of interest, bias, and undue influence on participants. These measures were intended to protect respondents' privacy, promote voluntary participation, and maintain the integrity and credibility of the research process.

3. RESULTS AND DISCUSSION

3.1 Extent of GMRC Teaching Practices and Learners' Moral and Behavioral Development

3.1.1 Implementation of GMRC Teaching Practices Across the PPST Domains

The findings revealed a very high extent of GMRC teaching practices across the seven PPST domains, with an overall weighted mean of 3.53. Learning Environment obtained the highest mean (WM = 3.85), particularly teachers' consistent modeling of good manners (WM = 3.92). Content Knowledge and Pedagogy followed (WM = 3.62), indicating effective integration of moral values into classroom instruction. Personal Growth and Professional Development recorded a mean of 3.53, followed by Diversity of Learners (WM = 3.47), Community Context and Professional Engagement (WM = 3.43), Curriculum and Planning (WM = 3.42), and Assessment and Reporting (WM = 3.40). Although all domains received favorable ratings, assessment, curriculum planning, and differentiated instruction showed relatively greater opportunities for improvement. These findings emphasize teachers' essential role in promoting character formation through professional competence, ethical modeling, and supportive classroom environments. Rao, Rehman, Bajwa, and Nasir (2024) identified teachers as significant

contributors to learners' moral values, discipline, leadership, and social behavior, while Muzakkir et al. (2024) emphasized integrating moral education into everyday classroom interactions. Furthermore, Republic Act No. 11476 (2020), also known as the GMRC and Values Education Act, emphasizes the integration of moral values into classroom instruction, teacher capacity building, and collaboration among schools, families, and communities. These provisions support the development of respectful learning environments and the continuous improvement of values education practices. The results suggest that teachers generally implement GMRC effectively, although strengthening assessment practices, culturally responsive instructional resources, and professional development may further improve values education.

3.1.2 Level of Learners' Moral Development

The results indicated that moral development was highly evident among learners, with an overall weighted mean of 3.43. Moral Action obtained the highest mean (WM = 3.46), followed by Moral Knowing and Moral Feeling, both with weighted means of 3.41. Learners demonstrated strong understanding of honesty (WM = 3.65), positive feelings when respecting teachers (WM = 3.61), and fairness in group activities (WM = 3.65). They also reported apologizing for mistakes (WM = 3.53) and helping classmates (WM = 3.51). However, their ability to explain the consequences of disrespectful behavior received a comparatively lower rating (WM = 2.96), indicating an area requiring further development in moral reasoning. The findings support Lickona's (1991) character education theory, which explains moral development through the interconnected dimensions of moral knowing, moral feeling, and moral action. Similarly, Purwati et al. (2024) emphasized that moral development involves understanding ethical principles, responding emotionally to moral situations, and demonstrating positive behavior. The high ratings across these dimensions suggest that learners generally understand, internalize, and practice the values emphasized in GMRC instruction. Nevertheless, the relatively lower rating in explaining the consequences of disrespectful behavior highlights the importance of strengthening reflective discussions, moral dilemmas, and contextualized activities to deepen ethical understanding and responsible decision-making.

3.1.3 Level of Learners' Classroom Behavior

The findings showed that learners consistently demonstrated positive classroom behavior, with an overall weighted mean of 3.46. Attitude Toward Classroom Behavior and Subjective Norms obtained the highest means (WM = 3.47), followed by Perceived Behavioral Control (WM = 3.46). Learners strongly valued respecting teachers (WM = 3.58), practicing honesty (WM = 3.56), respecting classmates (WM = 3.54), and helping others (WM = 3.54). They also recognized teachers' expectations for good manners (WM = 3.63) and parents' expectations for honesty (WM = 3.59). In terms of behavioral control, learners expressed confidence in following classroom rules (WM = 3.52), maintaining attention during lessons (WM = 3.51), and apologizing for mistakes (WM = 3.51). However, avoiding cheating (WM = 3.17) and resisting peer pressure to misbehave (WM = 3.31) received comparatively lower ratings. These findings indicate that positive classroom behavior is associated with learners' personal values, perceived social expectations, and confidence in regulating their actions. Muzakkir et al. (2024) emphasized the importance of teacher modeling and consistent values reinforcement in character education. Likewise, Rao et al. (2024) highlighted teachers' contributions to students' moral and social development through guidance and positive reinforcement. The results underscore the importance of supportive

classroom environments and collaboration between schools and families in promoting respectful and responsible behavior. However, the lower ratings concerning cheating and peer pressure suggest the need to strengthen integrity, ethical decision-making, and self-regulation through reflective and character-building activities.

3.2 Influence of GMRC Teaching Practices on Learners' Moral Development and Classroom Behavior

3.2.1 Combined Influence on Moral Development and Classroom Behavior

The Multivariate Analysis of Covariance (MANCOVA) revealed that GMRC teaching practices had a statistically significant combined influence on learners' moral development and classroom behavior, as indicated by Pillai's Trace = 0.819, $F(2,9) = 20.40$, $p < .001$. However, the univariate analyses revealed different outcomes for the two dependent variables. GMRC teaching practices significantly influenced classroom behavior but did not significantly influence moral development when examined separately. These findings suggest that GMRC teaching practices are relevant to learners' overall moral and behavioral outcomes, although their influence differs between observable classroom conduct and internal moral development. Lickona's (1991) character education framework emphasizes the relationship between moral understanding, emotional commitment, and ethical action. The results highlight the importance of values-based instruction in promoting desirable classroom behavior while recognizing that moral development involves broader developmental processes.

3.2.2 Influence of GMRC Teaching Practices on Learners' Moral Development

The univariate analysis showed that GMRC teaching practices did not significantly influence learners' moral development ($F = 2.84$, $p = 0.123$). This indicates that differences in the extent of GMRC teaching practices were not associated with statistically significant differences in learners' moral development. Although learners demonstrated highly evident moral knowing, moral feeling, and moral action, these outcomes could not be significantly explained by variations in GMRC teaching practices alone. The finding supports Kohlberg's (1984) perspective that moral development is a complex process shaped by cognitive development, social experiences, family influences, and peer interactions. It suggests that classroom instruction alone may be insufficient to explain differences in learners' moral development. Consequently, strengthening moral formation may require sustained collaboration among teachers, parents, and communities, together with reflective activities that promote ethical reasoning, values internalization, and responsible decision-making.

3.2.3 Influence of GMRC Teaching Practices on Learners' Classroom Behavior

The univariate analysis revealed that GMRC teaching practices significantly influenced learners' classroom behavior ($F = 34.50$, $p < .001$). This finding indicates that stronger implementation of GMRC teaching practices was associated with more positive classroom behavior, particularly in promoting respect, discipline, responsibility, and cooperation. Compared with moral development, classroom behavior demonstrated a stronger statistically significant relationship with GMRC teaching practices. This finding supports Bandura's Social Learning Theory (1977), which explains that learners acquire behaviors by observing and imitating significant role models, particularly teachers. It also aligns with Lickona's (1991) character education framework, which emphasizes translating moral values into observable actions. Consistent teacher modeling, positive reinforcement, and values-based classroom management may

therefore help strengthen desirable learner conduct. The results highlight the importance of sustaining effective GMRC teaching practices while encouraging school–home collaboration and meaningful character-building activities to support positive behavior and long-term moral formation.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concludes that Good Manners and Right Conduct (GMRC) teaching practices are implemented to a very high extent across the seven Philippine Professional Standards for Teachers (PPST) domains, with Learning Environment receiving the highest rating. Learners demonstrated highly evident moral development, particularly in moral action, and consistently positive classroom behavior in terms of attitude, subjective norms, and perceived behavioral control. Multivariate analysis revealed that GMRC teaching practices significantly influenced moral development and classroom behavior collectively. However, individual analyses showed a significant influence on classroom behavior but not on moral development. These findings indicate that effective GMRC instruction contributes to positive classroom behavior by promoting respect, discipline, responsibility, and cooperation, while learners' moral development is shaped by multiple factors beyond classroom teaching practices.

School administrators are encouraged to strengthen GMRC implementation through continuous monitoring, assessment, and professional development programs focused on values education. Teachers should integrate GMRC concepts across learning areas while improving assessment strategies, differentiated instruction, and culturally responsive approaches. Reflective activities and experiential learning opportunities should be enhanced to develop learners' moral reasoning and responsible decision-making. Collaboration among schools, parents, guardians, and community stakeholders should also be strengthened to reinforce moral values and provide meaningful opportunities for learners to practice ethical behavior. Targeted interventions should address learners' understanding of disrespectful behavior, academic dishonesty, and negative peer influence. Future researchers are encouraged to conduct similar studies using larger samples, additional variables such as parental involvement and peer influence, and qualitative research methods to broaden understanding of learners' moral and behavioral development.

The study was conducted among Grade 4 teachers, school heads, and learners from 11 public elementary schools in Loay District, Bohol, during School Year 2025–2026, with the researcher's affiliated school excluded to minimize potential bias. Its scope was limited to GMRC teaching practices across the seven PPST domains, learners' moral development, and classroom behavior. The research employed purposive sampling, questionnaire-based data collection, and a descriptive-inferential design. Although the original manuscript does not explicitly present a separate limitations section, its recommendations identify the need for larger samples, additional variables such as parental involvement and peer influence, and qualitative methods in future investigations.

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