International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 10, pp. 332-340, November 2026
https://ijroms.com
Original Article

Social-Emotional Learning in Grade 1 Good Manners and Right Conduct: Teacher Readiness and Perceived Student Outcomes

Aprilyn P. Base[1], Neil Aljo A. Padasen[2]

Author Information:
[1]*Baguio Central University, Baguio City, Pihilippines*

[2]*Nueva Vizcaya State University Nueva Vizcaya, Philippines*

Correspondence:
aprilyn.base@deped.gov.ph

Article History:

Date Received: October 17, 2026
Date Revised: October 29, 2026
Date Accepted: November 3, 2026
Date Published: November 12, 2026

DOI: https://doi.org/10.67903/ijroms0601

Document ID: *2026IJROMS0601*

Recommended Citation:
Base, A. P. & Padasen, N. A. A. (2026). Social-Emotional Learning in Grade 1 Good Manners and Right Conduct: Teacher Readiness and Perceived Student Outcomes. International Journal of Research on Multidisciplinary Studies, 1(10), 332-340. https://doi.org/10.67903/ijroms0601

Abstract. This study examines the intersection of the Social-Emotional Learning or SEL and Good Manners and Right Conduct or GMRC of the Philippine basic education. This research made use of the CASEL framework and MATATAG curriculum reform. The study highlights selected insights from the teachers and classrooms, utilizing the Walt and Gilson's Policy Triangle Framework which is focused on the factors of teachers' preparedness, instructional practices, and student learning. Qualitative descriptive research design was utilized. Data were gathered through document analysis and classroom observations from 2022 to 2025 and teacher interviews to gain an in-depth understanding of teachers' perspectives and challenges. Thematic analysis and interpretive data analysis were done to identify similarities and differences. Four themes emerged from the study which include teachers' preparedness, challenges in teaching SEL-GMRC, SEL-GMRC integration, and impacts on student behaviors. Findings suggest that the integration of SEL-GMRC contributes to empathy, cooperation, and emotional classroom management with limited sustainability. SEL-GMRC has tremendous potential in improving student conduct. However, the practice faces challenges like inadequate teacher training, time constraints, and resource allocation. Teachers' readiness and application of SEL strategies during instruction differ from one class to another because of various factors like the number of students per class and teacher-student ratios. Likewise, the lack of appropriate technology limits teachers' use of SEL-GMRC, particularly in remote areas. The study recommends that the Department of Education should consider offering capacity-building activities for teachers on SEL-GMRC, developing relevant learning packages for teachers, students, and administrators, putting in place monitoring and evaluation systems to measure student outcomes, and ensuring equity in resources and opportunities. The study found that the integration of SEL-GMRC requires a learner-centered and holistic approach. Additionally, it will contribute immensely if it is incorporated into digital platforms where most users interact. Contextual factors should be considered when promoting soft skills or emotional learning in school settings. Teachers should be encouraged and supported to offer quality lessons and promote student voice and citizenship in achieving equitable and empowered education in alignment with the goals of the Philippine constitution. In conclusion, as a nation that values democracy and citizenship education, the SEL-GMRC integration offers both opportunities and challenges. It is impossible to overstate the necessity of ongoing, methodical capacity-building initiatives at the local educational agency level in order to fortify the system and maintain advancement toward moral and educational goals.

Keywords: Social-Emotional Learning; GMRC; Teacher Readiness; Student Outcomes; Philippine Education Policy

Introduction

Another one of the most notable innovations in education in the 21st Century is the Social-Emotional Learning (SEL). This concept has become an increasingly important part of quality education. The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines Social Emotional Learning (SEL) as the process of building and applying knowledge, attitudes, and skills in order to understand and manage emotions, set and reach positive goals, practice empathy, form healthy relationships, and make responsible

This article is licensed under a Creative Commons Attribution 4.0 International License.

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 10, pp. 332-340, November 2026
https://ijroms.com
Original Article

choices. In the Philippines, the institutionalization of Good Manners and Right Conduct (GMRC) gained further strength through Republic Act No. 11476, also known as the Good Manners and Right Conduct and Values Education Act, which officially incorporated GMRC and Values Education into the K–12 Curriculum. This policy was further operationalized through Department of Education issuances and reinforced by the MATATAG Curriculum reforms (Department of Education, 2023).

The implementation of the MATATAG curriculum reforms in 2023 has further enhanced the GMRC curriculum. Traditionally used to develop values, manners, and morality, the GMRC curriculum now includes a framework that can facilitate the development of SEL skills to address social and personal challenges. SEL's incorporation into GMRC is a reaction to urgent social realities as well as a pedagogical innovation. Filipino students face many challenges such as bullying, peer pressure, unstable family environments, and social issues and digitalization. With this, it is important for students to be educated on how to become empathetic, resilient, and responsible. Students are now provided with structured opportunities to develop skills such as collaborative learning, emotional regulation, and conflict resolution in order to improve their overall well-being and academic success through the incorporation of SEL into GMRC. Furthermore, SEL supports the constitutional requirement to provide moral and civic education, and therefore schools are better equipped to teach students character and intelligence.

In order to successfully incorporate social-emotional learning (SEL) into the Good Manners and Right Conduct (GMRC) curriculum, teacher readiness is an important factor. Teachers are seen as the key enablers of SEL. They encourage reflection and interaction within students and model emotional skills. However, many teachers often feel they lack the training, resources and conflicting subject areas to teach SEL. In addition, professional development is scarce, and those GMRC modules emphasize memorization over experiential SEL methods. The gap between the GMRC syllabus's SEL integration policy and practice raises concerns about system-level resources devoted to the initiative's upkeep as well as teacher preparedness for its successful implementation.

Contextual factors, such as crowded classrooms, limited instructional time, and unequal access to resources in urban and rural settings, also affect teachers' reluctance to adopt new pedagogical competencies. Teachers must modify their SEL practices to meet the diverse needs of the communities in the absence of expert advice and support. These difficulties highlight how crucial it is to look at the attitudes and skills of teachers in relation to the institutional settings that either support or obstruct the effective delivery of SEL. A thorough grasp of teacher preparedness in the context is necessary for the process of identifying opportunities and obstacles to the inclusion of SEL in the GMRC curriculum. The results of SEL integration are equally significant. SEL improves student behavior, boosts academic performance, and creates a positive school climate, according to research conducted all over the world. SEL outcomes are anticipated to show up in the Philippine GMRC context as less bullying, better peer relationships, better emotional control, and increased respect for diversity. The goals of GMRC, which place a high priority on civic responsibility, civility, and moral behavior, are directly supported by these findings. However, there is still a lack of empirical data on the outcomes of SEL in Philippine schools. Hence, it is necessary to study how integrating SEL-GMRC affects students.

While SEL is recognized as an essential aspect of holistic education and GMRC has been reintroduced in the Philippine basic education curriculum, little studies have been done on how teachers are trained to incorporate SEL competencies in Grade 1 GMRC lessons. Existing literature largely focuses on the benefits of SEL and curriculum policies supporting values education. However, there remains insufficient evidence regarding teachers' readiness, classroom implementation practices, and perceived student outcomes within the context of the MATATAG curriculum.

Thus, the purpose of this study is to assess how prepared teachers are to incorporate SEL into GMRC and to assess how this integration affects students. The descriptive study was conceptualized using Walt and Gilson's Policy Triangle Framework, which seeks to understand actors, processes, context, and content of the implemented policy. The paper aims to explain the pedagogical and system aspects that influence social-emotional learning (SEL) integration into global-mindedness with responsible citizenship education (GMRC) through teacher interviews and observations and selected DepEd publications. The objectives of the study are manifested in (1) identifying the curriculum and policy content that promote SEL-GMRC, (2) assessing teachers' level of preparedness, including training, confidence, and resources, and (3) examining the students' achievement, including outcomes related to GMRC learning goals and SEL skills.

This study utilized Walt and Gilson's Policy Triangle Framework to understand how policy content, context, actors and processes affect the integration of Social-Emotional Learning (SEL) in Grade 1 Good Manners and Right Conduct (GMRC) under the MATATAG Curriculum. This study looked into the pedagogical and institutional factors affecting the integration of SEL using policy documents, classroom observations, and teacher interviews. Specifically, this study aimed: to determine the preparedness of teachers in integrating SEL; to determine the strategies used in integrating SEL competencies in the teaching of GMRC; to look into

This article is licensed under a Creative Commons Attribution 4.0 International License.

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 10, pp. 332-340, November 2026
https://ijroms.com
Original Article

the challenges encountered during the integration of SEL; to determine the learning outcomes perceived from integrating SEL; and to provide recommendations to improve the integration of SEL in Grade 1 GMRC.

Research Questions

This study aimed to examine the integration of Social-Emotional Learning (SEL) in Grade 1 Good Manners and Right Conduct (GMRC) under the MATATAG Curriculum. Specifically, it sought to answer the following questions:

1. What is the level of teacher readiness in integrating Social-Emotional Learning in Grade 1 GMRC?
2. How do Grade 1 teachers integrate Social-Emotional Learning competencies into GMRC instruction?
3. What challenges do teachers encounter in implementing Social-Emotional Learning in Grade 1 GMRC?
4. What are the perceived learner outcomes of integrating Social-Emotional Learning in Grade 1 GMRC?
5. What recommendations may be proposed to strengthen the implementation of Social-Emotional Learning in Grade 1 GMRC?

Scope and Delimitation of the Study

This study examined how Social-Emotional Learning (SEL) is integrated into Grade 1 Good Manners and Right Conduct (GMRC) under the MATATAG Curriculum. It looked into teacher readiness, practices for integrating SEL, challenges in implementation, and perceived learner outcomes across ten selected public elementary schools in the Philippines. The participants were 45 Grade 1 teachers drawn from both urban and rural schools. Data were gathered through document analysis, classroom observations, and interviews carried out between 2022 and 2025. The study was limited to Grade 1 teachers and concentrated on their perceptions and experiences. It did not involve direct assessment of learners or the participation of parents, administrators, and policymakers.ↀ Codes were assigned to the participating schools to ensure confidentiality and anonymity.

Literature Overview

Policy Background

The integration of Social-Emotional Learning into the Good Manners and Right Conduct subject is supported by both national and international policies. The 1987 Philippine Constitution supports and encourages the promotion of moral, civic, and patriotic values in students. This is further supported by DepEd Order No. 31, s. 2019 where GMRC was reintroduced as a standalone subject to improve student values. The MATATAG Curriculum reforms also emphasized the importance of Social-Emotional Learning as it aids in creating responsible citizens. These policies show that values education is an important part of education and the integration of Social-Emotional Learning into the curriculum should be done as it allows students to develop their Social-Emotional Competencies.

The International Movement of Social-Emotional Learning has given many key insights. CASEL (2021) have highlighted that students should develop competencies including self-awareness, self-management, social awareness, relationship skills and responsible decision-making to improve their personal and social development. This is very similar to competencies taught in GMRC as students are encouraged to become empathetic, respectful, responsible and ethical. UNESCO also emphasizes the importance of providing quality education to meet the demands of Sustainable Development Goal 4 by focusing on developing students' Social-Emotional Competencies so they can become responsible citizens in a democratic society. Overall, providing Social-Emotional Learning within the GMRC subject can be seen to provide a promising framework to enhance students' moral values and Social-Emotional Competencies.

Teacher Readiness

Although there are many policies supporting the integration of Social-Emotional Learning, studies have shown that teacher readiness plays an important role in the effective implementation. Studies have shown that teachers with high knowledge of Social-Emotional Learning, teaching competence and confidence are more likely to create a positive learning environment with the integration of Social-Emotional Competencies. However, teachers with low levels of professional development are less likely to implement Social-Emotional Learning effectively and will often place more focus on academic content.

Many studies show Continuous Professional Development is important in improving teacher's abilities. Teachers should have a strong knowledge of Social-Emotional Learning, modelling emotional competencies, promoting reflective practices and adapting to cater to the diverse needs of their students in order for Social-Emotional Learning to be effectively implemented. International studies have shown that Continuous Professional Development has a positive effect on teachers, however there is little evidence to show

This article is licensed under a Creative Commons Attribution 4.0 International License.

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 10, pp. 332-340, November 2026
https://ijroms.com
Original Article

this in primary schools in the Philippines. There is also a lack of studies looking at the readiness of teachers to implement Social-Emotional Learning in Grade 1 GMRC under the MATATAG Curriculum.

Social-Emotional Learning Outcomes in GMRC

There are many studies that demonstrate the positive impacts of Social Emotional Learning within students. Mahoney, Durlak, and Weissberg (2018) and Schonert-Reichl (2019) found that Social-Emotional Learning contributes to higher levels of empathy, cooperation, emotional regulation, resilience, and academic engagement among learners, both found that students who participated within Social-Emotional Learning showed increased levels of empathy, working together, resilience, emotional regulation and engagement within their academic work. This shows how by improving Social-Emotional Competencies within students it will help improve their well-being and create positive relationships within the classroom.

These outcomes are very similar to the aims of the GMRC subject as it encourages students to become respectful, disciplined, responsible and ethical citizens. Studies have shown that students who participate in Social-Emotional Learning orientated teaching are more likely to behave in a prosocial manner, have increased emotional control and interact more positively with peers. However, previous studies have focused on the effectiveness of the program and overall student outcomes. There is little evidence of how teachers feel about the outcomes. There is also a lack of consistency in how Social-Emotional Learning is implemented and assessed meaning it is difficult to determine how many outcomes are achieved. This shows there is a need for studies to be carried out looking at how teachers feel about student outcomes from the integration of Social-Emotional Learning in GMRC.

Comparative Studies

Studies from Southeast Asia have provided useful insights. In Singapore, Character and Citizenship Education (CCE) has been integrated with Social-Emotional Learning. The country has a clear national policy in place to support teachers with training, curriculum and assessments. Studies have shown this has resulted in more consistent implementation.

However, in the Philippines there is a lack of consistency due to the variation in resources available in schools. Studies have shown that there is a difference in resources available between urban and rural schools. This includes teaching resources, training and technology. Although these studies show the importance of having policies in place and having equal resources, they also show that the outcomes can vary depending on the context. There is little evidence to show how the context has affected the teaching of Grade 1 GMRC and how teachers feel about the outcomes of Social-Emotional Learning.

Digitalization

The rapid move to digital and blended learning during and after the pandemic has caused challenges. Studies have shown that limited internet, lack of technology and less face-to-face interaction has made it difficult to create engaging Social-Emotional Learning (Ronda & Recio, 2022). Teachers reported that they struggled to create meaningful relationships with students.

However, emerging research has shown that there are many opportunities to implement Social-Emotional Learning through digital platforms. This shows that technology can be used to improve values education. However, this depends on the resources being equal and teachers having the necessary training. There is little research looking at how technology has impacted the teaching of GMRC.

Overall, the literature has demonstrated that there is a strong foundation for incorporating Social Emotional Learning within GMRC, and teacher preparedness, training, and context within the school can be very important in achieving positive outcomes for students. Many studies have shown that Social Emotional Learning can improve empathy, cooperation, emotional regulation, and positive pro-social behavior. Comparative studies have shown the importance of having clear policies, teacher support, and resources.

However, much of the literature focuses on general Social-Emotional Learning and values education. There is little evidence to show how Social-Emotional Learning can be integrated into Grade 1 GMRC under the MATATAG Curriculum. There is also little evidence showing how teacher readiness and student outcomes are related. Few studies have looked at how teachers feel about integrating Social-Emotional Learning in Grade 1 GMRC from the perspective of Filipino teachers. It is important to look at how teachers feel about integrating Social-Emotional Learning into GMRC, as they are the main people implementing the integration. This study will aim to add to the literature by looking at how teachers feel about their readiness and student outcomes from the integration of Social-Emotional Learning in Grade 1 Good Manners and Right Conduct classes.

This article is licensed under a Creative Commons Attribution 4.0 International License.

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 10, pp. 332-340, November 2026
https://ijroms.com
Original Article

Methodology

Research Design

A qualitative descriptive research design was used in this study to explore teacher readiness and student outcomes in integrating Social-Emotional Learning (SEL) in Grade 1 Good Manners and Right Conduct (GMRC) in the Philippine MATATAG Curriculum. This research design was chosen because the main purpose of qualitative descriptive research is to offer information on participants' experiences, perspectives, and actions in real-life situations (Sandelowski, 2000). The study was guided by Walt and Gilson's (1994) Policy Triangle Framework (Figure 1), which served as the theoretical lens for examining how policy content, context, actors, and implementation processes influence teacher readiness, instructional practices, implementation challenges, and perceived learner outcomes in SEL-GMRC integration. It focuses on analyzing educational policies using four key areas: content, context, actors, and processes. It served as a guide to understand the integration of SEL principles in GMRC policy and how teachers interpret and implement this. Moreover, data were collected from multiple sources such as policy and curriculum documents, classroom observation, and interviews with teachers to allow a thorough analysis of the implementation of SEL and the triangulation of results.

Research Locale

This study was conducted in ten public elementary schools that are implementing the GMRC program in specific urban and rural areas in the Philippines. Schools that have been implementing the competencies related to SEL in GMRC were also considered. The choice of the schools provided a variety of contexts in which the teachers were teaching with different student population, resources available, access to technology and location. Both urban and rural schools were included to understand various contextual factors affecting teachers' preparedness.

Research Participants

The participants consisted of 45 Grade 1 teachers who were directly involved in teaching GMRC during the implementation of the MATATAG Curriculum reforms. Teachers were selected because of their direct role in designing, delivering, and assessing SEL-related classroom experiences. Participants had varied teaching experience, training, school placements and educational backgrounds, so that a diversity of opinions could be gained around integrating SEL practices and what impact they have on students.

Research Instruments

Multiple research instruments were used to collect data. Multiple research instruments were used to collect data. This guide developed by the researcher was used to collect data from policy documents and classroom observations focusing on the integration of SEL in Grade 1 Good Manners and Right Conduct (GMRC). This section of the guide was used to analyze all the relevant policy and curriculum documents such as Republic Act No. 11476, MATATAG Curriculum Framework (2023) and GMRC Curriculum Guides in relation to the study. This section was used to identify themes related to SEL competencies, teacher preparedness, teaching demands, learning outcomes and support. This section was a checklist for identifying the 5 key competencies within the CASEL Framework (Self-awareness, Self-management, Social awareness, Relationship skills and Responsible decision making). The guide was used to determine how the teaching practices, learner-teacher relationships and strategies were used to integrate SEL in the GMRC lesson. This allowed the researcher to look into how the policy documents align with the implementation of SEL in Grade 1 GMRC

Data Gathering Procedure

Data was collected between 2022-2025. Between 2022-2023 data was collected to establish baseline data. This was done through observing GMRC lessons and reviewing policy documents around GMRC and current values education policies. From 2023 data was collected to investigate emerging practices associated with the integration of SEL competencies under the MATATAG reforms. Permission was gained from the relevant educational authority and school. The teachers were informed about the aims of the research, and provided consent forms. It was important to note how the data would be kept confidential, anonymous and voluntary. The first phase of data collection involved reviewing policy and curriculum documents. The second phase of data collection included observing teaching strategies, student engagement and demonstration of SEL skills by using field notes during GMRC lessons at each school. The third phase of data collection involved semi-structured interviews with a total of 45 teachers. Interviews were conducted one-on-one, with permission they were recorded and transcribed verbatim.

This article is licensed under a Creative Commons Attribution 4.0 International License.

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 10, pp. 332-340, November 2026
https://ijroms.com
Original Article

Results and Discussions

Research Question 1: What is the level of teacher readiness in integrating Social-Emotional Learning in Grade 1 GMRC?

Table 1. Themes, Supporting Evidence, and Data Sources

Emergent Theme	Supporting Evidence	Data Source
1. Teacher Preparedness and Professional Capacity	Limited formal SEL training despite awareness of SEL principles	Interviews, Observations
2. Instructional Challenges and Resource Constraints	Time limitations, overcrowding, and lack of resources	Interviews, Observations
3. SEL-GMRC Alignment and Curricular Coherence	Strong alignment between SEL competencies and GMRC objectives	Documents, Interviews
4. Student Outcomes and Behavioral Transformation	Improvements in empathy, cooperation, and emotional regulation	Interviews, Observations

Table 2. Teacher Readiness in Integrating Social Emotional Learning in Grade 1 GMRC

Indicators of Readiness	Emerging Findings	Interpretation
1. Knowledge of SEL Concepts and Competencies	The teachers are aware of empathy, self-regulation, social awareness, and responsible decision-making.	Moderately Ready
2. Instructional Competency	The teachers used different strategies to teach SEL such as storytelling, role playing, reflection, and collaborative learning.	Moderately Ready
3. Training and Professional Development	The teachers have limited formal training in teaching SEL.	Needs Improvement
4. Resources and Support	The teachers have limited resources and local materials in teaching SEL.	Needs Improvement
5. Confidence in Implementing SEL-GMRC	Readiness varied according to prior training and teaching experience.	Moderately Ready

Overall Interpretation: Teachers were generally moderately ready to integrate SEL into Grade 1 GMRC; however, gaps in training and instructional resources affected implementation consistency.

Research Question 2: How do Grade 1 teachers integrate Social-Emotional Learning competencies into GMRC instruction?

Table 3. Strategies Used to Integrate SEL in Grade 1 GMRC

SEL Integration Practices	Description
1. Storytelling and Values Reflection	Learners will use stories to understand and develop empathy and positive decision-making.
2. Role playing	Learners will create scenarios to demonstrate their emotional regulation strategies.
3. Collaborative learning	Learners will complete group activities to learn how to positively interact within a group.
4. Class discussions	Learners will participate in class discussions about their emotions and how to act as a responsible citizen.
5. Positive modelling	Learners will demonstrate how to positively interact with others, whilst showing empathy and self-regulation.

Overall Interpretation: SEL was mainly incorporated into lessons using learner-centered and experiential teaching methods to help learners connect socio-emotional competencies to their everyday experiences in the classroom.

Research Question 3: What challenges do teachers encounter in implementing Social-Emotional Learning in Grade 1 GMRC?

This article is licensed under a Creative Commons Attribution 4.0 International License.

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 10, pp. 332-340, November 2026
https://ijroms.com
Original Article

Table 4. Challenges Encountered in SEL-GMRC Implementation

Challenges	Description	Interpretation
1. Limited Professional Training	Teachers reported insufficient specialized training on SEL methodologies.	Major Challenge
2. Time Constraints	Balancing SEL activities with curriculum requirements was difficult	Major Challenge
3. Large Class Sizes	Overcrowded classrooms limited individualized SEL support.	Major Challenge
4. Resource Limitations	Lack of localized materials and teaching aids hindered implementation.	Major Challenge
5. Technology and Digital Gaps	Limited access to technology reduced opportunities for innovative SEL instruction.	Major Challenge

Overall Interpretation: Insufficient training, limited resources, and structural classroom conditions posed significant barriers to effective SEL implementation.

Research Question 4: What are the perceived learner outcomes of integrating Social-Emotional Learning in Grade 1 GMRC?

Table 5. Learner Outcomes in the integration of SEL

Learner Outcomes	Observation	Interpretation
1. Empathy and Respect	Learners understand and respect others more.	Positive Outcome
2. Cooperation and Social Interaction	Improved relationships between peers.	Positive Outcome
3. Emotional Regulation	Learners have better control of their emotions.	Positive Outcome
4. Responsible Decision Making	Learners can make better decisions and have a sense of responsibility.	Positive Outcome
5. Positive Behaviour	Less conflict and improved discipline.	Positive Outcome

Interpretation: The integration of SEL has a positive effect on learners social-emotional development, relationships between peers and behaviour in the classroom according to teachers.

Research Question 5: What recommendations may be proposed to strengthen the implementation of Social-Emotional Learning in Grade 1 GMRC?

Table 6. Intervention Program for Improving Integration of SEL to GMRC

Program Components	Objectives	Expected Outcomes
1. SEL Capacity Building Training	Increase teachers' capability in integrating SEL.	Teachers are more prepared and confident in teaching SEL.
2. Local Development of SEL-GMRC modules	Provide localized modules.	Effective teaching.
3. Mentoring and Coaching	Program Provide ongoing support.	Consistent delivery of SEL.
4. Monitoring and Evaluation	Provide monitoring of students' socio-emotional development.	Data-based improvement of SEL.
5. Use of Technology	Provide more effective delivery of SEL through technology.	Engagement and innovation in teaching.

Interpretation: A comprehensive enhancement program should be implemented to improve the integration of SEL to GMRC. This includes training teachers, developing resources, mentoring, using technology and monitoring.

This article is licensed under a Creative Commons Attribution 4.0 International License.

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 10, pp. 332-340, November 2026
https://ijroms.com
Original Article

Table 7. Summary of Major Themes Identified Using Thematic Analysis

Research Question	Emergent Theme	Key Finding
1. Teacher Readiness	Teacher Preparedness and Professional Development	The teachers were generally prepared though they need continuous professional development.
2. Integration of SEL SEL-GMRC	Integration and Alignment	The teachers have integrated SEL using various methods.
3. Challenges in Implementation	Challenges in Teaching and Resources	The teachers had challenges when implementing due to structural and resource issues.
4. Learner Outcomes	Learner Outcomes and Behavioral Transformation	The integration of SEL had positive outcomes on learners.
5. Recommendations	Capacity Building	Teachers would require continuous training, resources and monitoring.

The findings show that Grade 1 teachers recognize the importance of integrating Social Emotional Learning into GMRC however, various learner-centered strategies were used. Overall, teacher readiness, support, and resources affected the extent in which they could implement. Teachers felt that learners had improved in empathy, working together, regulating their emotions and making responsible decisions. However there was a lack of professional development, teaching resources and contextual issues. In order to ensure sustainable integration of SEL into GMRC under the MATATAG Curriculum teacher capacity must be improved, resources must be improved and there should be a system in place to monitor. This will allow schools to meet the goals of the MATATAG Curriculum and improve learner development, instill values and improve socio-emotional well-being in basic education in the Philippines.

Ethical Considerations

Data triangulation, member checking and peer debriefing were used to ensure trustworthiness of the findings. Data triangulation was achieved by using different data sources such as policy documents, observations and interviews. Member checking was done by providing participants with a summary of the interview findings. Peer debriefing was completed with experienced qualitative researchers to examine coding decisions. Ethical considerations were adhered to throughout the study. All participants provided informed consent and participated. Participant identities, school, and personal information was kept confidential. Pseudonyms were used to report participant information.

Conclusion

This study aimed to understand the integration of Social-Emotional Learning (SEL) in the Grade 1 Good Manners and Right Conduct (GMRC) subject in the MATATAG Curriculum. Using the Policy Triangle Framework by Walt and Gilson, the study looked into how prepared Grade 1 teachers were, the approaches used, challenges faced, and the effects on learners. It was found out that overall, Grade 1 teachers are averagely prepared to implement SEL in their lessons. Teachers implemented many learner focused strategies such as storytelling, role play, reflection, group work and discussion. However, there were challenges with implementing SEL effectively in lessons due to a lack of training, resources, time, large classes and limited access to technology. Teachers did notice that there were positive effects on learners such as increased empathy, collaboration, emotion regulation, positive decision making and positive behaviour in the classroom. This suggests that SEL can be used within GMRC to help support the aims of building values within learners whilst also developing their social-emotional skills. This study helps add to the current literature on integrating SEL within GMRC by showing how important it is for teachers to be prepared and have support. Overall, this study shows that continued support is needed to help improve the integration of SEL within primary education. Future research could look at wider educational contexts, multiple year groups and quantitative data.

Recommendations

Based on the study's findings, the Department of Education should implement more capacity building programs for teachers. This can be done through regular trainings, Learning Action Cell sessions, workshops and mentoring sessions on the part of the Schools Division Offices and School Administrators. The Curriculum and Learning Management Divisions, curriculum developers and schools should also create their own materials and resources aligned with the SEL-GMRC. This can be done through the creation of learning modules, activity sheets, story books and teaching guides. Mentoring and coaching programs should also be implemented by the school heads, master teachers and instructional leaders to continuously provide assistance and support. Moreover, the Department of Education, local government units, and schools should prioritize

This article is licensed under a Creative Commons Attribution 4.0 International License.

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 10, pp. 332-340, November 2026
https://ijroms.com
Original Article

providing technological resources that will aid in the teaching of SEL-GMRC. Lastly, school administrators, guidance and DepEd monitoring should design systems of monitoring and evaluation. They should ensure that learners' socio-emotional skills are being monitored through classroom observation, learner portfolio, behaviour records and teacher assessment. In addition, future researchers may want to look into how SEL-GMRC is being implemented in different grade levels, in different schools and in different areas. They may want to do this using mixed methods research or quantitative methods. This will help improve teachers' preparedness, instructional support and provide efficient ways to integrate SEL in the Grade 1 Good Manners and Right Conduct in the MATATAG Curriculum.

References

Bernas, J. G. (2021). The 1987 Constitution of the Republic of the Philippines: A commentary. Rex Book Store.

Bowen, G. A. (2009). Document analysis as a qualitative research method. Qualitative Research Journal, 9(2), 27–40. https://doi.org/10.3316/QRJ0902027

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. https://doi.org/10.1191/1478088706qp0630a

Collaborative for Academic, Social, and Emotional Learning. (2021). What is social and emotional learning? https://casel.org/fundamentals-of-sel/

Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). SAGE Publications.

Department of Education. (2023). MATATAG curriculum: Bansang Makabata, Batang Makabansa. https://www.deped.gov.ph/matatag-curriculum/

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82(1), 405–432. https://doi.org/10.1111/j.1467-8624.2010.01564.x

Mahoney, J. L., Durlak, J. A., & Weissberg, R. P. (2018). An update on social and emotional learning outcome research. Phi Delta Kappan, 100(4), 18–23. https://doi.org/10.1177/0031721718815668

Republic Act No. 11476. (2020). Good Manners and Right Conduct (GMRC) and Values Education Act. Official Gazette of the Republic of the Philippines.

Sandelowski, M. (2000). Whatever happened to qualitative description? Research in Nursing & Health, 23(4), 334–340. https://doi.org/10.1002/1098-240X(200008)23:43.0.CO;2-G

Schonert-Reichl, K. A. (2019). Advancements in social-emotional learning: Knowledge, research, and practice. Educational Psychologist, 54(3), 194–210. https://doi.org/10.1080/00461520.2019.1633926

Tan, C. (2020). Character and citizenship education in Singapore: Policy and practice. Journal of Moral Education, 49(4), 451–465. https://doi.org/10.1080/03057240.2020.1713688

UNESCO. (2021). Reimagining our futures together: A new social contract for education. UNESCO.

Walt, G., & Gilson, L. (1994). Reforming the health sector in developing countries: The central role of policy analysis. Health Policy and Planning, 9(4), 353–370. https://doi.org/10.1093/heapol/9.4.353

This article is licensed under a Creative Commons Attribution 4.0 International License.