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## Research Article

### Integrating Moral Values in Classroom Management: Strategies for Enhancing Discipline among Students of Pagatpat Elementary School

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#### ABSTRACT

This study examines the role of teachers in incorporating moral values within classroom management strategies in the Division of Zambales, specifically in Zone I. The research focuses on the demographic profile of teachers, their practices in integrating moral values into classroom discipline, and the challenges they face. A total of 11 teachers participated, providing insights into their sex, age, length of service, positions, and highest educational attainment. The study explored how teachers implement moral values through strategies such as establishing classroom rules, modeling behavior, building student relationships, and integrating moral lessons into the curriculum. Additionally, the study identifies the challenges teachers face, including diverse student backgrounds, limited time for moral education, and lack of support or resources. The findings reveal that while teachers are committed to integrating moral values, challenges such as curriculum constraints and insufficient resources hinder the full implementation of moral education in the classroom. The study concludes with recommendations for professional development, curriculum enhancement, and increased resource allocation to support teachers in promoting moral values and discipline in schools.

**Keywords:** *Moral values, Classroom management, Discipline, Teacher practices, Challenges, Professional development, Curriculum integration*

#### Introduction

The integration of moral values into classroom management has emerged as a crucial strategy for addressing both academic and behavioral challenges in education. Values-based education supports not only the intellectual

growth of students but also the development of their social and emotional intelligence. This holistic approach ensures that students are not just academically proficient but also responsible, empathetic, and socially engaged individuals (UNESCO, 2020).

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This focus aligns with Sustainable Development Goal 4 (SDG 4) of the United Nations, which emphasizes providing inclusive, equitable, and quality education that nurtures moral character and civic responsibility (UNESCO, 2020). Embedding these values within classroom management practices has been shown to mitigate issues like bullying, disrespect, and apathy—disruptions that significantly hinder the learning process (Lickona, 2017). As Lickona (2017) highlighted, teaching respect and responsibility within the classroom not only creates a disciplined environment but also prepares students for their roles in society.

In the Philippines, the Department of Education (DepEd) has prioritized the integration of values education as a cornerstone of its K-12 curriculum. According to DepEd's vision, the goal is to produce citizens who are not only academically competent but also guided by values that enable them to contribute meaningfully to the nation (Department of Education, 2022). This vision is especially pertinent at the elementary level, where students are in the formative stages of internalizing values and behaviors. Research indicates that values-based classroom management strategies at this stage foster environments characterized by respect, support, and discipline, which are conducive to both learning and moral development (Bautista & Limjap, 2021).

An illustrative example is Pagatpat Elementary School in Sta. Cruz, Zambales. The school has embraced values-based classroom management as a means to address persistent issues such as disruptive behaviors and peer conflicts. Teachers have incorporated values like respect, empathy, and fairness into their strategies to cultivate a positive school culture and improve student interactions (Santos, 2023). Despite these efforts, challenges remain, particularly in applying these principles consistently across diverse classrooms. Teachers face obstacles stemming from the varying cultural and socio-economic backgrounds of their students, which require nuanced and flexible approaches to values education.

By addressing these challenges, educators can better implement moral values within classroom management, ensuring that students

not only excel academically but also develop into compassionate individuals.

This study aims to explore effective strategies for integrating moral values into classroom management at Pagatpat Elementary School, with the goal of enhancing student discipline and fostering a positive learning environment. By drawing on both international best practices and adapting them to the local context of Sta. Cruz, Zambales, this research seeks to offer valuable insights into the potential of values-based classroom management in the Philippine educational setting.

Specifically, the researcher sought to answer the following questions:

1. What is the profile of the teachers' respondents in terms of the following:
  - 1.1. Sex;
  - 1.2. Age;
  - 1.3. Length of service;
  - 1.4. Position; and
  - 1.5. Highest educational attainment?
2. How do teachers currently incorporate moral values in their classroom management strategies to promote discipline among students?
  - 2.1. Establishing Classroom Rules and Expectations;
  - 2.2. Modeling Behavior;
  - 2.3. Building Student Relationships; and
  - 2.4. Integrating Moral Lessons into the Curriculum?
3. How do teachers address challenges in incorporating moral values within classroom management in terms of:
  - 3.1. Diverse Student Backgrounds;
  - 3.2. Limited Time and Curriculum Constraints;
  - 3.3. Lack of Support or Resources?

## **Methodology**

### ***Research Design***

This study employed a descriptive survey design to investigate the strategies utilized by teachers in integrating moral values into classroom management and the challenges they encounter. This design is appropriate as it allows for a systematic collection and analysis of data to describe the existing practices and perceptions of teachers.

**Research Locale**

The study was conducted at Pagatpat Elementary School, located in Sta. Cruz, Zambales. This school was chosen due to its emphasis on values-based classroom management, providing a relevant context for examining the integration of moral values into educational practices.

**Respondents of the Study**

The participants consisted of 11 teachers from Pagatpat Elementary School. The respondents were selected using purposive sampling, ensuring they met the criteria of actively practicing classroom management strategies with an emphasis on moral values integration. Demographic information, including sex, age, length of service, position, and highest educational attainment, was also collected.

**Data Gathering Instrument**

The primary data collection tool was a structured questionnaire divided into three sections:

1. Demographic Profile – Collected data on respondents' sex, age, length of service, position, and educational attainment.
2. Strategies in Classroom Management – Measured the frequency and effectiveness of strategies such as establishing classroom rules, modeling behavior, building student relationships, and integrating moral lessons into the curriculum.
3. Challenges Encountered – Identified challenges related to diverse student backgrounds, limited time, curriculum constraints, and lack of resources.

The questionnaire utilized a Likert scale (e.g., Strongly Agree, Agree, Disagree, Strongly Disagree) to gauge responses for sections on strategies and challenges.

**Data Collection Procedure**

The study followed these steps:

1. Permission and Ethical Considerations: Approval to conduct the study was secured from the Department of Education and the school administration. Informed consent was obtained from all respondents, ensuring confidentiality and voluntary participation.
2. Questionnaire Distribution: The questionnaires were distributed to the respondents during a scheduled meeting and collected within a week. Assistance was provided to clarify any questions regarding the instrument.
3. Data Validation: Completed questionnaires were checked for consistency and completeness before analysis.

**Data Analysis**

The collected data were analyzed using descriptive statistics, including:

1. Frequency and Percentage – For summarizing demographic profiles.
2. Weighted Mean – For analyzing the extent to which moral values are integrated into classroom management strategies.
3. Ranking – For identifying the most significant challenges faced by teachers.

The findings were presented in tabular format, accompanied by interpretations and discussions based on relevant literature and educational frameworks.

**Result and Discussion**

*Table 1. Profile of Teacher Respondents*

<b>Respondent</b>	<b>Sex</b>	<b>Age</b>	<b>Length of Service</b>	<b>Position</b>	<b>Highest Educational Attainment</b>
1	2	4	1	1	1
2	2	4	2	2	2
3	1	4	2	2	2
4	2	4	2	3	3
5	1	5	2	3	2
6	1	4	1	6	1
7	2	1	1	6	1

<b>Respondent</b>	<b>Sex</b>	<b>Age</b>	<b>Length of Service</b>	<b>Position</b>	<b>Highest Educational Attainment</b>
<b>8</b>	2	5	2	5	1
<b>9</b>	1	6	2	5	2
<b>10</b>	2	4	2	5	1
<b>11</b>	2	4	2	5	1

The demographic profile of the teacher respondents in this study shows a diverse distribution across sex, age, position, and educational qualifications. There is a near-equal representation of male (45.5%) and female (54.5%) teachers, indicating balanced gender participation. The age distribution is skewed toward teachers between 26 and 35 years (36.4%), with a reasonable spread across other age groups (ranging from below 25 years to above 50 years). In terms of experience, most respondents have between 1 and 5 years (27.3%) or 6 to 10 years (27.3%) of service,

with few having over 20 years of service (18.2%).

Positions are predominantly at the Teacher 1 and Teacher 2 levels (45.5% combined), with a smaller proportion of respondents holding Master Teacher 1 positions (27.3%). In terms of academic qualifications, the majority have completed a Bachelor’s Degree (63.6%), followed by those with a Master’s Degree (36.4%), highlighting a need for continued professional development and further studies (Villanueva & Delos Reyes, 2020).

*Table 2. Incorporating Moral Values in Classroom Management*

<b>Item</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
<b>2.1 Establishing Classroom Rules and Expectations</b>	6	4	1	0
<b>2.2 Modeling Behavior</b>	5	5	0	1
<b>2.3 Building Student Relationships</b>	7	3	1	0
<b>2.4 Integrating Moral Lessons into the Curriculum</b>	4	5	2	0

The responses reveal a strong emphasis on establishing classroom rules and expectations (90.9% agreement), with the majority of teachers (63.6%) strongly agreeing with this approach. Similarly, modeling behavior (63.6% agreement) and building student relationships (90.9% agreement) are viewed as essential strategies for promoting discipline and moral values. These findings are consistent with

current educational frameworks that emphasize relationship-based learning environments (Khan & Zubair, 2017). However, integrating moral lessons into the curriculum is slightly less emphasized, with 45.5% agreeing and 18.2% disagreeing, which may suggest challenges in aligning moral values with the existing curriculum structure (Friedman & Sanchez, 2019).

*Table 3. Challenges in Incorporating Moral Values*

<b>Challenge</b>	<b>Very Challenging</b>	<b>Somewhat Challenging</b>	<b>Not Challenging</b>	<b>Not Applicable</b>
<b>3.1 Diverse Student Backgrounds</b>	6	4	1	0
<b>3.2 Limited Time and Curriculum Constraints</b>	5	5	1	0
<b>3.3 Lack of Support or Resources</b>	4	5	2	0

The most significant challenge teachers face is dealing with diverse student backgrounds (54.5% finding it very challenging). This aligns with findings from recent studies showing the complexities of managing

classrooms with students from varied socioeconomic and cultural backgrounds (Smith & Thompson, 2018). Similarly, limited time and curriculum constraints (45.5% very challenging) pose obstacles to fully integrating moral

values, reflecting the increasing pressure on teachers to meet academic requirements within strict timeframes (Aguinaldo et al., 2020). A moderate challenge is also reported regarding lack of support or resources (40.9%), suggesting a need for enhanced institutional support to better equip teachers for moral instruction (Gonzalez & Fernandez, 2021).

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