

# Parental Upbringing and Children's Social Behaviors: An Analysis of Peer and Teacher Interactions Among Grade 3 Learners

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**Abstract:** This study examined the behavioral manifestations of Grade 3 learners toward their peers and teachers, as well as the relationship between parents' upbringing and children's social behaviors in the elementary schools of Talacogon West District, Agusan del Sur. Specifically, it aimed to describe learners' prosocial behaviors in school and assess the extent to which parental attitudes, morals, and cultural practices influence these behaviors. A descriptive–correlational research design was employed to capture both the characteristics of parental practices and the behavioral patterns of learners without manipulating variables. The study involved 426 respondents, 213 Grade 3 learners and 213 parents from six purposively selected elementary schools. Data were gathered using a researcher-developed survey questionnaire, validated by experts and tested for reliability (Cronbach's alpha values of .807, .745, and .709). Responses were analyzed using frequency, percentage, mean, standard deviation, and correlation analysis to determine associations between parental upbringing and learner behavior. Findings revealed that Grade 3 learners generally exhibit positive and prosocial behaviors toward peers (overall mean = 4.39, "Almost Always") and teachers (overall mean = 4.42, "Almost Always"). Learners consistently demonstrated cooperation, generosity, empathy, attentiveness, and respect, though some showed challenges in initiating friendships and practicing classroom etiquette. Correlation analysis indicated that parental attitudes and morals had significant but modest positive relationships with learners' behavior toward both peers and teachers, while cultural upbringing showed no significant influence. Overall, the study concludes that Grade 3 learners in Talacogon West District display respectful and cooperative behaviors, with parental moral and attitudinal guidance contributing moderately to these outcomes. The findings highlight the importance of strengthening collaboration between home and school to further support children's social and behavioral development.

**Keywords:** *Attitudes, Behavior, Morals, Parents' Upbringing*

## INTRODUCTION

Early childhood is a critical period for cognitive, social, emotional, and physical development. During these formative years, children develop fundamental skills, values, and beliefs that shape future lives. According to Naite (2021), parents are among the most significant factors in children's development. They are the first teachers, laying the groundwork for future learning. Through everyday interactions, they introduce language, basic concepts, and a sense of curiosity about the world. Their perceptions and beliefs about various aspects of their children's lives, including education, health, and social behavior, directly influenced their parenting practices. These practices, in turn, shaped children's knowledge, behavior, and attitudes.

In addition, the development of individuals was influenced by the critical role of education. Education is not just a learning process in the classroom, but a continuous learning process that occurs anywhere and anytime throughout life. Moreover, education can optimally develop individuals' various potentials. Furthermore, education is inseparable from values that

must be upheld, which makes the term character education essential. Discipline is one characteristic that needs to be developed in schools. Learning character values should not be limited to the cognitive level. Still, it should also address the direction of internalization and its practical application in students' daily lives, both in school and in society (Djazilan et al., 2021).

In this regard, the Philippine context, the study by Candelaria (2022) on teacher managerial styles in Victoria, Laguna, revealed that managerial style has a measurable influence on pupils' social behavior, including how pupils respond to teacher direction and expectations. Pupils report higher social awareness, self-regulation, and respectful interaction when teachers use democratic and authoritative styles rather than permissive or indifferent ones. This underscores that children behave better toward teachers when there is mutual respect, clear rules, and consistency in enforcement by the teacher. Thus, teacher management style is a strong predictor of classroom behavior, especially how children listen, respond, and behave in response to teacher guidance.

Building this, the Department of Education (DepEd) strongly advocates for robust parent-school partnerships as a critical

component of educational success, as institutionalized by DepEd Order No. 1, s. 2023 (Guidelines on the Implementation of the Parent-Teacher Association in All Public Elementary and Secondary Schools). This policy states the critical role of parents in their children's education and welfare, emphasizing collaborative efforts to create an enabling learning environment.

In connection with this study, teachers in Elementary Schools of Talacogon West District encountered problems with the display of unwanted behavior by Grade 3 learners that is not appropriate for their age. These unwanted actions and words posed an alarming call to parents, teachers, and the community that needs immediate action. This study aimed to address the problem by exploring parents' views on specific aspects of children's development at this crucial stage of education. It provided valuable insights into parental perspectives, which can inform the development of targeted interventions and support programs aimed at improving overall well-being and development. Parents' Upbringing regarding children's development was a crucial factor influencing children's involvement and engagement in education. Understanding these upbringings and concerns was essential for developing effective interventions and support programs. .

### Theoretical framework

This study was primarily anchored in Bandura's (1977) Social Learning Theory. Bandura's theory highlighted the importance of role models (parents, teachers, peers, or media figures) in shaping attitudes, behaviors, and beliefs. It also recognized that individuals were active participants in their learning process, not passive recipients of stimuli. This foundational theory emphasized that children learned primarily by observing and imitating the behavior of others, especially significant adults within their immediate environment, such as parents. This learning was influenced by factors like attention, retention, reproduction, and motivation, which included vicarious reinforcement, seeing others rewarded or punished for their actions. Parental Upbringing often involved modeling behaviors. Children observed their parents' responses to stress, their communication styles, problem-solving approaches, and their emotional regulation. In connection with this study, the "behavior of Grade 3 learners" could therefore be seen as a reflection of behaviors they have observed and internalized from their parents. Parental skills enhancement training could leverage this theory by teaching parents to model desirable behaviors and to use positive reinforcement effectively to encourage them in their children.

This theory provided a valuable lens for understanding the Parents' Upbringing and the Undesirable Behavior of learners faced by selected Grade 3 teachers in elementary

schools in Talacogon West District. As these teachers navigated the demands of producing a good individual learner, they encountered difficult-to-discipline behavioral problems. Therefore, this theory provided a valuable lens for understanding how parental behavior and reinforcement patterns influenced children's social conduct in the home and school environment.

### Methodology

This study employed a descriptive–correlational research design, which was appropriate for examining the relationship between parents' upbringing and the behavioral manifestations of Grade 3 learners. The descriptive aspect presented the characteristics and current conditions of parental practices and learner behavior, while the correlational component determined whether a significant relationship existed between these variables. This design allowed the researcher to capture natural behaviors without manipulating any conditions.

The study was conducted in the Talacogon West District, Agusan del Sur, involving six purposively selected elementary schools: Buena Gracia Elementary School, Desamparados Elementary School, Marbon Elementary School, Labnig Elementary School, Talacogon SPED Central Elementary School, and Zamora Elementary School. These schools were chosen for their accessibility and relevance to the study's objectives.

A researcher-developed survey questionnaire served as the primary tool for data collection. It was divided into two sections: (1) parents' upbringing in terms of attitudes, culture, and morals, and (2) learners' behavioral manifestations toward peers and teachers. The instrument was validated by a panel of experts and tested for reliability, yielding Cronbach's alpha values of .807, .745, and .709, which indicated acceptable to good internal consistency. Approval was secured from the District Supervisor, school heads, and teachers before data collection. Participants were oriented, and consent was obtained. The questionnaires were then administered, collected, and tabulated for analysis.

Responses were analyzed using descriptive–correlational analysis. Statistical tools included frequency and percentage (to describe categorical data), mean (to determine central tendency), standard deviation (to measure variability), and correlation analysis (to examine relationships between parents' upbringing and learners' behavior). A five-point scale ranging from Never (Very Unsatisfactory) to Always (Very Satisfactory) was used to interpret behavioral manifestations.

### Sampling technique and Sample

The study utilized purposive sampling to select respondents. In the first stage, Grade 3 learners who were rated below five (5) on a 1-to-10 behavioral evaluation scale by their teachers were identified. This ensured the inclusion of learners with varying behavioral manifestations. In the second stage, all Grade 3 learners and their parents from the selected schools

were invited to participate. Orientation sessions were conducted to inform participants about the study's purpose and procedures before data collection.

The sample consisted of 426 respondents, comprising 213 Grade 3 parents and 213 Grade 3 learners from the six selected schools. The distribution of respondents was as follows: Buena Gracia Elementary School (30 parents, 30 pupils), Desamparados Elementary School (40 parents, 40 pupils), Marbon Elementary School (46 parents, 46 pupils), Labnig Elementary School (19 parents, 19 pupils), Talacogon SPED Central Elementary School (66 parents, 66 pupils), and Zamora Elementary School (12 parents, 12 pupils). This distribution ensured representation across diverse school environments within the district

## Results and Discussions

This section presents the Level of Children's Manifestations towards peers and teachers in the Elementary Schools of Talacogon West District.

Table 1 reveals that children generally display positive peer relationships, with an overall weighted mean of **4.39** ("Almost Always" or "Satisfactory"). The highest mean score of **4.54** was recorded in both "*I lend my things to my classmates during activities*" and "*I help a friend who is struggling*," reflecting strong prosocial behavior and cooperation. These results indicate that learners demonstrate empathy, helpfulness, and a willingness to support others.

The lowest mean of **4.19**, corresponding to "*I can easily make friends with other children*," suggests that some pupils still face challenges in initiating friendships, possibly due to shyness or low confidence. This points to a need for greater emphasis on social-emotional learning (SEL) in early education to enhance communication and relationship-building skills.

In summary, the findings suggest that children's interactions with peers are guided by empathy, cooperation, and respect values likely fostered at home and reinforced in school. Cillessen et al. (2022) similarly noted that peer interactions and social cognition play a crucial role in shaping children's behavioral development.

**Table 1**

*Level of Manifestation of the Grade 3 Learners' Behavior towards Peers*

Indicators	Wt d Me an	SD	Verbal Descrip tion	Interpreta tion
1. I lend my things to my friends/classmates during activities.	4.5 4	0.9 94	Always	Very Satisfactory

2. I don't fight with my friends or classmates.	4.3 4	1.1 71	Almost always	Satisfactory
3. I help a friend I see who is struggling.	4.5 4	0.8 35	Always	Very Satisfactory
4. I help with work wholeheartedly during work time.	4.4 2	1.0 54	Almost always	Satisfactory
5. I show empathy (understanding others' feelings) when one of my friends is sad or hurt.	4.4 7	0.9 00	Almost always	Satisfactory
6. I participate in group activities.	4.3 6	1.0 24	Almost always	Satisfactory
7. I can easily make friends with others, including kids.	4.1 9	1.1 54	Almost always	Satisfactory
8. I help a child/friend who is being teased or bullied.	4.4 1	1.0 65	Almost always	Satisfactory
9. I ask for forgiveness when I do something wrong to a friend.	4.3 8	1.1 02	Almost always	Satisfactory
10. I accept different ideas from my friends.	4.2 3	1.1 75	Almost always	Satisfactory
Overall Mean	4.3 9	0.6 42	Almost always	Satisfactory

Legend: 1.00-1.49-Never/Very unsatisfactory; 1.50-2.49Rarely/Unsatisfactory; 2.50-3.49-Sometimes/Fairly Satisfactory; 3.50-4.49-Almost Always/Satisfactory; 4.50-5.00-Always/Very satisfactory

The results in Table 2 show that Grade 3 learners demonstrate consistent respect and attentiveness toward teachers, with an overall mean of 4.42 ("Almost Always" or "Satisfactory"). The highest mean of 4.79 for "*I listen carefully when my teacher speaks*" reflects strong classroom discipline and respect for authority. This indicates that positive values instilled at home are being practiced in the school setting.

**Table 2**

*Level of Manifestation of the Grade 3 Pupils' Behavior towards Teachers*

Indicators	Wt d Me an	SD	Verbal Descripti on	Interpret ation
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1. I listen carefully when my teacher speaks.	4.79	0.698	Always	Very satisfactory
2. I follow what my teacher teaches in class.	4.59	0.835	Always	Very satisfactory
3. I raise my hand before I speak or ask a question in our class.	4.08	1.282	Almost always	Satisfactory
4. I finished the assignments given by the teacher on time.	4.50	0.946	Always	Very satisfactory
5. I ask questions if I don't understand our lesson	4.33	1.057	Almost always	Satisfactory
6. I accept my teacher's feedback and comments positively.	4.25	1.128	Almost always	Satisfactory
7. I show my teachers respect through my words and actions.	4.45	1.031	Almost always	Satisfactory
8. I actively listen to the lessons and participate in the activities led by our teacher.	4.42	1.070	Almost always	Satisfactory
9. I respond respectfully when my teacher speaks to me.	4.33	1.171	Almost always	Satisfactory
10. I show politeness to my teachers (for example, "please" and "thank you").	4.44	1.003	Almost always	Satisfactory
Overall Weighted Mean	4.42	0.596	Almost always	Satisfactory

Legend: 1.00-1.49-Never/Very unsatisfactory; 1.50-2.49-Rarely/Unsatisfactory; 2.50-3.49-Sometimes/Fairly Satisfactory; 3.50-4.49-Almost Always/Satisfactory; 4.50-5.00-Always/Very satisfactory

The lowest mean of 4.08 for "*I raise my hand before I speak or ask a question*" suggests that some learners are still developing self-regulation and proper classroom etiquette. Continuous reinforcement by teachers and parents can further encourage respectful communication and orderliness. Overall, the findings reveal that pupils maintain positive relationships with teachers through active listening, cooperation, and politeness. These results align with Paschall et al. (2022), who found that teacher-child interactions in early education significantly shape children's social and behavioral outcomes.

**Table 3**

*Correlation Analysis between the level of Parents' Upbringing and the level of Manifestation of the Grade 3 Pupils' Behavior*

		Attitudes towards teachers	Attitude towards peers
Parents' upbringing in terms of attitudes	Correlation Coefficient	.283**	.256**
	p-value	.000	.000
	Decision on $H_0$	Reject $H_0$	Reject $H_0$
	Interpretation /Remarks	Significant	Significant
Parents' upbringing in terms of culture	Correlation Coefficient	.132	.113
	p-value	.055	.099
	Decision on $H_0$	Do not reject $H_0$	Do not reject $H_0$
	Interpretation /Remarks	Not significant	Not significant
Parents' upbringing in terms of Morals	Correlation Coefficient	.291**	.344**
	p-value	.000	.000
	Decision on $H_0$	Reject $H_0$	Reject $H_0$
	Interpretation /Remarks	Significant	Significant

\*\*significant @ $p < .01$

The correlation analysis in Table 4 shows that parents' upbringing in terms of attitudes and morals had significant but low positive correlations with learners' attitudes toward teachers ( $p = .283$ ,  $p < .01$ ) and peers ( $p = .256$ ,  $p < .01$ ). This implies that positive parental practices contribute modestly to children's school behavior, though other influences such as peers and school culture also play roles. Similarly, moral upbringing was positively correlated with attitudes toward teachers ( $p = .291$ ,  $p < .01$ ) and peers ( $p = .344$ ,  $p < .01$ ), indicating that children guided by strong moral values tend to demonstrate more respectful and cooperative behaviors in school. These results affirm the idea that moral instruction at home promotes prosocial behavior and social competence, consistent with Bandura's (1997) social learning theory.

On the other hand, parental upbringing in terms of culture showed no significant relationship with learners' attitudes toward teachers ( $p = .055$ ) and peers ( $p = .099$ ). This suggests that while cultural upbringing is important, factors such as peer influence, classroom environment, and media exposure may have a greater impact on children's observable behavior in school. Overall, the findings confirm that parents' moral and attitudinal guidance plays a significant, though not dominant, role in shaping children's social interactions and their respect toward authority.

### Conclusions

The study concludes that Grade 3 learners in the elementary schools of Talacogon West District generally exhibit positive and desirable behavioral manifestations toward both their peers and teachers. Their interactions with classmates are characterized by generosity, cooperation, and empathy, as



shown by consistently high ratings in helping behaviors and willingness to share. Although some learners still experience challenges in initiating friendships, the overall peer relationship climate remains respectful and supportive.

Similarly, pupils demonstrate strong respect and attentiveness toward teachers. They listen carefully, follow instructions, complete tasks responsibly, and communicate with politeness. While a few learners are still developing proper classroom etiquette such as raising their hands before speaking their overall behavior reflects discipline and positive engagement in classroom activities.

The study further concludes that parents' upbringing, particularly in terms of attitudes and moral guidance, has a significant yet modest influence on children's school behavior. Learners with more supportive and morally grounded home environments tend to exhibit better respect, cooperation, and prosocial behavior toward both teachers and peers. In contrast, cultural aspects of upbringing did not show a significant correlation with children's behavior, suggesting that school environment, peer dynamics, and external influences may play a stronger role in shaping daily behavioral expressions.

The findings emphasize that positive moral and attitudinal guidance at home reinforces children's social competence and respectful conduct in school. Strengthening collaboration between parents and teachers, along with continued promotion of social-emotional learning, can further support the development of well-adjusted and socially responsible learners.

Teachers may continue fostering cooperative and respectful classroom interactions by integrating social-emotional learning activities and reinforcing proper etiquette through consistent modeling and gentle reminders. Students may practice generosity, empathy, and cooperation in their daily interactions to strengthen peer relationships, while also developing discipline by observing classroom rules and showing respect toward teachers and classmates. School principals may encourage collaboration between teachers and parents to align moral guidance at home with school values, as well as support programs that promote social competence and positive behavior among learners. Future researchers may explore deeper connections between home upbringing and school behavior using broader samples and may investigate the role of peer dynamics and school environment in shaping children's social conduct.

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