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The Ripple Effect: Examining the Influence of Perceived Positive Parenting Relationships on Behavioral Patterns in the Classroom among Children

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Abstract

This study examines the influence of perceived positive parenting relationships on children's classroom behavioral patterns in City Central Elementary School. This is a descriptive-quantitative research study and the data, analyzed using a 4-point Likert scale, revealed a significant lack of positive parenting among the parents of kindergarten students. Specifically, the parents' detailed checklist did not observe any instances of positive parenting in the categories of Communication (3.43 overall weighted mean), Consistency (3.44 overall weighted mean), Emotional Support (3.48 overall weighted mean), and Positive Reinforcement (3.50 overall weighted mean). On the other hand, the teachers' detailed checklist indicated that disruptive behavior was often observed (2.5 overall weighted mean), while there were no instances that the

prosocial behavior was observed (3.8 overall weighted mean) and social interactions (3.3 overall weighted mean) among the children in the classroom. This deficiency in positive parenting was found to affect not only the children's development and well-being but also their behavior in the classroom. Our findings underscore the critical role of positive parenting in shaping children's behavior and overall development. While no specific action plan is proposed at this time, the awareness generated by our findings is a crucial first step towards fostering a more conducive environment for our children's holistic development. This study serves as an important tool for raising awareness about the impact of parenting on children's behavior in the classroom.

Keywords: Perceived Positive Parenting, Child Behavior Patterns, Parent-Child Relationships, Classroom Behavior

Introduction

Parents are the most reliable role models for their children. Children, being excellent imitators, often mirror their parents' behaviors. While the world of parenting is far from perfect, it can be improved for the benefit of the child. Many students today exhibit poor classroom behavior, such as disruptive, disrespectful, or violent actions. These behaviors can be attributed to a variety of factors: *lack of discipline at home*; which can lead to children not understanding appropriate behavior in different settings; *exposure to violence*; children who witness violence may replicate these behaviors; *technology and social media*; the increasing use of technology and social media may contribute to their inability to focus and engage in appropriate classroom behavior, affecting their self-control and independence.

According to an article in Psychology Today, 81% of school administrators have noticed increased behavioral problems over the past three years (Education Advisory Board, 2023). Socioeconomic factors can also play a significant role in children's behavior. For instance, children from low-income families may face stressors such as food insecurity or housing instability that can affect their behavior and well-being.

One of the most important factors is parental involvement in children's education. The Unesco IIEP Learning Portal states that parents' support and engagement can positively impact children's growth, learning, and future achievements (Unesco IIEP Learning Portal, 2023). However, in the Philippines, parent involvement is vague and needs improvement (Nierva, 2023). Parents face many challenges, such as poverty and limited access to quality education. Positive classroom behavior enhances the learning environment, the student-teacher relationship, and the classroom functioning. It also benefits the individual

learning experiences and academic performance of students. In conclusion, negative classroom behavior can disrupt learning and affect academic outcomes. Positive parenting relationships, however, can counter this effect and improve classroom behavior. Children often reflect the behaviors they observe at home in school. Recognizing the role of positive parenting in shaping children's behavior is crucial for educators. Educators can create a supportive environment that promotes academic and social growth by partnering with parents. This approach enhances classroom behavior and instills essential life skills in students. In essence, positive parenting can transform the classroom environment and foster student success.

Literature Review

The literature was carefully chosen and examined based on the accuracy of the information provided. The subtopics or concepts are systematically arranged to ensure a more cohesive and comprehensive presentation of the literature required for this study.

Parental Involvement

Khaleque (2013) conducted a meta-analysis that revealed negative effect sizes for the relationships between both maternal and paternal warmth and hostility or aggression, including in India. These findings suggest that the negative impact of parental warmth and hostility on aggression is not limited to a specific cultural context. It highlights the importance of considering the role of parental behavior in shaping children's aggressive tendencies across different societies.

Pinquart (2016) compared the effect size of parental involvement in school activities on academic achievement from previous studies with the effect size of parental warmth on academic achievement he obtained in his meta-analyses. He found that the effect size for parent involvement in school activities was larger. This suggests that, in this particular cultural context, parental involvement in school activities may have a stronger impact on academic achievement than parental warmth. However, it is important to note that the significance of parental warmth should not be disregarded, as it plays a crucial role in shaping children's holistic development and well-being.

Even if they have a close relationship with their child, pediatricians encourage parents to refrain from using physical punishment, according to Ward *et al.* (2020) [25]. Physical discipline by parents is more harmful to children than beneficial. The research supports the American Academy of Pediatrics 2018 policy statement, which advises parents to refrain from slapping children as a form of discipline. The results demonstrate that, regardless of attachment style, children may benefit from policies and services that support nonviolent methods of correction. The negative effects of physical punishment on children's mental and emotional well-being have been well documented in numerous studies. Research suggests that nonviolent methods of correction, such as positive reinforcement and setting clear boundaries, are not only more effective but also promote healthier parent-child relationships. Therefore, parents must explore disciplinary techniques that prioritize communication and understanding rather than resorting to physical punishment.

Academic achievements are found to be correlated with behavioral issues and a caring parenting style Checa *et al.*,

(2019) [3]. The mothers' awareness of good parenting techniques and behavioral issues seems to be major factors in academic progress. The length of time they spend with the kids and the activities they carry out influence each component. Different parenting approaches have different effects on the way children behave, but a combination of emotional support, reasonable limitations, and explicit expectations produces good results. However, other factors that affect behavior include a child's temperament and the consistency of the parenting approach.

According to Choi and Becher (2018) [6], the complex interplay between each element may have an impact on efforts made to build good parenting behaviors in nonmarital households. Children who have excellent co-parenting have fewer behavioral problems and need less strict parenting. To build healthy parenting habits and improve child behavior, parental participation and support are essential. Parental involvement and support can help the child thrive in a supportive environment, fostering their emotional health and general growth. Furthermore, promoting open communication among co-parents can aid in developing consistent disciplinary strategies and effectively resolving differences, further increasing the child's behavior and lowering parenting obstacles.

"Parenting programs may focus on facilitating communication between parent and child, encouraging parents to communicate in a non-confrontational manner, while also giving children an opportunity to express their thoughts and feelings" Ochoa and Torre, (p.49). The researchers used document analysis to analyze published and unpublished studies on parenting, child-rearing, and discipline carried out among Filipino households from 2004 to 2014. Additional research, however, has been more uncertain of the relevance of parenting ideas because Filipino children may view parental authority in different ways.

Family-Teacher Communication

According to Li *et al.* (2023) [17], it is emphasized that cultivating effective communication between families and teachers is essential to creating a welcoming preschool environment. This setting can help ease some of the difficulties that low-income and ethnically diverse families frequently encounter when it comes to engagement. Effective communication between families and teachers can help bridge the gap in understanding and ensure that all families feel valued and included in their child's education. By fostering open lines of communication, preschools can provide a supportive environment where families can actively participate in their child's learning journey.

Filipino Culture

In the Philippines, families are seen as a significant aspect of society. It takes on characteristics specific to the Filipino people and their culture, including their history, values, experiences, adaptations, and ways of living (Alampay, n.d.). It may seem that Filipino parents face overwhelming challenges in parenting their children, given the country's complex history of turmoil in politics and society. (Blair, 2014). However, despite these difficulties, Filipino parents create resilient and flexible parenting techniques that prioritize children's achievement and welfare. To ensure a prosperous future for the succeeding generation, they place great importance on nurturing robust family bonds. They

instill time-honored values such as reverence for elders and filial devotion and take an active role in their children's educational journey.

Filipino parents, on the whole, adhere to authoritarian attitudes, claim Alampay (n.d.). Her research shows that the aforementioned cultural values of "kapwa" (significant others), "hiya" (shyness), and "utang na loob" (an inner sense of owing oneself) are among the associated subject matter that influence the dynamics of Filipino parenting and parent-child relationships, which are characterized by children's respect for parental authority and obedience, family cohesion, and fulfilling familial obligations. This measures the expectations and obligations placed on children within the family structure, which are likewise shaped by these cultural beliefs. Children are frequently required to help with responsibilities at home and look after younger siblings, for example, which promotes a sense of reliance and duty within the family. Children are also taught to show respect to elders and other community members, further emphasizing the need for respect for those in positions of authority outside of the immediate family.

Moreover, it was discovered that Filipinos generally agree on family values, particularly those concerning child-rearing and child-bearing. However, these perspectives vary based on factors such as education level, location, social class, and ethnicity. This variation in viewpoints could be attributed to the Philippines' complex historical and societal transformations (Morillo *et al.*, 2013) ^[18].

Socioeconomic Status

The role of socioeconomic position and stressful life events play a part in understanding mental health disorders in children and adolescents, according to Reiß *et al.* (2019) ^[21]. The results show that comprehensive, varied strategies are required to support the mental well-being of young people, with a particular emphasis on eradicating socioeconomic inequalities and lowering stress levels. The socioeconomic status (SES) of children can have an impact on their communities and neighborhoods. Children from disadvantaged communities may experience higher rates of crime or drug abuse, which may affect their relationships with their peers and worsen behavioral issues. Furthermore, high levels of stress can also impair academic achievement and worsen children's mental health issues. Therefore, addressing socioeconomic inequality and lowering stress levels are essential elements in boosting children's general mental health.

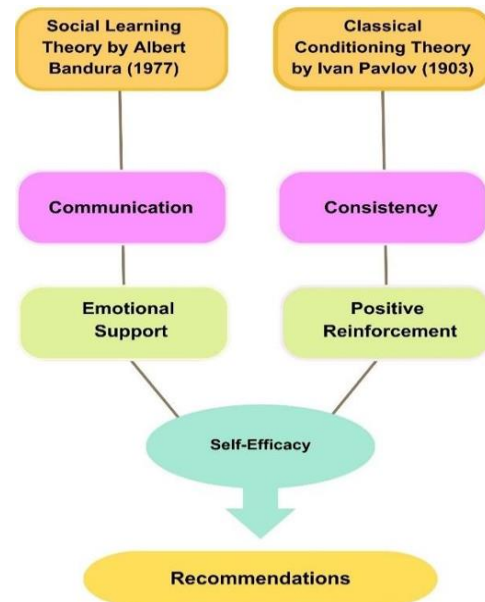
Additionally, research reveals that nearly half, or precisely 48.5 percent, of Filipino households are susceptible to income poverty. This economic vulnerability is a potential challenge for Filipino parents in their child-rearing responsibilities (Albert & Vizmanos, 2018). However, it should be noted that income poverty alone does not necessarily equate to inadequate child-rearing, as there are various factors such as social support, education, and personal resilience that can mitigate the effects of economic vulnerability on parenting.

Adverse Childhood Experiences

Numerous studies on the connection between childhood abuse and behavioral disorders in Mainland China are presented by Cui and Liu (2018) ^[7]. It suggests the necessity of efficient interventions to stop child abuse and assist children who have already experienced abuse in lowering

their risk of behavioral disorders. There is an imperative need to prevent child abuse and neglect while also providing help and support to children who have already experienced these problems. Effective therapies work to reduce the likelihood that abused children may experience behavioral issues as well as to provide them with the assistance and encouragement they need to get through these challenges.

Theoretical Framework



Positive parenting influences children's learning outcomes through two main psychological mechanisms: social learning and classical conditioning.

Social Learning Theory by Albert Bandura (1977) suggests children learn from their parents' behaviors, attitudes, and emotions through observation, imitation, and modeling. Positive parenting enhances social learning by providing *emotional support* and effective *communication* to children, which helps them acquire knowledge, skills, values, and self-efficacy.

In relevance and importance to the Classical Conditioning Theory by Ivan Pavlov (1903), the connection between stimuli and the accompanying reactions shapes how children behave. Positive parenting applies classical conditioning by using positive or negative reinforcement to increase or decrease the likelihood of certain behaviors. Effectively implementing positive parenting supports *consistency* and *positive reinforcement*, such as using praise, rewards, or affection as positive reinforcers, or time-outs, the removal of privileges, or disapproval as negative reinforcers.

Both social learning and classical conditioning contribute to enhanced children's *self-efficacy*, which is the belief in one's ability to perform a task or achieve a goal. *Self-efficacy* affects children's academic performance and well-being by influencing their motivation, effort, persistence, and achievement.

Research Problem

This study examined how perceived positive parenting relationships influence children's classroom behavioral patterns at City Central Elementary School. The results of the study serve as the basis for an action plan for continuous improvement.

This study specifically answers the following questions.

1. What are the perceived positive parenting styles of the respondents according to the following:
 - 1.1 Communication
 - 1.2 Consistency strategies
 - 1.3 Emotional Support
 - 1.4 Positive Reinforcement
2. How would the teachers rate the behavioral patterns of the children in the classroom?
3. Is there a significant relationship between the perceived positive parenting style of the parents and the behavior of the children in the classroom?

Scope and Delimitations of the Study

This study investigates the influence of perceived positive parenting relationships on behavioral patterns in the classroom among children. The study focuses on the perspectives of two teachers and eighteen parents of single-section Kindergarten students from City Central Elementary School, a public school in the Philippines. The study explored how positive parenting practices affect children's behavior in the classroom, as perceived by teachers and parents.

The study had several delimitations that may limit the generalizability of its findings. Firstly, the sample size is relatively small, consisting of only two teachers and eighteen parents. Therefore, the findings may not be representative of other schools or classrooms. Secondly, the study only considers positive parenting as a factor influencing children's behavior, while there may be other factors that could also play a role. Finally, the study does not measure the actual behavior of children in the classroom but relies on the reports of teachers and parents.

Significance of the Study

This study entitled "The Ripple Effect: Examining the Influence of Perceived Positive Parenting Relationships on Behavioral Patterns in the Classroom among Children" is being created to benefit the following:

Parents: This study will help enhance parental awareness of the perceived positive parenting relationships in children's classroom behavior. By providing insights and guidance, parents can improve their parenting practices, resulting in better classroom behavior and academic outcomes for their children.

Teachers: It will also benefit educators as it raises awareness about the significance of positive parenting. It will equip them with a deeper understanding of how parental interactions can influence classroom behavior. With this knowledge, teachers can adapt their teaching methods to create a more supportive and effective learning environment.

School Administrators: This will allow them to gain insights into the pivotal role of positive parenting in shaping children's classroom behavior. This knowledge can guide administrative policies and practices, fostering a more conducive and harmonious educational environment within the school. Furthermore, they can arrange seminars and workshops for parents, educating them about the far-reaching consequences of their parenting style on their children's behavior in the classroom.

Future Researchers: This study can be used as a reference for future researchers who want to dig deeper into this topic. It helps find missing information in current research and provides a base for their studies.

Definition of Terms

To better understand the terminologies and principles used in this research, we have defined the following key terms both operationally and conceptually.

- **Awareness and Comprehension:** Parents' knowledge and understanding of their significant role in supporting their children's education.
- **Child-rearing:** the process of bringing up a child or children.
- **Dependence:** Increased need for external help, like teachers or parents, to control behavior and emotions in the classroom.
- **Disruptive Behaviors:** Actions that interrupt the normal functioning of the classroom, including cursing, bullying, and throwing objects.
- **Emotional Regulation Skills:** The capacity to handle and control emotions in various situations is crucial for proper classroom behavior.
- **Initiatives:** Plans and programs designed to empower and educate parents about their role in their children's education.
- **Lack of Self-Control:** The inability to manage emotions and behaviors effectively, causing disturbances in the classroom.
- **Parental Involvement:** Active engagement of parents in their children's education, including participation in school activities and support for home learning.
- **Parenting Techniques:** Methods employed by parents to nurture and guide their children, which affect their behavior.
- **Poor Classroom Behavior:** Negative actions in the classroom, such as disruptions, lack of attention, and emotional outbursts that obstruct the learning process.
- **Positive Parenting:** A relationship between caregiver and child marked by care, guidance, communication, and consistent provision for a child's needs, promoting secure attachment and healthy socio-emotional development.
- **Socioeconomic Variables:** Social and economic factors like poverty and access to quality education influence parental involvement in their children's education.
- **Social Learning:** The impact of learning through observation of others' behaviors on a child's behavior.
- **Technology and Social Media Influence:** The effect of digital devices and online platforms on children's behavior and social interactions.
- **Trauma or Adverse Childhood Experiences:** Distressing past events in a child's life that contribute to disruptive behavior, such as difficulty handling stress and frustration.

Methodology

Research Design

The researchers used a descriptive quantitative method design in analyzing perceived parenting's influence on children's behavioral patterns in the classroom. This method examined disruptive behavior, prosocial behavior, social

interactions, parenting styles, communication, consistency, emotional support, and positive reinforcement insights, backed by statistical analysis, providing a comprehensive understanding of real-world circumstances.

Research Environment

The study was conducted in City Central Elementary School located at P.del Rosario Street, Sambag 1, Cebu City, Cebu. It consists of Kindergarten, Primary schools such as Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, and Grade 6 levels.

Research Respondents

The respondents of this study were drawn from a single Kindergarten classroom at City Central Elementary School and included 2 teachers and 18 parents, who were randomly selected.

Research Instrument

The researchers made use of the convenient sampling method in gathering the data. The researchers made adapted checklist questionnaires with 15 items for the teachers and 20 items for the parents. The type of questions used in the study helped the researchers gather information relevant to their study.

**Respondent (Teacher’s Detailed Checklist)
Always – 1 Frequently – 2 Sometimes – 3 Never – 4**

S. No	I. Disruptive Behavior	1	2	3	4
1	Does the student mumble words after being told they’re wrong?				
2	Does the student decline to follow instructions?				
3	Does the student start fights in class (e.g., stomping, hitting the desk, throwing paper)?				
4	Does the student calling classmates mean names?				
5	Does the student have trouble focusing and often appear distracted or restless?				
II. Prosocial Behavior					
1	Does the student show empathy and respect for others’ feelings and emotions?				
2	Does the student willingly share toys, snacks, pencils, or other things with their classmates?				
3	Is the student generally well-behaved, obeys rules, and follows adult instructions?				
4	Does the student offer assistance to others, such as teachers, parents, or peers?				
5	Does the student apologize when they make a mistake?				
III. Social Interactions					
1	Does the student prefer to play alone and often choose to engage in solitary activities?				
2	Does the student actively participate in group initiatives and activities?				
3	Does the student get along with other peers or make friends?				
4	Does the student engage in bullying or fight with their peers?				
5	Does the student show aggressive behavior towards their peers?				

Note: The researchers adapted the questionnaire from <https://www.bristol.ac.uk/media-library/sites/social-community-medicine/migrated/documents/probit2sdqteacher.pdf> <https://www.formsbirds.com/free-weekly-students-behavior-chart-for-teacher>

**Respondent (Teacher’s Detailed Checklist)
Always – 1 Frequently – 2 Sometimes – 3 Never – 4**

S. No	I. Communication	1	2	3	4
1	Do not spend quality time with the child.				
2	Communicate and guide the child of what’s right and wrong.				
3	Teach the child about diversity and respect for significant others to develop values and empathy.				
4	Openly discuss with your child why certain habits are important and how they might help them develop good behavior.				
5	You frequently engage in open-ended conversations with your child, allowing them to express their thoughts and feelings without judgment.				
II. Consistency					
6	Providing consistent routines or rules for your child is essential for their sense of security and stability.				
7	Establish healthy and consistent rules and routines to develop self-discipline and organization skills.				
8	You consistently use positive reinforcement in various situations, like school, chores, and social interactions.				
9	Consistently apply fair consequences for a child’s misbehavior.				
10	Regularly give the child age-appropriate tasks and chores.				
III. Emotional Support					
11	The child can easily express emotions and thoughts freely when talking with his/her parents.				
12	Completely disregard and show indifference to a child’s feelings and experiences.				
13	Shows love and affection regularly and ensures the child feels valued and cared for.				
14	Support and encourage the child to improve the child’s potential.				
15	Express empathy and validate your child’s feelings when they are upset or facing challenges.				
IV. Positive Reinforcement					
16	Praise or reward the child, such as a toy or something else they would prefer.				
17	Track your child’s progress and provide feedback to help them improve.				
18	Only acknowledge and praise your child’s efforts if the outcome is flawless.				
19	Emphasize the importance of your child finding joy and satisfaction in the process of learning and personal growth.				
20	Demonstrate the attitudes and principles that the child deserves to embrace.				

Note: The researchers adapted the questionnaire from Positive Parenting Tips | CDC, Radiation Injury | SpringerLink, CDC’s Developmental Milestones | CDC

Scoring Guideline

Rate	Description	Qualifying Statements
1	Always	Consistently observed
2	Frequently	Often observed
3	Sometimes	Occasionally observed
4	Never	Not observed at all

Data Gathering Procedure

The data was collected using paper surveys, which were distributed in print form. Each response was evaluated according to a predefined guideline that is unbiased and respects the respondents. The researchers organized the data using theme-based analysis, such as basic statistics for the survey results.

Presentation, Interpretation, and Analysis of Data

In this chapter, the researchers meticulously present, analyze, and interpret the data gathered from the 18 parents and 2 teachers of Kindergarten students of City Central Elementary School during the academic year 2023-2024. The data collected serves as a comprehensive foundation for the subsequent analysis and discussion. Through methodical exploration of the data, the researchers provide insights of parents and teachers on the perceived positive parenting relationships on behavioral patterns in the classroom among children.

Table 1: Detailed Analysis of Parents' Checklist Results

I. Communication		
No. of Items	Weighted Mean	Interpretation
Q1.	2.27	Occasionally observed
Q2.	3.88	Not observed at all
Q3.	3.83	Not observed at all
Q4.	3.72	Not observed at all
Q5.	3.44	Not observed at all
Overall Weighted Mean	3.43	Not observed at all

II. Consistency		
No. of Items	Weighted Mean	Interpretation
Q1.	3.33	Not observed at all
Q2.	3.44	Not observed at all
Q3.	3.66	Not observed at all
Q4.	3.61	Not observed at all
Q5.	3.16	Occasionally observed
Overall Weighted Mean	3.44	Not observed at all

III. Emotional Support		
No. of Items	Weighted Mean	Interpretation
Q1.	3.38	Not observed at all
Q2.	2.88	Occasionally observed
Q3.	3.72	Not observed at all
Q4.	3.83	Not observed at all
Q5.	3.61	Not observed at all
Overall Weighted Mean	3.48	Not observed at all

IV. Positive Reinforcement		
No. of Items	Weighted Mean	Interpretation
Q1.	3.27	Not observed at all
Q2.	3.55	Not observed at all
Q3.	3.05	Occasionally observed
Q4.	3.72	Not observed at all
Q5.	3.5	Occasionally observed
Overall Weighted Mean	3.50	Not observed at all

The table above shows the overall weighted mean and interpretation of the parents' detailed checklist consisting of four (4) categories on the perceived positive parenting relationships on behavioral patterns in the classroom among children. The first category, Communication, has an overall weighted mean of 3.43. This suggests that communication is not observed at all based on the interpretation. The second category, Consistency, has an overall weighted mean of 3.44. This implies that consistency is not observed at all

according to the interpretation. The third category, Emotional Support, has an overall weighted mean of 3.48. This indicates that emotional support is not observed at all under the interpretation. The fourth category, Positive Reinforcement, has an overall weighted mean of 3.50. This suggests that positive reinforcement is not observed at all based on the interpretation. The overall weighted mean is calculated by summing the scores of the five checklist statements for each category. The results obtained suggest that the parents did not observe any instances of positive parenting among the children.

Table 2: Detailed Analysis of Teachers' Checklist Results

I. Disruptive Behavior		
No. of Items	Weighted Mean	Interpretation
Q1.	2.5	Often observed
Q2.	3	Occasionally observed
Q3.	2.5	Often observed
Q4.	2	Often observed
Q5.	2.5	Often observed
Overall Weighted Mean	2.5	Often observed

II. Prosocial Behavior		
No. of Items	Weighted Mean	Interpretation
Q1.	3.5	Occasionally observed
Q2.	4	Not observed at all
Q3.	3.5	Occasionally observed
Q4.	4	Not observed at all
Q5.	4	Not observed at all
Overall Weighted Mean	3.8	Not observed at all

III. Social Interactions		
No. of Items	Weighted Mean	Interpretation
Q1.	3	Occasionally observed
Q2.	4	Not observed at all
Q3.	4	Not observed at all
Q4.	2.5	Often observed
Q5.	3	Occasionally observed
Overall Weighted Mean	3.3	Not observed at all

The table above shows the overall weighted mean and interpretation of the teacher's detailed checklist consisting of 3 categories on the perceived positive parenting relationships on behavioral patterns in the classroom among children. The first category, Disruptive Behavior, has an overall weighted mean of 2.5. This suggests that disruptive behavior is often observed based on the interpretation. The second category, Prosocial Behavior, has an overall weighted mean of 3.8. This implies that prosocial behavior is not observed at all according to the interpretation. The third category, Social Interactions, has an overall weighted mean of 3.3. This indicates that social interactions are not observed at all under the interpretation. The overall weighted mean is calculated by summing the scores of the five checklist statements for each category. The results obtained suggest that the teacher observed occasional to no instances of positive behavior among the children in the classroom.

Data Analysis

In analyzing the data collected, the researchers used the four-point Likert scale method. It is a dimensional scale used to collect and measure responses. It consists of five statements, followed by a set of four possible answer

statements. The data analysis was done using the four-point Likert-type scale used by the participants to rate and select the option that most accurately aligns with what they feel towards the provided statements (Rensis Likert, 1932).

Statistical Treatment of Data

For tables 1 and 2 of the self-administered checklist questionnaire for teachers and parents, the mean or average is used with the following formula:

Formula:

$$\text{Interval} = \frac{n - 1}{n}$$

$$\text{Mean (X)} = \frac{\text{Sum of all Value}}{\text{Number of Values}}$$

n is the total number of choices, and 1 is the constant. The number of choices is subtracted by 1 and then divided by the number of choices.

In getting the overall weighted mean, the SUM OF ALL VALUES is the total weighted mean of the number of item statements and then divided by the NUMBER OF VALUES which is the total number of items.

The table below shows the four-point Likert scale, with 1 for the highest and 4 for the lowest. The following describes the weight and the mean range of the qualifying statements, represented by each point.

Four Point Likert Scale Scoring Guideline

Weight	Mean	Range Description	Qualifying Statements
1	1 - 1.75	Always	Consistently observed
2	1.75 - 2.5	Frequently	Often observed
3	2.5 - 3.25	Sometimes	Occasionally observed
4	3.25 - 4	Never	Not observed at all

Interval - 0.75

Ethical Considerations

Conflict of Interest

This study solely focuses on parental development and teaching growth. Therefore, no conflict of interest subsists in the results of the study.

Privacy and Confidentiality

The participants were briefed about the data that had been collected in conducting the study. The names and locations of the participants were maintained securely and made sure that they were kept out of accessibility to unauthorized individuals and unused for any different causes. On the other hand, Anonymity was applied in concealing the participant's identity during the exhibition of the data examination.

Informed Consent

The teachers and parents, as participants, were thoroughly informed about the purpose and methodology of evaluation by answering the paper form provided. The form includes a specific section for obtaining their consent. It provided detailed explanations to ensure clear understanding. If participants marked "yes" in the consent section, it signified that the participants had a complete understanding of the

study's objectives and procedures. Moreover, this served as proof that no teacher or parent was forced to partake in the study.

Risks

This investigation ensured no chance could put the participants in danger. As the collection of quantitative data was accomplished through printed checklist questionnaires, participants were asked to answer the questionnaires whenever they had spare time.

Recruitment

The selection of the participants was guided by the specific criteria established by the researchers. Participants were kept informed throughout the study and its procedures, from beginning to end.

Benefits

The participants possibly benefit from the outcome of the study. The parental qualities and teaching skills that were presented in the study will help the participants effectively perform their roles as mentors or guides.

Incentives

Participants in the study were offered sustenance provisions as a token of gratitude for their participation.

Collaborative Study Terms of Reference

We collaborated with City Central Elementary School to determine whether positive parenting impacts the children's behavioral patterns in the classroom.

Summary, Conclusions, and Recommendations

In this chapter, the researchers present the summary of the study, the findings, and the conclusion, which are based on the data gathered and treatment. It also includes recommendations based on the findings of this study.

Summary

This study examines the influence of Positive Parenting Relationships on Behavioral Patterns in the Classroom among Children. It is undertaken to answer the following questions:

1. What are the perceived positive parenting styles of the respondents according to the following:
 - 1.1 Communication
 - 1.2 Consistency strategies
 - 1.3 Emotional Support
 - 1.4 Positive Reinforcement
2. How would the teachers rate the behavioral patterns of the children in the classroom?
3. Is there a significant relationship between the perceived positive parenting style of the parents and the behavior of the children in the classroom?

Findings

Based on the results of the data analysis, the researchers revealed the following findings:

- There is a lack of positive parenting among the parents of the kindergarten students. The parents scored low on all four aspects of positive parenting, indicating that they do not communicate, provide consistency, offer emotional support, or use positive reinforcement with their children. This may affect the children's

development and well-being.

- Negative behavior is prevalent among kindergarten students in the classroom. The teacher scored high on the disruptive behavior aspect, indicating that the children often exhibit behaviors such as shouting, throwing tantrums, hitting, or biting. The teacher also scored low on the prosocial behavior and social interaction aspects, indicating that the children do not show behaviors such as sharing, helping, cooperating, or making friends. This may affect children's learning and socialization.
- There is a significant lack of positive parenting among the parents of kindergarten students, which is potentially impacting the children's development and well-being. Concurrently, negative behavior is prevalent among the students in the classroom, affecting their learning and socialization. While the initial hypothesis suggested a relationship between positive parenting and positive classroom behavior, the data did not support this, indicating the influence of other factors such as personality, temperament, peer influence, or environmental factors on children's behavior.

Conclusions

Considering the results presented, our study, "The Ripple Effect: Examining the Influence of Perceived Positive Parenting Relationship on Behavioral Patterns in the Classroom among Children", has brought to light the significant lack of positive parenting among the parents of kindergarten students. This deficiency is not only affecting the children's development and well-being but also their behavior in the classroom. Our findings serve as an important awareness tool, emphasizing the critical role of positive parenting in shaping children's behavior and overall development. While no specific action plan is proposed at this time, the awareness generated by our findings is a crucial first step towards fostering a more conducive environment for our children's holistic development.

Recommendations

Based on the findings and conclusions of the study, the researchers make the following recommendations:

- To the parents, guardians, and other family members, adapting positive parenting practices can enhance their relationship with their children, foster their children's growth, and guide the child to build self-efficacy and development. For instance, to use strategies such as listening, praising, setting rules, providing choices, and showing affection for their children. Lastly, parents should seek professional help or join support groups if they face any challenges or difficulties in parenting.
- To the teachers and administrators, implementing positive behavior support (PBS) in the classroom to promote the children's academic and social skills and prevent or reduce their challenging behaviors. Moreover, teachers use strategies such as establishing clear expectations, providing feedback, reinforcing positive behavior, teaching social skills, and collaborating with parents to create a positive and supportive learning environment for the children.
- Future researchers may conduct further studies to explore the relationship between positive parenting and behavioral patterns in the classroom among kindergarten students. For instance, future studies that

use a larger and more diverse sample, a longitudinal design, a mixed-methods approach, and more valid and reliable instruments to collect and analyze data. Lastly, future studies examine the effects of other variables that may influence children's behavior, such as personality, temperament, peer influence, or environmental factors.

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