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STRATEGIES IN SHAPING GRADE 2 LEARNERS' BEHAVIOR AT HOME AND IN SCHOOL: BASIS FOR PARENTAL SUPPORT PROGRAM

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ABSTRACT

This qualitative phenomenological study explored the strategies used in shaping the behavior of Grade 2 learners at home and in school as a basis for a parental support program during the school year 2025–2026. The findings revealed that parents shaped their children's behavior at home by teaching the importance of respect, developing responsibility, speaking softly and calmly in resolving problems, nurturing faith in God, and instilling moral values. The study further revealed that parents implemented these strategies by modeling respect toward others, providing rewards and positive discipline, and participating in church activities together. In addition, teachers observed that learners exhibited both positive and negative behaviors in school. Some were described as talkative, impolite, and sometimes unwilling to follow instructions, while others were observed to be calm and friendly. The results also showed that teachers communicated with parents about their children's behavior in school through group chats, meetings, phone calls, and home visitation.

Keywords: *Strategies, Shaping Learners' Behavior, Parental Support Program*

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INTRODUCTION

Parenting is a complex and multifaceted endeavor, with caregivers continuously employing various strategies to foster desirable behaviors and mitigate challenging ones in their children. The developmental trajectory of a child is profoundly influenced by the immediate family environment, where parents serve as primary agents of socialization and behavioral guidance. While quantitative studies have provided valuable insights into the prevalence and outcomes of certain parenting styles, a deeper understanding of the nuanced, lived experiences of parents and the specific, context- dependent strategies they employ remains crucial. These necessities a qualitative approach, which allows for an in-depth exploration of the "how" and "why" behind parental decision- making and behavioral interventions (courses.edx.org, 2022).

The foundational strategies parents implement within the home environment—ranging from disciplinary practices to communication styles—serve as the initial blueprints for behaviors that teachers subsequently observe and manage in the structured school setting (Dakers & Guse, 2020).

Decades of research have firmly established that effective home environments translate directly into positive classroom experiences. Authoritative parenting, specifically, which balances high responsiveness with clear, consistent behavioral expectations, is strongly correlated with desirable learner behaviors such as self-reliance, cooperation, and adherence to classroom rules (Paulson et al., 2022).

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Conversely, inconsistent, overly strict, or permissive parenting styles often lead to behavioral challenges, including anxiety, aggression, or struggles with self-discipline, which impede a learner's ability to engage fully in the educational process (Ajila & Olutola, 2020).

"Good parenting" is a broad, multidimensional concept consistently defined in academic literature as a dynamic, responsive process that encompasses a range of behaviors aimed at fostering a child's healthy physical, emotional, social, and cognitive development. A comprehensive definition of good parenting integrates several key elements, most notably aligning with the authoritative parenting style, which balances warmth and clear boundaries (Jovanovic, 2020).

Parenting is also defined as "the orientation of efforts and resources of parents to influence the well-being, development, and behaviors of their children. It emphasizes the intentional, goal-oriented nature of parenting behaviors and strategies aimed at socializing children and ensuring their successful functioning within their social and cultural context (Aguirre-Dávila, 2021).

Parental involvement in a child's education can be likened to a magic wand, capable of positively shaping a learner's behavior in the classroom. Parents play a crucial role in supporting students' success in the lessons taught by teachers and in guiding them toward becoming well-rounded individuals (Department of Education, 2021).

This study, therefore, aimed to thoroughly examine the specific strategies used to shape behavior at home, as observed by Grade 2 teachers in school, as a basis for developing a responsive and effective parental support program that promotes consistent and positive

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behavioral outcomes across both home and school environments. It likewise gathered detailed accounts from parents on the daily methods, communication techniques, and problem-solving approaches they used to encourage positive behavior and address challenges.

MATERIALS AND METHODS

Research Methodology

This chapter outlines the research method, research design, study participants, data-gathering procedures, research instrument, and data analysis employed in this study. The purpose of the research is to identify strategies for shaping Grade 2 learners' behavior at home, serving as the foundation for a parental support program at Alejo Posadas Memorial Elementary School, District of Ajuy 1, during the School Year 2025–2026.

Research Method

The study utilized a qualitative research approach through in-depth interviews. A descriptive method was applied to provide a detailed and thorough account of the situation under investigation. During the interviews, the interviewer and interviewees sat at a comfortable distance, allowing participants to reflect on and respond thoughtfully to the questions. The objective was to capture the essential perspectives of participants regarding a specific issue within a social context.

Research Design

The study employed a phenomenological research design. Phenomenology is a philosophical approach to qualitative research that aims to understand how individuals

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perceive and interpret the world, highlighting how these personal perspectives may differ from common or general viewpoints. This approach involves interviewing participants to gain insight into their subjective experiences and is commonly applied in fields such as psychology, sociology, and social work.

According to Smith (2023), phenomenology examines the structures of consciousness from a first-person perspective. The core aspect of any experience is its intentionality —its orientation toward something—as experiences are always about or directed at an object. This direction is determined by the content or meaning of the experience, together with the conditions that enable it.

Participants of the Study

The participants of the study were four (4) selected teachers, and eight (8) selected parents of learners enrolled in Alejo Posadas Memorial Elementary School taken from the official number of Grade 2 enrollment for the school year 2025-2026.

Teacher participants must be a regular permanent teacher with at least five years teaching experience in the public schools. The teacher must be willing to be interviewed and provide the necessary information needed in the study.

Parent participants must have children officially enrolled in school. They must also be willing to be interviewed and provide the necessary information needed in the study.

Sampling Design

The study employed a purposive sampling design. According to Nikolopoulou (2023), purposive sampling is a type of non-probability sampling in which participants or units are

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deliberately chosen because they possess specific characteristics needed for the study. In other words, the selection is made intentionally to meet the research objectives.

Also known as judgmental sampling, this method depends on the researcher's discretion in identifying and selecting individuals, cases, or events that can provide the most relevant and valuable information. Purposive sampling is commonly used in qualitative and mixed-methods research. It is particularly advantageous for accessing information-rich cases or maximizing limited resources, though it carries a higher risk of biases, such as observer bias.

Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule.

An interview schedule in qualitative research is a structured or semi-structured guide comprising a list of questions or topics that the interviewer intends to cover during the interview process. Its primary purpose is to ensure that all relevant areas are systematically explored across interviews, enhancing consistency, rigor, and comparability of data, while still allowing flexibility for in-depth probing and adaptation to emerging insights (Morris, 2025).

The interview schedule consisted of two questions designed to address the purpose of the study.

Data collection and documentation were conducted using voice and video recorders, contingent on the participants' consent.

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Validity of the Research Instrument

Before assessing the validity of the researcher-made interview schedule, the adviser, the Dean of the Graduate School, and a panel of jurors—selected for their expertise in research, testing and assessment, and English—were asked to review and validate each question. Their feedback was used for revisions and improvement of the instrument.

Validity is the concept of validity in the context of educational assessment, highlighting the importance of considering multiple sources of evidence to support the validity of test score interpretations (Newton & Shaw, 2020).

The comments, corrections, and suggestions provided by the panel of validators on the interview schedule were taken into account using the appropriate form of Good and Scates (Appendix A).

Data Gathering Procedures

Permissions were secured from the adviser, the Dean of the Graduate School, the Office of the Schools Division Superintendent, the Office of the District Supervisors, School Heads, and the individual participants to allow the researcher to conduct the study. The researcher personally visited the schools or community locations that were convenient for the participants to carry out the interviews.

Before beginning the interviews, participants were asked to sign a waiver or consent form related to their participation in the study. Using an in-depth interview approach, voice and video recorders were employed to accurately capture the participants' responses. After completing the series of interviews, the researcher consolidated all collected data for analysis.

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Data Analyses

The collected data were analyzed using a thematic approach.

Thematic analysis involves identifying patterns or themes within qualitative data. According to Maguire & Delahunt (2022), the purpose of thematic analysis is to detect significant or interesting patterns in the data and use these insights to address the research questions or explore an issue. It entails summarizing, analyzing, and interpreting the data to derive meaningful understanding.

The transcribed interview data were examined using thematic analysis as described by Braun & Clarke (2023), a method well-suited for identifying, analyzing, and reporting themes within qualitative data.

The analysis followed the standard six-phase process: (1) Familiarization with Data: Reading and re-reading the transcripts (in local language and English translation); (2) Generating Initial Codes: Assigning short phrases or labels to meaningful segments of data (e.g., "shared phone," "fear of judgment," "poor signal"); (3) Searching for Themes: Grouping the initial codes into potential overarching themes and sub-themes that captured significant patterns (e.g., Codes like "no insult," "private correction" will be grouped under a theme); (4) Reviewing Themes: Refining and checking the themes against the entire dataset to ensure they accurately reflected the participants' meanings and the study's focus; (5) Defining and Naming Themes: Developing clear, concise, and academically sound names for the final emergent themes (will be presented in Chapter 4); (6) Producing the Report: Weaving the

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themes, supported by direct quotes, into the narrative structure of the presentation, analysis, and interpretation of data (Chapter 4), and linking them to the theoretical framework.

RESULTS AND DISCUSSIONS

This study aimed to explore strategies in shaping the Grade 2 learners behavior at home and in school: basis for parental support program in Alejo Posadas Memorial Elementary School during the 2025–2026 school year. Using a qualitative phenomenological design, the researchers conducted in-depth interviews with four Grade 2 teachers and eight parents selected from the school's enrollment. Data were collected through a researcher-made, content-validated interview schedule, supplemented by audio and video recordings with participants' permission. Necessary permits from the school, division office, and participants were obtained before data collection. The researcher conducted interviews in locations convenient for participants, then consolidated, analyzed, and interpreted the information using a thematic approach.

The following are the findings of the study:

Based on the results of the in-depth interviews with the participants, it was found that parents shaped their children's behavior at home by teaching the importance of respect, developing responsibility, speaking softly and calmly when resolving problems, nurturing faith in God, and instilling moral values.

The findings also revealed that parents implemented these strategies by modeling respect toward others, providing rewards and positive discipline, and engaging their children

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in church activities together. These practices reflected the parents' active role in guiding learners toward appropriate behavior at home.

Moreover, the results showed that, as observed by teachers in school, learners exhibited both positive and negative behaviors. Some learners were described as talkative, impolite, and sometimes unwilling to follow instructions, while others were observed to be calm and friendly.

Lastly, the study found that teachers informed parents about their children's behavior in school through group chats, meetings, phone calls, and home visitation. These communication practices helped strengthen the connection between home and school in monitoring and guiding learners' behavior.

CONCLUSION

Based on the findings, the following insights were drawn:

Parents play an active and intentional role in guiding their children's behavior by combining emotional support, ethical guidance, and practical teaching. Their strategies emphasize modeling positive conduct, fostering accountability, and nurturing both social and spiritual growth, highlighting the importance of a balanced approach that integrates moral, emotional, and relational development into everyday family life.

Parents focus on reinforcing positive behavior through consistent modeling, recognition, and shared family practices. By combining encouragement, guidance, and involvement in meaningful activities, they create a supportive environment that nurtures

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ethical conduct, social responsibility, and strong family bonds among their children.

Learners exhibit a mix of social and behavioral tendencies, ranging from challenges in attention and compliance to positive interpersonal skills. This indicates that while some students may require guidance in developing self-discipline and respect, many demonstrate qualities that support cooperation and a harmonious classroom environment.

Teachers utilize multiple communication channels to keep parents informed and engaged in their children's behavior. By combining digital, face-to-face, and direct home interactions, teachers promote timely reporting, collaboration, and stronger partnerships that support students' academic and behavioral development.

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