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SOCIOECOLOGICAL SYSTEM INFLUENCING THE BEHAVIOR OF KINDERGARTEN LEARNERS: BASIS FOR AN INTERVENTION PROGRAM

By

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Abstract. *Kindergarten is a crucial time when children begin to develop interests and learn to interact with peers, teachers, and parents. This period sharpens their learning abilities and fosters cognitive, emotional, and social skills essential for future success. This study was conducted at Mandacpan Elementary School in Butuan City and explored the impact of socioecological factors- family culture and belief, peer behavior, school environment, and teacher-parent relationships- on the behavior of kindergarten learners. The research aimed to understand how these factors influence social development across various domains, and how they differ when experienced individually or in combination. Survey data were collected to assess the manifestation of these influences, with the findings forming the basis for a proposed intervention program. Results revealed that peer behavior had the most significant positive impact, accounting for 28.8% of the variation in learner's social behavior, indicating that children are strongly influenced by their interactions with peers, which shape their social adaptability and cooperation. Conversely, family culture and beliefs had a negative influence when overprotective family dynamics limited children's independence, contributing to challenges in social engagement. Together, peer behavior and family culture explained 37.4% of the variance in learner's social behavior. Additionally, the study identified areas where children struggled, such as sharing and patience, and noted inconsistencies in family praise and encouragement that affected their self-esteem and motivation. Based on these results, an intervention program was proposed to strengthen positive peer relationships and address family dynamics that hinder social development, fostering healthier behavior and social skills in kindergarten learners.*

Keywords. *Kindergarten, Socioecological System, Learner's Behavior*

Introduction

Kindergarten education is an important time in children's lives because it is when they first learn how to interact with others including their peers, teachers, and parents. In this phase of their life, they begin to develop interests that will stay with them throughout their lives (Albarado, 2024). It is vital to academic and technical development for it is the period when the young mind's absorptive capacity for learning is at its sharpest. It is also the stage in which children will learn various cognitive, emotional, and social skills that will set them up for future academic and interpersonal success.

Attending kindergarten helps set a strong foundation for children's development by placing them in a nurturing, noncompetitive environment, and with the use of engaging activities that help them learn fundamental knowledge (Reedley, 2022). When this is done successfully, it lays the groundwork for it to continue throughout the child's education. That is why the value of providing quality kindergarten education should not be ignored.

In the Philippines, it was only in the year 2013 that kindergarten education was institutionalized as the first stage of compulsory and mandatory formal education through Republic Act 10157 otherwise known as the Kindergarten Education Act of 2013 or the K to 12 law. This aligns with the Millennium Development Goals on achieving Education for All (EFA) to provide equal opportunities for all children, making kindergarten an integral part of the basic education system of the country and is therefore a compulsory part of the basic education and a requirement for entry grade 1. Every Filipino child now has access to early childhood education through Universal Kindergarten. Thus, at 5 years old, children start schooling and are given the means to slowly adjust to formal education. However, the importance of kindergarten education in the Philippines is often overlooked by parents, especially in the rural areas.

Parents regarded kindergarten learners as merely elementary school learners who are sent to school just to play and improve socialization skills whose attendance to school is not that important.

Moreover, the complex interplay between individual, relationship, community, and societal factors significantly influences the learning and development of learners. At the individual level, each child's unique characteristics, such as their personality, abilities, and experiences, play a crucial role in shaping their learning journey. These various facet of society affects how the learner's behavior was affected by how his/her environment affects his/her development. In kindergarten, relationships with peers, teachers, and families significantly impact learning. Positive relationships create a nurturing environment where children feel safe and motivated. Community norms and values influence curriculum and teaching methods, with some communities prioritizing nature-based learning. Societal factors, including social and economic contexts, affect access to education and support systems for families, shaping the overall kindergarten experience (Ferguson & Evans, 2019).

Furthermore, in the school where the researcher is assigned as a kindergarten teacher, there is a growing case of varied behavior observed by teachers which is attributed to various systems that affect how they interact particularly with various individuals. Among the behaviors observed are absenteeism, tardiness, less interaction with peers, and inability to cope with changing situations. A record of six to ten (6-10) kindergarten learners were absent daily from among the 5 Kindergarten classes were noted based on Form 2- Record of Class daily attendance and ten to fifteen (10-15) learners coming late in their classes daily. However, there are several latecomers recorded in the morning sessions classes attributed to the early schedule of classes in the morning. Moreover, it is observed that Kindergarten learners who were frequently absent and tardy lack the motivation to interact with peers and participate in group activities during class activities. This presentation motivated the proponent to conceptualize this research as it aimed to investigate the manifestation of social systems that affect the behavior of the learners, whether these may originate from family background, peer behavior, school environment, and others.

Methods

This chapter presents the research design, research locale, respondents, sampling design, instruments, and statistical treatment. It also includes the process of validation and reliability testing of the data as it deemed necessary for data gathering procedure before delving into the aspects of quantification or statistical treatment.

Research Design

This study utilized a quantitative causal research design to allow for a systematic measurement and analysis of socioecological factors and their impacts on behavior. The data collected are categorized, ranked, or measured using units of measurement to reflect the extent to which variables like family culture and belief, peer behavior, school environment, and teacher-parent relationship correlate with predicting specific behavioral outcomes among kindergarten learners. The quantitative research design supports the survey questionnaire used to capture consistent, comparable data across the large sample. Quantitative analysis is used in this study to further help establish clear, measurable insights that highlight which socioecological factors most significantly affect the behavior of kindergarten learners to provide a solid foundation for designing a targeted intervention program.

Research Locale

This study was conducted at Mandacpan Elementary School, Southwest Butuan District, Division of Butuan City. Mandacpan Elementary School belongs to a large category school and is among the eleven (11) elementary schools of said district that offer complete basic elementary education. The stakeholders of this institution particularly the parents are very supportive of various school activities, programs, and projects. This school has five (5) sections of kindergarten classes handled by five (5) kindergarten teachers, a total of 43 personnel including the 3 non-teaching and school principals.

Barangay Mandacpan belongs to the category of rural barangays where most of the parents are into farming, the lumber industry, and small-scale business, and a few are employed in government and private agencies. The community people, barangay officials and stakeholders particularly the parents are very supportive of various school activities.

Population and Participants of the Study

The participants of this study were the teachers teaching Kindergarten and randomly selected ten (10) kindergarten parents in every section. A total of five (5) Kindergarten teachers teaching the five (5) sections and a total of approximately fifty (50) parents in ratio to the number of respondents. A simple random sample of ten (10) parents per section was used to represent the parents. Each class adviser prepared a list of parents in their class and was assigned a number after which number was drawn at a random of ten to get the list of participants.

Table 1 below shows the population and sample participants of the study:

Table 1

Participants of the Study

Sections	N		n	
	Teacher	Parent	Teacher	Parent
Daisy - AM	1	24	1	10
Daisy - PM	1	27	1	10
Orchid - AM	1	34	1	10
Rose - PM	1	28	1	10
Sampaguita - AM	1	27	1	10
Total	5	140	5	50

Sampling Design

This study utilized simple random sampling. A simple random sample is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. (Hayes A., 2023). A simple random takes a small, random portion of the entire population to represent the entire data set, where each member has an equal probability of being chosen. In this study, the researcher chose all the kindergarten teachers and ten (10) randomly chosen parents of the learners in every section. Moreover, the inclusion criteria for data collection required that parents be available and personally accompany their child during the scheduled data collection

period. Those individuals who stand as guardians or nannies instead of the absence of the parents were not included in the data gathering. This means that only the biological parents who were present and were willing to answer and share their insights during the data collection were included in the study.

Research Instrument

This study utilized a researcher-made survey questionnaire. There were two sets of survey questionnaires, the first set of survey questionnaires for the parents pertained to the learner's manifestation of the Socioecological system influencing the behavior of learners in terms of: family culture and belief, peer behavior, school environment, and teacher parents' relationship. The second set of survey questionnaires pertained to the level of manifestation of the learner's behavior along social development domains: microsystem, mesosystem, exosystem, macrosystem, and chronosystem were responded to by the teachers. These questionnaires were answered by the respondents and distributed personally by the researcher to the respondents.

Scoring and Quantification of Data

After the data had been collected, responses were tallied and consolidated according to the survey questionnaire parts. To find the most observed outcome across all parts of the survey questionnaire, the weighted mean result per indication was determined. The survey questionnaire responses formed the basis for constructing a proposed intervention program to promote positive behaviors, enhance socio-emotional skills, and create supportive environments for kindergarten learners.

The first set of scales was for the parent's survey questionnaire pertained to learners' manifestation of the Socioecological system influencing the behavior of learners in terms of: family culture and belief, peer behavior, school environment, and teacher parents' relationship. The second set of survey questionnaires was for the teachers that pertained to the level of manifestation of the learners' behavior along social development domains: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Moreover, the following quantification of data was utilized to analyze the result of the study.

Learner's manifestation of the Socioecological system influencing the behavior of learners as perceived by the Parents.

Scale	Mean Ranges	Verbal Description	Verbal Interpretation
5	4.50 – 5.00	Strongly Agree	The socioecological system strongly influences learner's behavior as perceived by teachers.
4	3.50 – 4.49	Agree on	The socioecological system moderately influence learners' behavior as perceived by teachers.
3	2.50 – 3.49	Uncertain	Uncertain about the influence of the socioecological system on learners' behavior as perceived by teachers
2	1.50 – 2.49	Disagree	The socioecological system has a minimal Influence on learner's behavior as perceived by teachers.

| 1 | 1.00 – 1.49 | Strongly | The socioecological system has no influence on learners' behavior as perceived by teachers. |

Level of manifestation of the learner's behavior along social development domains as perceived by the teachers

Scale	Scale Range	Verbal Description	Verbal Interpretation
5	4.50 – 5.00	Strongly Agree	The learner's behavior strongly align with the expected level of development In this domain.
4	3.50 – 4.49	Agree	The learner's behavior aligns well with the expected level of development in this Domain.
3	2.50 – 3.49	Uncertain	The learner's behavior is not aligned nor misaligned with the expected level of Development in this domain.
2	1.50 – 2.49	Disagree	The learner's behavior does not align with the expected level of development In this domain.
1	1.00 – 1.49	Strongly Disagree	The learner's behavior shows no Evidence of development in this domain.

Statistical Treatment

The findings of this study were determined using a variety of tools. The following were the statistical instruments that were utilized in the study.

Weighted Mean. This was used to calculate the mean responses of each respondent's replies on the indicators, as well as the overall average of responses to all the indicators.

Stepwise regression analysis. This was employed to determine if the level of manifestation of the socioecological systems influenced the learners' social behavior.

Results and Discussion

This chapter presents a discussion of the results and findings of the study. It has three parts outlined as follows: The level of manifestation of the Socioecological system influencing the behavior of the kindergarten learners in school, the level of manifestation of the kindergarten learners' social behavior along five social developmental domains, and the significant influence of the level of manifestation of the socioecological system singly or in combination on the kindergarten learners' social behavior.

The Learners' Level of Manifestation of The Socioecological System Influencing the Behavior of Kindergarten Learners

This section presents the level of manifestation of the Socioecological System influencing the behavior of kindergarten learners in terms of family culture and belief, peer behavior, school environment, and teacher-parent relationship as perceived by the parents.

Family Culture and Beliefs and Learners' Behavior

Family culture and beliefs are fundamental socio-ecological factors that significantly influence the behavior of kindergarten learners. A child's family serves as the primary socializing environment, where values, norms, and expectations are first learned. The cultural background of the family including traditions, communication styles, and belief systems, shapes a child's worldview and responses to different situations. The family's cultural context plays a crucial. Role in determining how young learners interact with others, regulate their emotions, and respond to authority figures in the classroom.

Table 2.1

The Level of Manifestation of the Sociological System Influencing Behavior of the Learners in terms of Family culture and Belief

Indicators	Wtd men	SD	Verbal Description	Descri captive Level
1. I always encourage my child to show respect to their elders both at home and in school.	3.94	.24 0	Strongly Agree	Very Good
2. I always teach my child to use family values like honesty and responsibility in their daily school life to encourage consistent behavior	3.66	.47 9	Strongly Agree	Very Good
3. I regularly offer praise and encouragement to my child for their efforts and achievements in school.	3.46	.50 3	Agree	Good
4. I always teach my child to maintain calm and attentive behavior both at home and in the classroom.	3.58	.49 9	Strongly Agree	Very Good
5. I always encourage open communication with my child about their feelings and experiences to build trust and understanding.	3.60	.49 5	Strongly Agree	Very Good
Overall Weighted Mean	3.65	.24 4	Strongly Agree	Very Good

Legend: 1.00-1.49-Strongly Disagree/Very Poor; 1.50-2.49-Disagree/Poor; 2.50-3.49- Agree/Good; 3.50-4.00-Strongly Agree/Very Good

Table 2.1 presents the findings in terms of family culture and beliefs influencing the behavior of learners. The indicator with the highest mean score, "I always encourage my child to always show respect to their elders both at home and in school," has a weighted mean of 3.94. This indicates that a strong emphasis is placed on teaching respect for elders as a core family value, which reflects the belief that showing respect to elders is foundational in shaping a child's character

And social interactions. From experience, many families prioritize instilling respect in their children, as it forms the basis of good manners and contributes to building harmonious relationships both within the family and in wider social settings. This emphasis on respect helps learners to become more disciplined, polite, and attentive in both academic and non-academic settings.

On the other hand, the indicator with the lowest mean score is "I regularly offer praise and encouragement to my child for their efforts and achievements in school," which has a weighted mean of 3.46. While still showing a positive trend with an 'Agree' description, this suggests that parents may feel less consistent in expressing praise and encouragement for their child's academic efforts. This may stem from cultural differences, a lack of time, or perhaps the belief that too much praise could lead to complacency, however, providing consistent encouragement can boost a child's self-esteem, motivating them to perform better and reinforcing positive behavior and efforts in their learning journey.

In summary, the weighted mean is 3.65, with a "Strongly Agree" and "Very Good" descriptive level. The overall weighted mean value suggests that parents generally play an active and positive role in shaping their children's behaviors and attitudes toward education. The high level of agreement across different indicators reflects a strong commitment to nurturing family values such as respect, open communication, responsibility, and encouragement, which collectively influence the learners' behavior in a supportive and positive manner.

These findings are consistent with the underpinnings of Sedrakyan et al. (2020) who suggested that self-regulation and study strategies are influenced by family culture, while Timberlake and Lucas (2019) highlighted how family expectations and communication patterns shape learning behavior. In the study of Candelaria (2022), it was revealed that family culture complements the school environment. Damianus (2022) also noted that learners' responses to teaching behaviors often mirror parenting styles, while Butron (2021) emphasized that adaptability, modeled by family culture, is crucial for navigating challenges in learning.

Peer Behavior and Learners' Behavior

Peer behavior plays a significant role in shaping the behavior of kindergarten learners, as children at this developmental stage are highly influenced by the actions and attitudes of their peers. Peer interactions contribute to the socialization process, offering opportunities for children to observe, imitate, and internalize behaviors. Positive peer interaction can foster prosocial behaviors such as sharing, cooperation, and empathy, enhancing confidence and motivation while negative peer influence may lead to behavioral challenges and social difficulties like aggression, defiance, or exclusion. The influence of peer behavior is particularly strong in early childhood, as children seek social acceptance and often model their conduct based on the dynamics within peer groups. Understanding the impact of peer behavior is crucial for educators and parents in creating strategies that promote healthy social interactions and overall well-being among young learners.

Table 2.2

The Level of Manifestation of the sociological system Influencing Behavior of the Learners in terms of Peer Behavior

Indicators	Wtd mean	SD	Verbal Description	Descriptive Level
1. My child frequently forms groups to play games or engage in activities that are bothersome to his classmates.	3.64	.485	Strongly Agree	Very Good

2. My child frequently displays reluctance to share toys or materials with others and demonstrates impatience or unwilling for his/her turn.	3.58	.495	Strongly Agree	Very Good
3. My child never uses disrespectful words or gestures, such as nasty remarks, insults, or ridicule, towards his/her classmates.	3.76	.431	Strongly Agree	Very Good
4. My child gets angry or will cry when the teacher does not identify and reward positive peer interactions during classes.	3.72	.454	Strongly Agree	Very Good
5. I frequently observe my child's instances of pushing, hitting, or other aggressive behaviors among some learners during playtime.	3.68	.471	Strongly Agree	Very Good
Overall Weighted Mean	3.68	.315	Strongly Agree	Very Good

Legend: 1.00-1.49-Strongly Disagree/Very Poor; 1.50-2.49-Disagree/Poor; 2.50-3.49-Agree/Good; 3.50-4.00-Strongly Agree/Very Good

Table 2.2 shows that the item with the highest mean score (3.76) is "My child never uses disrespectful words or gestures, such as nasty remarks, insults, or ridicule, towards their classmates," indicating that children in this group display a high level of respect and positive communication towards their peers. This suggests that these learners are being guided well in maintaining appropriate behavior, which contributes to a healthy and supportive learning environment. It reflects that they have internalized the importance of treating others kindly, potentially due to effective guidance from parents, teachers, or school culture. Such behavior fosters a harmonious classroom atmosphere and minimizes conflicts, which is crucial for collaborative activities and peer learning.

On the other hand, the item with the lowest mean score (3.58) is "My child frequently displays reluctance to share toys or materials with others and demonstrates impatience or unwillingness for his/her turn." Although still rated as "Strongly Agree," this slightly lower mean suggests that there may be occasional challenges with sharing and turn-taking among learners. This might stem from developmental stages where children naturally exhibit possessiveness or impatience or could indicate a need for additional structured opportunities to practice sharing and empathy. Activities such as cooperative play and guided sharing can help improve this behavior over time.

Overall, the weighted mean score of 3.68 indicates a generally high level of manifestation of sociological systems influencing behavior, as evidenced by the "Strongly Agree" rating. This suggests that, as a group, the learners are displaying positive peer behavior, aligning with expected standards for social interaction. The overall "Very Good" descriptive level implies that learners are, for the most part, well-adjusted in their peer interactions, showcasing behaviors that are conducive to a positive and productive learning environment. Continued reinforcement of positive behaviors and addressing areas with slightly lower scores will further enhance the social dynamics among learners.

School Environment and Learners' Behavior

The school environment plays a crucial role in shaping the behavior and development of young learners.

As a primary setting where children spend significant time outside their homes, schools serve as social, emotional, and cognitive learning spaces. The school environment encompasses a range of factors, including physical infrastructure, classroom atmosphere, teacher-student relationships, and interactions among peers. These elements collectively influence children's behavior, affecting how they learn, socialize, and respond to various situations. Understanding the school environment as part of the socioecological system is essential for educators, parents, and policymakers aiming to create conditions that promote healthy behavior and holistic development in kindergarten learners.

Table 2.3

The Level of Manifestation of the sociological system Influencing Behavior of the Learners in terms of School Environment

Indicators	Wtd mean	SD	Verbal Description	Descriptive Level
1. The school environment is consistently safe and secure, helping my child feel protected and focused on his/her studies.	3.74	.443	Strongly Agree	Very Good
2. My child never experiences negative interactions, such as bullying and teasing, at school.	3.76	.431	Strongly Agree	Very Good
3. The school provides opportunities for my child to explore his/her interests and talents, supporting their personal growth and development.	3.76	.431	Strongly Agree	Very Good
4. The school encourages my child's active participation in extracurricular activities, helping him/her develop social skills and a sense of belonging	3.66	.479	Strongly Agree	Very Good
5, Well-defined and consistently enforced school policies on behavior, discipline, and academic performance guide learners' actions and expectations.	3.62	.490	Strongly Agree	Very Good
Overall Weighted Mean	3.71	.218	Strongly Agree	Very Good

Legend: 1.00-1.49-Strongly Disagree/Very Poor; 1.50-2.49-Disagree/Poor; 2.50-3.49-Agree/Good; 3.50-4.00-Strongly Agree/Very Good

Table 2.3 presents items with the highest mean score (both 3.76) as "My child never experiences negative interactions, such as bullying and teasing, at school" and "The school provides opportunities for my child to explore his/her interests and talents, supporting their personal growth and development." These ratings suggest that the school environment is perceived as being very positive, with effective measures in place to prevent negative interactions such as bullying. This creates a safe and supportive atmosphere that encourages learners to focus on their studies and participate actively. Additionally, the school's efforts in providing opportunities for children to explore their interests and talents indicate a commitment to nurturing well-rounded development, helping learners build confidence, discover their strengths, and develop essential life skills.

On the other hand, the item with the lowest mean score (3.62) is "Well-defined and consistently enforced school policies on behavior, discipline, and academic performance guide learners' actions and expectations." Although still rated as "Strongly Agree," this slightly lower score suggests that there might be room for improvement in how school policies are communicated, enforced, or perceived by parents and students. This might indicate occasional inconsistencies in the enforcement of rules or the need for clearer communication about the expectations and consequences related to behavior and academic performance. Addressing these concerns can help in establishing a more structured and disciplined environment that supports learners' behavior and academic success.

Overall, the weighted mean score of 3.71 reflects a "Strongly Agree" rating, indicating that the school environment plays a significant role in positively influencing learner behavior. This high score suggests that the school is successfully creating an environment that supports learners' safety, growth, social development, and academic achievement. Continued attention to maintaining a secure environment and enhancing the implementation of policies will further strengthen this positive influence on learners' behavior within the school.

A motivating school environment, influenced by factors like group cohesiveness, interpersonal relationships, and teacher leadership styles, plays a crucial role in shaping learner behavior (Dörnyei and Muir (2019). These insights underscore that a well-established school environment plays a pivotal role in promoting a positive and supportive learning atmosphere, which is essential for fostering learners' development, motivation, and behavior.

Teacher-Parent Relationship and Learners' Behavior

The teacher-parent relationship is a vital component within the socioecological framework that influences the behavior and development of kindergarten learners. As children begin their formal education, the collaborative efforts between teachers and parents play a crucial role in shaping their social, emotional, and academic growth. The quality of communication, mutual respect, and shared responsibilities between these two parties create a consistent and supportive environment for the child. The harmonious partnership of teachers and parents can mitigate behavioral challenges and contribute to a child's overall adjustment and success in the classroom.

Table 2.4

The Level of Manifestation of the sociological system Influencing Behavior of the Learners in terms of Teacher-Parent Relationship

Indicators	Wtd mean	SD	Verbal Description	Descriptive Level
1. My child consistently benefits from ongoing follow-up and support from both me and the teacher, helping remain aligned with academic and behavioral goals.	3.52	.505	Strongly Agree	Very Good
2. My child frequently demonstrates positive improvements in behavior and self-regulation due to the consistent behavioral expectations and strategies applied by both of me and the teacher.	3.62	.490	Strongly Agree	Very Good
3. My child's social skills continually improve and develop stronger peer relationships thanks to the supportive interactions between me and the teacher	3.62	.490	Strongly Agree	Very Good

4. My child's individual learning needs are effectively and consistently met through the collaborative planning and support provided by both me and the teacher.	3.70	.463	Strongly Agree	Very Good
5. My child consistently receives encouragement to engage in lifelong learning due to the joint efforts of both me and the teacher in fostering curiosity and a passion for learning.	3.40	.495	Agree	Good
Overall Weighted Mean	3.57	.239	Strongly Agree	Very Good

Legend: 1.00-1.49-Strongly Disagree/Very Poor; 1.50-2.49-Disagree/Poor; 2.50-3.49-Agree/Good;
3.50-4.00-Strongly Agree/Very Good

Table 2.4 shows that the highest mean score is observed in Indicator 4, "My child's individual learning needs are effectively and consistently met through the collaborative planning and support provided by both me and the teacher," with a mean of 3.70. This suggests that parents strongly recognize the value of joint efforts in addressing the unique learning requirements of their children. From experiences and observations, this collaborative approach appears to significantly enhance the learner's ability to grasp complex concepts, as both the teacher and parent play active roles in reinforcing lessons and adapting to the child's pace and style of learning. This strong partnership enables more tailored support, leading to better academic outcomes and personal growth.

On the other hand, Indicator 5, "My child consistently receives encouragement to engage in lifelong learning due to the joint efforts of both me and the teacher in fostering curiosity and a passion for learning," has the lowest mean score of 3.40. While still rated positively, it indicates that there might be some inconsistencies or challenges in sustaining a child's enthusiasm for continuous learning. From practical observations, maintaining a child's curiosity can be more demanding, requiring constant and dynamic strategies from both parents and teachers to make learning engaging beyond mere academic requirements.

The overall weighted mean of 3.57, which is verbally described as "Strongly Agree," indicates that the teacher-parent relationship is highly influential and effective in shaping the learners' behavior. This strong collaborative effort between teachers and parents fosters an environment that supports not just academic excellence but also the holistic development of the learner, making it a critical factor in their educational journey.

Studies by Hidayat and Arini (2022), Cheung (2019), Fu et al. (2022), and Kaptich et al. (2019) emphasized that effective communication and collaboration between parents and teachers play a significant role in influencing student behavior. These studies collectively showed that when parents and teachers work together, it positively influences students' engagement, discipline, and academic achievement. This reinforces how a strong parent-teacher partnership serves as a foundational influence in shaping learners' behavior, guiding them toward positive attitudes and behaviors both inside and outside the classroom.

The Level of Manifestation of the Kindergarten Learners' Behavior along Social Development Domains

This section presents the level of manifestation of the kindergarten learners' behavior along social development domains in terms of microsystem, mesosystem, exosystem, macrosystem, and chronosystem as perceived by the teachers.

Microsystem

Learners' behavior is significantly shaped by the microsystem, the immediate environment where children experience direct interactions that influence their social development. In this context, key domains such as family, peer relationships, and the school environment play pivotal roles in molding a child's behavior. T h e Microsystem domain is integral in shaping the social behavior of young learners, creating the groundwork for their future interactions and social competencies.

Table 3.1

The Level of Manifestation of the learners' behavior along social development domains in terms of Microsystem.

Indicators	Wtd mean	SD	Verbal Description	Descriptive Level
1. The child regularly engages in school activities such as reading books and practicing math skills.	3.90	.306	Strongly Agree	Very Good
2. The child interacts positively with classmates	3.59	.497	Strongly Agree	Very Good
3. The child understands and follows simple classroom rules	3.86	.354	Strongly Agree	Very Good
4. The child shows good behavior that reflects his/her home orientation	3.39	.492	Agree	Good
5. The child can freely ask questions in class.	3.59	.497	Strongly Agree	Very Good
Overall Weighted Mean	3.67	.132	Strongly Agree	Very Good

Legend: 1.00-1.49-Strongly Disagree/Very Poor; 1.50-2.49-Disagree/Poor; 2.50-3.49- Agree/Good; 3.50-4.00-Strongly Agree/Very Good

Table 3.1 shows that the highest mean score is found in Indicator 1, "The child regularly engages in school activities such as reading books, practicing math skills," with a mean of 3.90. This indicates that learners are actively involved in academic activities within the microsystem, showcasing a strong foundation in engaging with educational tasks. From experiences and observations, this high level of engagement often stems from an encouraging environment both at school and home, where children are consistently motivated to participate in learning activities. This involvement fosters a positive attitude toward learning, enhancing their academic performance and overall development.

In contrast, the lowest mean score is observed in Indicator 4, "The child shows good behavior that reflects his/her home orientation," with a mean of 3.39. While still rated as "Agree," this suggests that there might be inconsistencies in how children exhibit behaviors learned at home within the school environment. Observations indicate that this could be due to differences in behavioral expectations between home and school settings or varying levels of reinforcement from parents and teachers, which may affect how these behaviors are manifested in social interactions.

The overall weighted mean of 3.67, interpreted as "Strongly Agree," reflects that learners exhibit very good behavior along the social development domains within the microsystem. This signifies that the majority of learners are displaying behaviors conducive to positive social development, suggesting that their immediate environment effectively supports their social growth and learning experiences.

Tudge et al. (2022) emphasized that interactions within the microsystem play a vital role in a child's development. The high mean score in Indicator 1, showing active engagement in school activities, reflects positive proximal processes within the microsystem, indicating that children's immediate environments are encouraging learning. This reinforces Bronfenbrenner's idea that nurturing interactions in the classroom can significantly support development.

Additionally, it is also important to understand how different systems affect a child's development. The lower score in Indicator 4 might suggest that transitions between home and school microsystems are influencing children's behavior, as inconsistencies could arise when moving between these settings. This indicates that while the microsystem is crucial, the interplay with the mesosystem impacts.

Table 3.2

The Level of Manifestation of the learners' behavior along social development domains in terms of Mesosystem

Indicators	Wtd mean	SD	Verbal Description	Descriptive Level
1. The child behaves appropriately because there is an open communication between his/her parents and the teacher	3.73	.446	Strongly Agree	Very Good
2. The child is eager to see her/his parents' involvement in school activities	3.78	.422	Strongly Agree	Very Good
3. The child is active in extracurricular activities	3.80	.407	Strongly Agree	Very Good
4. The child understands that her/his parents are supporting him/her in schoolwork	3.49	.505	Agree	Good
5. Classroom activities encourage the child because he/she can relate these activities to what happens at home.	3.59	.497	Strongly Agree	Very Good
Overall Weighted Mean	3.68	.191	Strongly Agree	Very Good

Legend: 1.00-1.49-Strongly Disagree/Very Poor; 1.50-2.49-Disagree/Poor; 2.50-3.49-Agree/Good;
3.50-4.00-Strongly Agree/Very Good

The item with the highest mean score, "The child is active in extracurricular activities" (3.80), indicates that learners demonstrate a strong interest and engagement in activities beyond academics. This suggests that children thrive in environments where they can explore their interests and talents, which aligns with experiences where students become more socially developed and confident through participation in extracurricular programs.

On the other hand, the item with the lowest mean score, "The child understands that her/his parents are supporting him/her in school work" (3.49), reflects that some learners may not fully recognize or feel their parents' involvement in their academic journey. This could be due to a lack of direct communication or visible participation, as observed in instances where student expresses uncertainty about the extent of their parents' support.

Overall, the weighted mean of 3.68 ("Strongly Agree") indicates that, in general, learners exhibit positive behavior along social development domains in terms of the mesosystem, with strong influences from both home and school environments. This underscores the importance of maintaining open communication and collaborative efforts between parents and educators to foster children's social development. May-Varas et.al. (2023) emphasized the significance of Bronfenbrenner's mesosystem in the bioecological model of human development, highlighting how the integration of activities across different environments, such as home and school, influences a child's growth. Mulisa (2019) also noted that the mesosystem's role is crucial in aligning family support with educational experiences to enhance learning outcomes. Furthermore, Ferguson and Evans (2019) suggested that understanding these interconnected systems is essential for supporting child and family development amidst socioeconomic challenges. These studies highlight the complexity of the mesosystem's influence, reinforcing the importance of active engagement, effective communication, and consistent support from both home and school to foster children's development.

Exosystem

The exosystem encompasses the broader social system that indirectly influences learners' behavior and social development, highlighting the impact of external environments on a child's immediate surroundings. This level of the socioecological framework includes aspects such as parental workplaces, community resources, and social services that can significantly affect a child's educational experience and behavior. Additionally, community support systems such as recreational programs and neighborhood safety, play a critical role in shaping children's social experiences and opportunities for interaction outside the home and school. The policies and practices of local institutions, including schools and social services, also contribute to the exosystem's influence on learners. By examining the exosystem, we can understand how these external factors create conditions that either facilitate or hinder social development as they navigate their social worlds.

Table 3.3 shows that the indicator with the highest mean score, "The child can say something about what happens in the community" (3.65), suggests that learners are highly aware and engaged in their surroundings. This strong level of awareness might stem from frequent exposure to community events or discussions within the household, indicating that children are learning to observe and articulate their experiences effectively. This behavior reflects the development of their understanding of social norms and expectations in their immediate environment and how children apply behaviors learned in different contexts (Navarro and Doucet (2020).

Moreover, Alcazaren et al. (2022) further supported the importance of the microsystem, noting that personal characteristics and immediate environments, such as a school, shape engagement. Just as teachers face challenges due to heavy workloads, students might also experience similar pressures, affecting how they transfer learned behaviors from home to school. Hence, by providing a supportive environment, students' positive social development can be enhanced, as indicated by the overall high engagement observed in the study results.

Mesosystem

The mesosystem represents the interconnections between various microsystems in a child's life, and it plays a crucial role in shaping the learners' behavior along the spectrum of social development. This layer of the socioecological model highlights how interactions among different environments such as the home, school, and peer groups collaborate to influence the child's social behavior. The effectiveness of communication and collaboration across these domains can either foster resilience and social competence or contribute to behavioral challenges. By examining the mesosystem, we can gain insight into how the integration of various social contexts affects learners' behavior and social development, highlighting the importance of a cohesive approach to nurturing young children's growth in diverse environments.

Table 3.3

The Level of Manifestation of the learners' behavior along social development domains in terms of Exosystem

Indicators	Wtd mean	SD	Verbal Description	Descriptive Level
1. The child can say something about what happens in community.	3.65	.481	Strongly Agree	Very Good
2. The child can do a role-play of what is happening in his/her environment?	3.59	.497	Strongly Agree	Very Good
3. The child mimics the actions of some family members, indicating lessons learned from these encounters.	3.61	.492	Strongly Agree	Very Good
4. The child can easily act according to what he/she understands of the lessons that are linked to community concerns.	3.49	.505	Agree	Good
5. The child exhibits behavior that shows belongingness to the community he/she lives with.	3.57	.500	Strongly Agree	Very Good
Overall Weighted Mean	3.58	.146	Strongly Agree	Very Good

Legend: 1.00-1.49-Strongly Disagree/Very Poor; 1.50-2.49-Disagree/Poor; 2.50-3.49-Agree/Good; 3.50-4.00-Strongly Agree/Very Good

In contrast, the indicator with the lowest mean score, "The child can easily act according to what he/she understands of the lessons that are linked to community concerns" (3.49), suggests that while children may recognize community issues, translating this knowledge into actionable behavior might be more challenging. This could indicate a gap in practical application skills, possibly due to a lack of opportunities or guidance in practicing what they have learned in real-world contexts.

Overall, the weighted mean of 3.58, falling under the "Strongly Agree" category, reflects that learners generally exhibit positive behaviors within social development domains, demonstrating a good understanding and engagement in their exosystem. This overall result suggests that the majority of the children are on a promising path toward effective social development, although there is room for growth in applying learned concepts to real-life situations.

This is supported by An and Blanchard (2020) who explained that the exosystem influences a child's development through indirect environments, such as parental work or community resources. Moreover, Xia, Li, and Tudge (2020) further emphasized that factors like parental job demands impact a child's ability to engage in activities, demonstrating the exosystem's indirect influence on a child's experiences. Veiga et al. (2023) highlighted how broader influences like socioeconomic status and education indirectly shape a child's development, reinforcing the importance of understanding these external factors.

Macrosystem

The macrosystem represents the overarching cultural and societal influences that shape learners' behavior and social development within a broader context. This level of the socioecological model encompasses factors such as cultural values, economic systems, and social norms that affect how individuals and institutions operate within society. In the realm of education, the macrosystem influences the expectations placed on learners, the emphasis on different educational approaches, and the value placed on social skills and behaviors. By examining the macrosystem, a deeper understanding of how these broad societal influences manifest in the behavior of learners, guiding their social development and shaping their interactions with peers, teachers, and family members will be gained. This understanding underscores the importance of considering cultural and systemic factors addressing the diverse needs of children in educational settings.

Table 3.4

The Level of Manifestation of the learners' behavior along social development domains in terms of the Macrosystem

Indicators	Wtd mean	SD	Verbal Description	Descriptive Level
1. The child knows if a place is safe or not	3.67	.474	Strongly Agree	Very Good
2. The child knows how to show respect to elders and teachers	3.71	.456	Strongly Agree	Very Good
3. The child respects the rights of her/his classmates	3.67	.474	Strongly Agree	Very Good
4. The child is active in participating in cultural celebrations such as Linggo ng Wika.	3.73	.446	Strongly Agree	Very Good
5. The child knows that excessive use of gadgets harms a person's health	3.65	.481	Strongly Agree	Very Good
Overall Weighted Mean	3.69	.224	Strongly Agree	Very Good

Legend: 1.00-1.49-Strongly Disagree/Very Poor; 1.50-2.49-Disagree/Poor; 2.50-3.49- Agree/Good;
3.50-4.00-Strongly Agree/Very Good

The highest mean score of 3.73 was observed for the indicator, "The child is active in participating in cultural celebrations such as Linggo ng Wika," which reflects a strong inclination among learners to engage in activities that promote cultural awareness and appreciation. This suggests that children are not only aware of cultural traditions but are also enthusiastic participants, as observed during school celebrations where they eagerly join in singing, dancing, and other Cultural presentations. This active involvement enhances their understanding of their heritage and promotes social cohesion within their peer groups.

On the other hand, the lowest mean score of 3.65 was recorded for "The child knows that excessive use of gadgets harms a person's health." This indicates that while learners are aware of the potential negative impacts of gadget overuse, they might still struggle to fully internalize or act on this knowledge, as seen in instances where they continue to engage in prolonged gadget use despite reminders.

This highlights the need for more consistent guidance and reinforcement from parents and teachers regarding healthy habits in gadget usage. Overall, the overall weighted mean of 3.69 demonstrates that learners exhibit a high level of manifestation in behaviors related to social development within the macro system. This finding reflects a generally positive trend in their awareness and application of appropriate behaviors in various social contexts, suggesting that educational programs and activities are effectively fostering social Development among learners.

Table 3.5

The Level of Manifestation of the learners' behavior along social development domains in terms of the Chronosystem

Indicators	Wtd mean	SD	Verbal Description	Descriptive Level
1. The child can tell a story about his/her family.	3.65	.481	Strongly Agree	Very Good
2. The child knows that a father and mother are important persons in his/her life	3.80	.407	Strongly Agree	Very Good
3. The child respects the rules set by his/her parents	3.69	.466	Strongly Agree	Very Good
4. The child can tell the harm brought about by natural disasters	3.80	.407	Strongly Agree	Very Good
5. The child can easily adapt to new strategies used for new lessons	3.59	.497	Strongly Agree	Very Good
Overall Weighted Mean	3.71	.205	Strongly Agree	Very Good

Legend: 1.00-1.49-Strongly Disagree/Very Poor; 1.50-2.49-Disagree/Poor; 2.50-3.49-Agree/Good; 3.50-4.00-Strongly Agree/Very Good

The highest mean score among the indicators is shared by two items, "The child knows that a father and mother are important persons in his/her life" and "The child can tell of the harm brought about by natural disasters," both with a mean of 3.80. This result suggests that learners have a strong understanding of familial roles and their significance, likely due to consistent reinforcement and discussions about family in their environment. Additionally, children's awareness of the effects of natural disasters indicates that they are exposed to or taught about such events, either through personal experiences, media, or school lessons, emphasizing the importance of safety and preparedness.

The lowest mean score is observed in the item "The child can easily adapt to new strategies used for new lessons," with a mean of 3.59. This suggests that while learners are generally receptive, they might face challenges when adjusting to unfamiliar teaching methods or approaches. This could be due to a lack of exposure to diverse learning strategies hesitation in embracing change and a lack of support of parents and teachers to help children feel more comfortable in adapting to new instructional methods.

The overall weighted mean of 3.71 indicates that, on average, the learners demonstrate a high level of manifestation in their behavior along social development domains within the Chronosystem. This suggests that the children are well-rounded in their social development, displaying positive behavior and understanding in most aspects, as evidenced by their ability to acknowledge family roles, respect rules, and show awareness of broader societal issues. Tong and An (2024) highlighted the importance of the chronosystem in capturing how long-term experiences impact learning, especially in adapting to new environments and challenges.

Similarly, Stanley and Kuo (2022) stressed that the chronosystem's evolving nature influences student learning and development through changing partnerships, reinforcing that development is not static but shaped by ongoing experiences and collaborations over time. This highlights the importance of considering how children's learning is shaped over time by life events and consistent reinforcement from different environments.

Manifestation of Socioecological System on the Kindergarten Learners' Behavior Along Social Development Domains

This section presents the level of manifestation of the socioecological system on the kindergarten learners' behavior along social development domains singly and in combination. Panahandehpour et al. (2023) emphasized the significance of the macrosystem in preschool curricula, advocating for the integration of cultural values and societal expectations into educational programs. They suggest that understanding family roles and the larger societal context contributes to children's learning experiences. Similarly, Perry and Dockett (2020) highlighted how the macrosystem influences children's transitions to school and their learning, noting that factors such as cultural values and educational policies significantly shape their development. Together, these studies reinforce the idea that children's social. Awareness and adaptability are shaped by both their immediate environments and the broader cultural and societal frameworks in which they exist.

Chronosystem

The chronosystem encompasses the dimension of time as it relates to the socioecological model, reflecting how changes and transitions over time influence learners' behavior and social development. This level considers both the individual experiences of children and the broader historical context in which they grow up. The influence of these temporal factors is particularly evident as children progress through different developmental stages, where their understanding of social relationships and expectations evolves. By examining the chronosystem, we can gain insights into how the timing and sequencing of experiences contribute to the dynamic nature of learners' behavior, highlighting the importance of considering both immediate and long-term influences on social development. This perspective emphasizes that a child's social growth is not static but rather shaped by an interplay of temporal factors that affect their evolving identity and interactions with the world around them. This encompasses tracking changes over time, including developmental milestones, transitions between educational stages, and historical events that may affect the child's behavior, particularly of kindergarten learners. Since kindergarten learners are in a critical development stage, these time-based influences can significantly impact their emotional regulation, social skills, and overall behavior. Understanding these effects can help educators and parents provide appropriate interventions.

Manifestation of Socioecological System on the Kindergarten Learners' Behavior Along Social Development Domains

This section presents the level of manifestation of the socioecological system on the kindergarten learners' behavior along social development domains singly and in combination.

Table 4

The Level of Manifestation of the Learners' Behavior along Social Development Domains

Social Development domains	Overall Weighted Mean	Verbal description	Interpretation
1. Microsystem	3.67	Strongly Agree	Very Good
2. Mesosystem	3.68	Strongly Agree	Very Good
3. Exosystem	3.58	Strongly Agree	Very Good
4. Macrosystem	3.68	Strongly Agree	Very Good
5. Chronosystem	3.71	Strongly Agree	Very Good
Overall Weighted mean	3.66	Strongly Agree	Very Good

Legend: 1.00-1.49-Strongly Disagree/Very Poor; 1.50-2.49-Disagree/Poor; 2.50-3.49-Agree/Good; 3.50-4.00-Strongly Agree/Very Good

The Chronosystem emerged with the highest mean score (3.71), indicating that learners exhibit strong behaviors related to changes and life transitions over time. This suggests that students are adaptable and can handle the progression of events in their social environment. From experiences and observations, this could mean that students effectively cope with changes in their routines, social interactions, and responsibilities, demonstrating resilience and the ability to learn from past experiences.

On the other hand, the Exosystem had the lowest mean score (3.58), though still rated as "Strongly Agree." This indicates that external environments, such as parental workplaces or broader societal influences, have a slightly less pronounced impact on their social development compared to other domains. Observations may suggest that while learners are aware of and affected by these external factors, they do not always directly shape their immediate social interactions as significantly as other systems.

Overall, the learners' social development across all domains received a high overall weighted mean of 3.66, falling under the "Strongly Agree" category. This indicates that learners generally display very good social behaviors and adaptability across different systems, demonstrating well-rounded social development.

Table 5

The Stepwise Regression Analysis of the Influence of the manifestation of the sociological system on kindergarten learners' social behavior

Model	Unstandardized Coefficients	Standardized Coefficients	t	p-value	Decision on H_o	Interpretation

	B	Std. Error	Beta				
	B	Std. Error	Beta				
(Constant)	2.975	.159		18.731	.000		
1 Peer behavior	.188**	.043	.537	4.360	.000	Reject H_o	Significant
R=.537 R^2= .288 F=19.010 @ p=.000							
(Constant)	3.507	.259		13.530	.000		
2 Peer behavior Family culture	.186**	.041	.532**	4.557	.000	Reject H_o	Significant
and beliefs	-.144*	.057	-.294*	-2.521	.015	Reject H_O	Significant
R = .612 R^2 =.374 F= 13.0766 @ p=.000							

a. Dependent Variable: Learners' behavior
**significant @ p<.01

*significant @ p<.05

Table 5 shows the result of the stepwise regression analysis which was employed to determine if the manifestation of the sociological systems, singly or in combination, significantly influenced the kindergarten learners' social behavior. In the first step, the regression model was statistically significant (F = 19.010; p = .000), suggesting that the predictors collectively contributed to the prediction of the dependent variable. Peer behavior (t=4.360; p=.000; β= .537) shows a positive standardized coefficient indicating a positive significant influence on learners' social behavior, contributing to 28.8% of the variations in the learners' social behavior. Thus, the null hypothesis is rejected concerning this variable.

Overall, the significant influence of peer behavior on social interactions in kindergarten highlights the importance of creating supportive and positive peer relationships within educational settings. Teachers and caregivers should encourage constructive interactions and model appropriate social behaviors to cultivate an environment conducive to positive social development.

This finding aligns with the underpinnings of Giletta et al. (2021) which emphasized the critical role of peer influence within the socioecological system. Their meta-analysis reveals that peer influence has a small but significant effect on behavioral changes over time, affecting a wide range of behaviors consistently. This suggests that peers play a subtle yet consistent role in shaping children's social behavior, reinforcing the idea that the social environment is a crucial factor in learners' behavior. The significant influence of peer interactions on young learners highlights the need for fostering positive peer relationships to enhance social development, echoing Giletta et al.'s findings on the impact of the social environment on behavior during childhood and adolescence.

In the second step, Family culture and beliefs were added, at a significant model with

F=13.0766; p=.000. Peer behavior (t=4.360; p=.000; β= .532) shows a positive standardized coefficient indicating a positive significant influence on the kindergarten learners' social behavior. Family culture and beliefs (t= -2.521; p=.015; β= -.294) show a negative significant influence on the kindergarten learners' social behavior. The negative beta coefficient indicates that as family pressures are reduced, the social behavior of the learners will tend to be better. This is true especially if the parents are so protective that hinders the child from manifesting his/her potential.

Both peer behavior and family culture and beliefs contribute to 37.4% of the variations in the manifestation of the kindergarten learners' social behavior, with peer behavior contributing positive and higher manifestations of influence than family culture and beliefs.

The final model including both peer behavior and family culture and beliefs demonstrated a strong fit, accounting for a substantial proportion of the variance of learners' social behavior ($R^2 = .374$) which means that 37.4% of the variation in learners' social behavior can be predicted by the joint influence of the peer behavior and family culture and beliefs, with peer behavior accounting for more influence.

The final model demonstrates that both peer behavior and family culture and beliefs jointly account for 37.4% of the variation in kindergarten learners' social behavior, with peer behavior having a more significant influence. This reinforces the idea that while family culture plays a role, peer interactions are critical in shaping children's social behavior, providing them with opportunities to learn, adapt, and develop essential social skills.

Proposed Kindergarten Intervention Program

Having enumerated the above results, this section presents the proposed kindergarten intervention program incorporating the findings of the study. The proposed kindergarten intervention program addressed the following domains: promote healthy social behavior among kindergarten learners by implementing school activities that foster positive peer interactions with young learners and cultivate an environment conducive to positive social development through implementing activities that encourage constructive interaction among teachers and parents to promote healthy social behavior among kindergarten learners.

Table 6

Kindergarten Intervention Program to improve peer interactions among Kindergarten Learners

I. PROJECT TITLE	**H**armonious age-appropriate **A**ctivities to **P**romote **P**ositive interaction among **Y**oung learners (Project - **HAPPY**)
II. PROBLEMS (BASED FROM THE FINDINGS OF THE STUDY)	The results of the study indicate that kindergarten learners exhibited strong positive behaviors influenced by various factors within the ecological system but there is a need for continued efforts to encourage lifelong learning. The following indicators scored lower and need intervention to maintain children's enthusiasm for education:
	Difficulty with sharing and turn-taking among kindergarten learners. Less consistency of parents in expressing praise and encouragement for their child's academic effort. Inconsistencies in the enforcement of rules on the need for clearer communication about the expectations and consequences related to behavior and academic performance. Not sustained child's enthusiasm for continuous learning. Inconsistencies in how children exhibit behaviors learned at home and within the school environment Learners do not fully recognize or feel their parents'

	involvement in their academic journey. 7. Develop social bonding- children strengthen friendships and form new social connections that lead to better pee relationships.
VI. DATE OF IMPLEMENTATION	One activity every Quarter
VII. PERSON(s) RESPONSIBLE	School Head, Kindergarten Teachers, Parents
VIII. BUDGET	PHP 10, 000.00 per activity
IX. BUDGET SOURCE	Local Funds/ School Funds/SPTA Funds

Table 6 suggests the kindergarten intervention program to improve peer interaction among kindergarten learners and parents' involvement in school activities. This is due to the fact that peers play a subtle yet consistent role in shaping children's social behavior, reinforcing the idea that the social environment is a crucial factor in learners' behavior. The significant influence of peer interactions and family culture and beliefs on young learners highlights the need for fostering positive peer relationships to enhance social development.

SUMMARY

Kindergarten education is crucial for children as it marks their first interactions with peers, teachers, and parents. During this time, they develop lasting interests and acquire essential cognitive, emotional, and social skills. This phase is vital for academic and technical development, as young minds are highly receptive to learning, setting the foundation for future success.

This study explored the Socioecological System on the behavior of kindergarten learners at Mandacpan Elementary School in the Southwest Butuan District, Division of Butuan City. It examined how factors such as family culture, peer behavior, school environment, and the teacher-parent relationship influenced learners' behavior. Additionally, the research assessed the manifestation of these factors across social development domains, including the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. The study aimed to identify the significant influence of the level of manifestation of the socio-ecological system, singly or in combination, on the kindergarten learners' social behavior and to propose an intervention program based on the findings.

Findings

1. The results indicate that Kindergarten learners exhibited strong positive behaviors influenced by various factors within the socioecological system. The overall weighted mean score for Family Culture and Belief is 3.68, in terms of Peer Behavior, learners achieved an overall weighted mean score of 3.68, for the School Environment is 3.71, and the Teacher-Parent Relationship received an overall weighted mean value of 3.57.
2. The Kindergarten learners exhibited a high level of social behaviors along the five social developmental domains with an overall weighted mean of 3.67 for microsystem, 3.68 for mesosystem, 3.58 for exosystem, 3.69 for macrosystem, and 3.71 for chronosystem are highly conducive to positive social domains indicating a well-rounded social growth.
3. The findings of the study reflect a strong manifestation of learners' behavior along social development domains with an overall weighted mean of 3.66 influencing learners' behaviors. Peer behavior shows a positive standardized coefficient indicating a positive significant influence on learners' social behavior. Moreover, when family culture and beliefs were added shows a positive standardized coefficient indicating a positive significant influence on the kindergarten learner's behavior. Family culture and beliefs show a negative significant influence on the kindergarten learners' social behavior. Both peer behavior and family culture

jointly account for 37.4% of the variation in kindergarten learners' social behavior, with peer behavior having a more significant influence.

4. Lastly, using the above results the researcher proposed an intervention program with the project title: Harmonious Age-appropriate Activities to Promote Positive Interaction among Young Learners (HAPPY).

Conclusion

Kindergarten learners exhibit strong positive behavior influenced by a supportive socioecological system. The collaborative roles of parents, peers, school environments, and teacher-parent relationships contribute significantly to shaping children's attitudes and behaviors toward learning. Collectively, these factors create an environment that promotes both academic success and social development.

Kindergarten learners exhibit high levels of social behaviors that are highly conducive to positive social development domains indicating well-rounded social growth.

The high overall mean in learners' social development across all domains indicates that Kindergarten learners display well-rounded social behaviors and adaptability across different socioecological systems. The significant influence of peer behavior in shaping social interactions emphasizes the need to foster supportive and positive relationships within educational settings to further enhance social growth. The overall findings indicate that reinforcing positive behaviors along with addressing areas for improvement can significantly enhance children's social dynamics and academic success. This dual approach is essential for fostering a supportive learning environment that promotes holistic development.

Implementing intervention programs involving both parents and educators will further support the holistic development of learners in this formative stage of their education.

Recommendations

In light of the findings and conclusions generated in the study, the following are recommended. Based on the results of the study, several recommendations can be made for various stakeholders.

1. DepEd key administrators should promote strong partnerships between schools and families to align home and school values around learning and behavior. This could involve workshops or information sessions for parents and guardians, focusing on the influence of family culture and beliefs on children's learning attitudes to guide on creating supportive learning environments at home that reinforce positive attitudes toward education.

2. School Principals can leverage the findings to create a more effective school environment by hosting quarterly Parent-teachers dialogues to discuss children's progress, share strategies for nurturing a growth mindset, and highlight the importance of positive reinforcement that promotes positive behavior among learners.

3. Teachers are encouraged to facilitate group activities where children learn to work together, share, and support one another. Incorporate role-playing activities and reward systems to reinforce positive peer interactions to support students' social and emotional development.

4. Kindergarten learners should be given help by introducing a kindness and cooperation curriculum that includes activities promoting empathy, teamwork, and respect to help shape positive peer behavior, reduce conflicts, and foster an environment where children support each other's learning.

5. Parents should reflect on their parenting practices in light of the socioecological factors affecting their child's behavior, adjusting their strategies to provide consistent encouragement and engagement while also maintaining open communication with teachers to reinforce positive behaviors at home and school.

6. Future researchers are encouraged to build upon the study findings to further explore socio-ecological factors influencing kindergarten learners' behavior. They should design targeted interventions based on identified factors and expand research to different contexts or populations, while also investigating new aspects of socioecological influences or employing innovative methodologies to deepen understanding in this area.

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Data Gathering Procedure

Before administering the instrument to the participants, letters of intent were written and delivered to the Public Schools District Supervisor of Southwest Butuan District and the principal of the identified school. After approval, the researcher distributed the survey questionnaire to the specified target research participants. All participants were given adequate time in completing the survey questionnaire, and a focus group discussion was held to confirm replies and clarify questions and answers provided by respondents before it was personally collected back.

Scoring and Quantification of Data

After the data have been collected, responses were tallied and consolidated according to the survey questionnaire parts. To find the most observed outcome across all parts of the survey questionnaire, the weighted mean result per

indication was determined. The survey questionnaire responses formed the basis for constructing a proposed intervention program to promote positive behaviors, enhance socio-emotional skills, and create supportive environments for kindergarten learners.

The first set of scale was for the parent's survey questionnaire pertained to learner's manifestation of the Socioecological system influencing the behavior of learners in terms of: family culture and belief, peer behavior, school environment and teacher parents' relationship. The second set of survey questionnaire were for the teachers' that pertains to the level of manifestation of the learners' behavior along social development domains: microsystem, mesosystem, exosystem, macrosystem and chronosystem. Moreover, the following quantification of data were utilized to analyze the result of the study.