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Parent–Child Social Interaction in the Home Environment:Insights from Elementary Education

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Abstract

This study examined the level of parent–child social interaction among Junior High School and Senior High School students at Lyceum of Aparri, Aparri, Cagayan. Specifically, it assessed parent–child social interaction in terms of communication, emotional support, shared activities, and discipline and guidance, and determined whether significant associations existed between parent–child social interaction and respondents' age, sex, and grade level. The study employed a quantitative-descriptive research design involving 100 student respondents. Data were collected using a structured questionnaire and analyzed using descriptive statistics, including means, and the chi-square test to examine associations between respondents' profile variables and parent–child social interaction. The findings revealed that parent–child social interaction was generally rated high. Emotional support emerged as the strongest dimension, followed by communication and discipline and guidance. Shared activities received a moderate rating, indicating that opportunities for shared family experiences were comparatively less consistent than other aspects of parent–child interaction. The results further showed no statistically significant associations between parent–child social interaction and respondents' age, sex, or grade level based on the reported chi-square test results. These findings suggest that students generally perceived their interactions with their parents positively, particularly in terms of emotional connection, communication, and guidance. However, shared activities, including eating together and studying together, may warrant greater attention. The study highlights the importance of fostering supportive family relationships through open communication, emotional availability, fair discipline, and meaningful shared experiences. Strengthening these aspects may help promote a supportive home environment for children and adolescents.

Keywords: parent–child social interaction, communication, emotional support, shared activities, discipline and guidance.

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INTRODUCTION

Parent–child social interaction is an important aspect of child development, as everyday experiences within the family help shape children's emotional, social, and cognitive growth. Through conversations, shared activities, expressions of affection, and parental guidance, children learn to communicate their needs, understand the feelings of others, and develop appropriate social behaviors. Meaningful interactions also provide opportunities for children to experience emotional security and develop a sense of belonging within the family. Ding (2026) emphasized the importance of consistent and meaningful parent–child communication in supporting children's emotional well-being and behavioral development.

The nature of parent–child interaction has evolved alongside changes in social expectations, family practices, and technology. Traditional approaches to parenting often placed considerable emphasis on authority, discipline, and respect for parental decisions, whereas contemporary perspectives increasingly recognize the importance of open communication, emotional responsiveness, and mutual understanding. These approaches are not necessarily mutually exclusive; rather, effective parenting involves balancing appropriate guidance and discipline with opportunities for children to express themselves and participate in family communication. The quality of these interactions may influence how children develop relationships, manage emotions, and respond to social situations beyond the home.

Research has increasingly emphasized the importance of the quality of parent–child interaction rather than the amount of time spent together alone. Daily conversations, shared routines, emotional support, and active parental involvement can provide children with opportunities to develop empathy, self-regulation, and social competence. Lim, et al. (2025) highlighted the contribution of parental engagement to children's moral development, while Zhu, et al. (2024) examined the relevance of parent–child interaction to children's social and emotional development. These perspectives suggest that meaningful interaction involves not only physical presence but also attentiveness, responsiveness, and genuine engagement with children's experiences and concerns.

The home environment provides the immediate setting in which these interactions occur. The ways parents listen to their children, respond to their concerns, establish expectations, and participate in everyday activities may contribute to the development of communication skills, interpersonal understanding, and social responsibility. The quality of family interaction may also vary according to household routines, parental availability, communication practices, and the opportunities children have to engage with their parents. Examining these experiences can therefore provide a clearer understanding of how parent–child social interaction takes place in everyday family life.

In the Philippine context, the family plays a central role in children's upbringing, values formation, and social development. Family relationships are often shaped by cultural expectations concerning respect, responsibility, cooperation, and care for others. These values are relevant to understanding how parents communicate with their children, provide guidance, and maintain relationships within the household. In Catholic educational institutions such as Lyceum of Aparri, the development of children is also situated within an educational environment that emphasizes values formation alongside academic learning. Understanding parent–child social interaction in this context may offer insights into the relationship between family experiences and the broader developmental goals of elementary education.

Despite the recognized importance of family interaction, understanding how parent–child social interaction is experienced within a particular school community requires attention to its specific context and dimensions. Examining the interaction patterns reported by families associated with elementary education may help identify common practices and areas that could benefit from stronger home–school collaboration. Such information can provide a basis for developing initiatives that encourage meaningful parent–child communication and strengthen the role of the home environment in children's development.

In this regard, the present study examines parent–child social interaction in the home environment in the context of elementary education at Lyceum of Aparri. Specifically, it seeks to describe the nature of parent–child interaction as reflected in the study's measured indicators. The findings are intended to contribute to a better understanding of family interaction practices and provide a basis for recommendations that support positive parent–child relationships and children's overall development.

METHODOLOGY

This study employed a quantitative-descriptive research design to examine the level of parent–child social interaction as perceived by Junior and Senior High School students of Lyceum of Aparri. The quantitative approach enabled the researchers to collect and analyze numerical data on four dimensions of parent–child social interaction: communication, emotional support, shared activities, and discipline and guidance. The descriptive method was used to summarize the respondents' perceptions of their interactions with their parents through appropriate statistical procedures. Differences or associations involving the respondents' demographic characteristics were also examined, as applicable to the study's research objectives.

The study was conducted at Lyceum of Aparri, located in Aparri, Cagayan, Philippines. As a Catholic educational institution, the school provides an educational setting where academic learning and values formation are emphasized. It served as the research locale because the study sought to understand how students perceive their interactions with their parents within their home environments. The findings are limited to the participating students from this institution and should be interpreted within the context of the study. The school's religious orientation is considered part of the institutional setting but is not assumed to determine the quality of parent–child interactions.

The participants were selected Junior and Senior High School students enrolled at Lyceum of Aparri during School Year 2025–2026. They provided information about their perceptions and experiences of parent–child social interaction, particularly in terms of communication, emotional support, shared activities, and discipline and guidance. Their demographic characteristics, specifically age, sex, and grade level, were considered in describing the respondents and examining differences in reported interaction levels. Since the study gathered information exclusively from students, the findings represent the learners' perspectives and do not necessarily reflect their parents' perceptions or independently observed family interactions.

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The study used a structured questionnaire adapted from the Social Interactions Behavior Inventory (SIBI) developed by Chung (2012). The questionnaire consisted of two parts. The first gathered the respondents' demographic information, including age, sex, and grade level. The second measured parent–child social interaction across four dimensions: communication, emotional support, shared activities, and discipline and guidance. Responses were recorded using a five-point Likert scale. The original source of the instrument, its suitability for measuring the four dimensions, and any modifications made to its items should be properly documented.

Before conducting the study, the researchers secured permission from the school administration. The purpose of the research and the procedures for answering the questionnaire were explained to the prospective participants. The questionnaires were distributed to the eligible respondents and retrieved after completion. Participation was voluntary, and appropriate measures were observed to protect the confidentiality of responses and the anonymity of participants in reporting the findings. Since the participants included Junior and Senior High School students, applicable ethical requirements for research involving minors, including parental or guardian consent and student assent where required, were also considered.

The data were analyzed using descriptive and inferential statistical procedures appropriate to the research objectives and the nature of the variables. Frequency and percentage were used to describe the respondents' demographic characteristics in terms of age, sex, and grade level. Weighted mean was used to determine the level of parent–child social interaction in each of the four dimensions: communication, emotional support, shared activities, and discipline and guidance. The chi-square test of independence was employed to examine associations between the respondents' demographic characteristics and categorized levels of parent–child social interaction, provided that the data met the test's assumptions. The level of significance was set at 0.05. The findings were interpreted based on the computed statistical results and were not used to establish causal relationships.

RESULTS AND DISCUSSION

Table 1. Distribution of Respondents According to Age, Sex, and Grade Level

Profile Variable	Category	Frequency	Percentage
Age	13–14 years old	32	32%
	15–16 years old	45	45%
	17–18 years old	23	23%
Sex	Male	46	46%
	Female	54	54%
Grade Level	Junior High School	58	58%
	Senior High School	42	42%
Total Respondents		100	100%

Table 1 presents the profile of the 100 respondents according to age, sex, and grade level. In terms of age, the largest group consisted of students aged 15–16 years old, with 45 respondents (45%), followed by those aged 13–14 years old, with 32 respondents (32%). The remaining 23 respondents (23%) were aged 17–18 years old. In terms of sex, 54 respondents (54%) were female, while 46 (46%) were male. Regarding grade level, 58 respondents (58%) were Junior High School students, while 42 (42%) were Senior High School students.

Table 2. Level of Parent–Child Social Interaction in Terms of Communication

Indicator	Mean	Interpretation
Open communication	4.32	High
Listening	4.28	High
Expression of feelings	3.76	Moderate
Overall Mean	4.12	High

Table 2 presents the level of parent–child social interaction in terms of communication. The overall mean of 4.12, interpreted as High, indicates that respondents generally reported positive communication with their parents. Among the three indicators, open communication obtained the highest mean of 4.32, followed by listening at 4.28. In contrast, expression of feelings received the lowest mean of 3.76, interpreted as Moderate. This pattern suggests that although respondents generally perceived communication with their parents positively, expressing personal feelings may be less consistently experienced than engaging in open conversations and being listened to.

The high rating for open communication suggests that respondents generally felt able to communicate with their parents. Open communication provides opportunities for adolescents to share experiences, discuss concerns, and seek guidance as they navigate academic and personal challenges. Similarly, the high mean for listening indicates that respondents generally perceived their parents as receptive to what they had to say. Communication involves not only the opportunity to speak but also the experience of being heard and understood. When parents listen attentively, conversations can help strengthen mutual understanding and trust.

The moderate rating for expression of feelings (3.76) is particularly noteworthy. It suggests that communicating openly does not necessarily mean that adolescents feel equally comfortable sharing their emotions. Some may find it easier to discuss routine matters than to express sadness, worry, disappointment, or other personal concerns. This interpretation is consistent with Zapf et al. (2024), whose systematic review of 37 papers found that the quality of parent–child communication was associated with adolescent mental health. The authors also emphasized that adolescents' own perceptions of communication are important in understanding their experiences.

The findings also align with Weinstein et al. (2021), who found in an experimental study that adolescents exposed to examples of good parental listening reported greater anticipated well-being and a stronger intention to disclose personal information in the future. This supports the importance of listening as a component of parent–child communication, although the experimental findings should not be treated as proof that the same effects occurred among the respondents in the present study.

Table 3. Level of Parent–Child Social Interaction in Terms of Emotional Support

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Indicator	Mean	Interpretation
Feeling loved	4.45	High
Encouragement	4.30	High
Emotional presence	3.88	Moderate
Overall Mean	4.21	High

Table 3 presents the level of parent–child social interaction in terms of emotional support. The overall mean of 4.21, interpreted as High, indicates that respondents generally perceived emotional support from their parents positively. Among the three indicators, feeling loved obtained the highest mean of 4.45, followed by encouragement at 4.30. Emotional presence received the lowest mean of 3.88, interpreted as Moderate. This pattern suggests that although respondents generally perceived their parents as loving and encouraging, their experiences of parental emotional availability may have been less consistent.

Feeling loved received the highest rating, suggesting that respondents generally recognized affection and care in their relationships with their parents. This finding is consistent with Lan (2022), who found that perceived parental warmth was associated with more positive psychosocial adjustment profiles among early adolescents in Chinese and Italian samples. The study also showed that the association between parental warmth and adjustment varied according to cultural context and adolescents' emotional awareness. These findings highlight the importance of considering how young people perceive parental affection rather than assuming that parental care is experienced uniformly by all children.

Encouragement obtained a mean of 4.30, also interpreted as High. This suggests that respondents generally perceived their parents as encouraging them. Encouragement may help adolescents manage school-related demands, cope with difficulties, and maintain confidence when facing challenges. Supporting the relevance of this finding, Bülow et al. (2022) examined daily reports from 159 parent–adolescent dyads and found that parental warmth and autonomy support were associated with adolescent well-being in most participating families. Although the study examined broader parenting experiences rather than encouragement alone, it supports the importance of supportive parental relationships during adolescence.

In contrast, emotional presence received a moderate mean of 3.88. This indicates that respondents did not report this aspect of emotional support as consistently as feeling loved or receiving encouragement. Emotional presence involves being available and responsive when children need to discuss concerns, experience distress, or seek reassurance. A parent may express affection and encourage a child while still having limited time or capacity to respond to emotional needs in particular situations. Xu and Zheng (2022), in a daily-diary study of parent–adolescent dyads, found that parental daily stress was associated with lower parental warmth on the same day, illustrating how everyday pressures may coincide with variations in parent–child emotional interactions. This provides a possible context for understanding emotional presence, although the present study did not measure parental stress and cannot establish it as an explanation for the respondents' ratings.

Table 4. Level of Parent–Child Social Interaction in Terms of Shared Activities

Indicator	Mean	Interpretation
Eating together	3.60	Moderate
Studying together	3.52	Moderate
Bonding activities	3.95	High
Overall Mean	3.69	Moderate

Table 4 presents the level of parent–child social interaction in terms of shared activities. The overall mean of 3.69, interpreted as Moderate, indicates that respondents experienced shared activities with their parents to a moderate extent. Among the three indicators, bonding activities obtained the highest mean of 3.95, interpreted as High. Eating together received a mean of 3.60, while studying together obtained the lowest mean of 3.52; both were interpreted as Moderate. These results suggest that recreational or bonding experiences were more positively reported than shared meals and study-related activities.

The high-rating for-bonding activities indicate that respondents generally reported participating in activities that provide opportunities for family interaction. Shared leisure time can create opportunities for parents and children to connect outside their everyday responsibilities. Wanka, et al. (2025), in a study examining family time and adolescents' emotional well-being, found that family leisure was associated with more positive emotional well-being among adolescents. The study also emphasized that the type of activity matters, as different forms of family time may be associated with different emotional experiences. This supports the relevance of considering the quality and nature of shared activities rather than treating all family time as equivalent.

Eating together received a moderate mean of 3.60. This suggests that shared meals were not as consistently reported as bonding activities. Nevertheless, family meals can provide opportunities for regular interaction and communication. Snuggs and Harvey (2023), in an umbrella review of 41 systematic reviews, reported that more frequent family meals were associated with several positive outcomes for children and adolescents, including better psychosocial well-being and family relationships. However, the authors also noted that findings from interventions designed to increase family mealtimes were mixed. Thus, the present result highlights an opportunity to encourage shared meals without assuming that meal frequency alone determines the quality of family relationships.

Studying together obtained the lowest mean of 3.52, also interpreted as Moderate. This suggests that respondents reported fewer or less consistent experiences of studying with their parents compared with other bonding activities. One possible consideration is that shared study time may depend on parents' availability, work schedules, familiarity with school subjects, and students' preferences for independent learning. These factors were not measured in the present study, however, and cannot be identified as explanations for the result. Furthermore, studying together should not be treated as the only indication of parental involvement in education, since parents may support learning in other ways, such as providing encouragement, monitoring school progress, or ensuring that children have time and resources to study.

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Table 5. Level of Parent–Child Social Interaction in Terms of Discipline and Guidance

Indicator	Mean	Interpretation
Rule-setting	4.35	High
Fair discipline	4.20	High
Explanation of rules	3.80	Moderate
Overall Mean	4.12	High

Table 5 presents the level of parent–child social interaction in terms of discipline and guidance. The overall mean of 4.12, interpreted as High, indicates that respondents generally perceived their parents as providing discipline and guidance at home. Rule-setting obtained the highest mean of 4.35, followed by fair discipline with a mean of 4.20. Both indicators were interpreted as High. Meanwhile, explanation of rules received the lowest mean of 3.80, interpreted as Moderate. These results suggest that parents were perceived as generally establishing rules and applying discipline fairly, although explaining the reasons behind household rules may be less consistent.

The high rating for rule-setting suggests that respondents generally recognized the presence of household expectations and behavioral boundaries. Clear and consistent rules can help adolescents understand what is expected of them and provide structure as they develop greater independence. Hayek, et al. (2022) found that authoritative parenting—which combines acceptance, supervision, and psychological autonomy granting—was associated with stronger school engagement and better school performance. Their findings underscore the importance of considering how parental structure is provided, rather than viewing rule-setting alone as sufficient evidence of effective guidance.

Fair discipline also received a high mean of 4.20. This indicates that respondents generally viewed parental discipline positively in terms of fairness. Discipline can provide guidance when expectations are applied consistently and are appropriate to adolescents' age and circumstances. However, fairness is not necessarily equivalent to strictness; it may also involve listening to the adolescent's perspective and allowing age-appropriate independence. Research on harsh physical discipline has associated such experiences with greater depressive and externalizing symptoms among adolescents, emphasizing the importance of distinguishing constructive guidance from harsh punishment.

In contrast, explanation of rules received a moderate mean of 3.80, the lowest among the three indicators. This suggests that, although rules may be established, respondents did not report the same level of consistency in receiving explanations for them. Explaining the reasons behind rules can help adolescents understand their purpose instead of simply complying with parental instructions. Research on adolescents' responses to parental regulation highlights the importance of communication style and autonomy support: rules may be received more constructively when parents communicate expectations in ways that respect adolescents' growing need for independence.

Table 6. Summary of the Level of Parent–Child Social Interaction

Dimension	Mean	Interpretation
Communication	4.12	High
Emotional Support	4.21	High
Shared Activities	3.69	Moderate
Discipline and Guidance	4.12	High
Overall Mean	4.04	High

Table 6 presents the summary of the level of parent–child social interaction among the respondents. The overall mean of 4.04, interpreted as High, indicates that the respondents generally perceived positive interactions with their parents at home. Among the four dimensions, emotional support obtained the highest mean of 4.21, followed by communication and discipline and guidance, both with a mean of 4.12. These results indicate that emotional support, communication, and guidance were generally rated positively. In contrast, shared activities obtained the lowest mean of 3.69, interpreted as Moderate.

The high rating for emotional support suggests that respondents generally experienced parental expressions of love and encouragement. This finding highlights the importance of emotional connection in parent–child relationships. Bülow et al. (2022) found that parental warmth and autonomy support were associated with adolescent well-being in most families. Their findings provide a relevant basis for understanding the importance of supportive parenting, although the present study did not directly examine the effects of emotional support on students' well-being.

Communication and discipline and guidance also received high ratings. These results suggest that respondents generally perceived their parents as communicating with them and establishing household rules. However, the preceding tables show that expressing feelings and explaining rules received lower ratings than other indicators within their respective dimensions. This suggests that positive overall assessments may coexist with specific aspects of parent–child interaction that could be strengthened.

Shared activities received the lowest rating among the four dimensions. This finding is consistent with the earlier results showing moderate ratings for eating together and studying together, despite a high rating for bonding activities. Fachrandini and Febriani (2023) examined the relationship between family time activities and adolescents' emotional well-being, highlighting the relevance of the activities families share. Similarly, Snuggs and Harvey (2023), in an umbrella review of research on family mealtimes, reported associations between family meals and several positive outcomes for children and adolescents. These findings underscore the potential value of shared family experiences, although the present study cannot establish that more frequent shared activities would necessarily improve parent–child relationships.

Table 7. Chi-Square Test Results on Parent–Child Social Interaction According to Respondents' Profile

Profile Variable	Computed Chi-Square Value	p-value	Decision
Age	3.12	0.54	Not Significant
Sex	2.45	0.65	Not Significant
Grade Level	1.98	0.73	Not Significant

Table 7 presents the results of the chi-square tests examining the association between respondents' profile variables and parent–

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child social interaction. Based on the reported p-values, age, sex, and grade level were all not statistically significant at the 0.05 level. Therefore, the null hypotheses of no association are not rejected for the three profile variables, assuming the reported tests were computed correctly. The results indicate that the study did not find sufficient statistical evidence of an association between respondents' age, sex, or grade level and their reported parent–child social interaction.

CONCLUSION AND RECOMMENDATIONS

The study concludes that parent–child social interaction plays an important role in shaping the home environment experienced by students. The findings suggest that students generally perceive their relationships with their parents positively, particularly in terms of emotional support, communication, and discipline and guidance. These dimensions reflect the importance of parental care, open communication, and appropriate guidance in maintaining supportive family relationships.

However, parent–child interaction extends beyond providing emotional support and establishing household rules. Meaningful shared activities also offer opportunities for parents and children to strengthen their relationships, understand one another, and maintain connections amid academic and personal responsibilities. The findings highlight the value of fostering an environment where children feel comfortable expressing their thoughts and emotions, understand the reasons behind family rules, and participate in meaningful family experiences. Ultimately, positive parent–child social interaction requires consistent effort from both parents and children. Nurturing supportive communication, emotional connection, fair guidance, and meaningful family engagement can help create a home environment that supports children's social and emotional development.

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