Interpersonal Relationships and Good Manners Practices of Students in School

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Abstract

The study aimed to determine the level of and establish a significant relationship between students' interpersonal relationships and good manners practices in school. The study was conducted at Rosario National High School (RNHS) and Balagnan Integrated School (BIS) in Balingasag Central District, Division of Misamis Oriental, during the school year 2022-2023 with two-hundred twenty-one respondents (221). The study utilized the descriptive-correlational research design and used a questionnaire as the main instrument to gather relevant information. Mean and Standard Deviation were used to determine the level of interpersonal relationships and good manners practices among students in school. Pearson r correlation was employed to establish the significant relationship between interpersonal relationships and good manners practices among students in school. Results revealed that students at RNHS and BIS have very high level of interpersonal relationships, a very high level of good manners practices as to respect, politeness, and civility, and a high level of good manners practices as to graciousness. They also have significant relationships between interpersonal relationships and good manners practices in school. It is recommended that parents and teachers collaborate with one another to constantly communicate and interact with students because they are the models of these values. It is suggested that parents always remind their children of the importance of these values to their character formation.

Keywords: Interpersonal, Good Manners, Practices, Relationships

1. Introduction

The quality of interpersonal relationships in education, such as those between peers in the classroom, teachers and parents, school leaders and teachers, and teachers and students, is critical for the development of teachers and students (Pennings et al., 2018). It can be deduced that good manners play an important role in every student's relationship. It provides the ingredients for every relationship to demonstrate respect, graciousness, politeness, and civility. It also makes their interaction more humane and reflects their level of education in interacting and communicating. The words that are spoken and uttered reflect how students are formed, first and foremost, in their families and then influenced by their teachers, peers, and the school community. Students' interpersonal relationships with their families, friends, peers, teachers, and communities shape them.

In fact, the Department of Education rooted and adopted its core values of MAKA-DIYOS, MAKATAO, MAKAKALIKASAN AT MAKABANSA in Republic Act No. 8491, also known as the Philippine Flag and Heraldic Code. According to the Basic Education Development Plan 2030, Maka-Diyos expresses one's spiritual beliefs while respecting the spiritual beliefs of others and demonstrates adherence to ethical principles by upholding the truth. Makatao is sensitive to differences in individuals, social groups, and cultures. It contributes to the cause of solidarity. Makakalikasan is concerned about the environment and uses resources wisely, prudently, and economically. Makabansa demonstrates pride in being a Filipino, exercises the rights and responsibilities of a Filipino citizen, and exhibits appropriate behavior in school, community, and country activities.

However, many students' negative experiences in interpersonal relationships prevent them from

being well-educated and well-mannered. According to Đurišić (2018), students with externalizing behavior problems belong to a family type that is characterized by low connectivity and adaptability, poor communication, and dissatisfaction with the family. That is, to conform to the expectations of those with whom they interact and to develop mentally capable, physically healthy, emotionally stable, socially outspoken, and spiritually well-defined students in each community to which they belong. The school strives to develop students holistically for them to reach their full potential, but many students have failed to demonstrate good manners practices in school, as evidenced by their behavioral expressions in words, deeds, and actions. The practices that reflect these values are diminishing.

According to Aydin (2020), schools can restore lost values through good education, teaching religion, establishing good role models with their teachers, incorporating values into programs, and implementing them, providing students with reading texts related to values, selecting sample texts and stories in books related to values, allowing students to read books written by scholars, teaching our history, and organizing trips to historical sites.

Furthermore, Elan et al. (2018) emphasized that character value transformation in an educational system is a link between good character components and behavioral values. Teachers' role in instilling good manners practices in students thus serves as a transformative element and tool to change the learners' attitude. Haslip, (2020) emphasizes that courtesy exemplifies good manners in all human interactions. The absence of morning and afternoon greetings would imply a ridiculous era of civilization, far beyond the imagination of an educated person. The absence of courtesy in human interaction demonstrates a crisis in the transmission of human values in the family and the school, where these two institutions should be the formative agents of this value.

The Division of Bukidnon pioneered its issuance to implement these core values under DM NO. 221 s. 2019 entitled, Implementation of Revitalized Courtesy, Respect and Cleanliness (CRC) Program. The goal of this program is to implement behavioral expressions of courtesy, respect, and cleanliness among learners, teachers, school heads, non-teaching staff, and the school community. This memorandum emerges because behavioral expressions of school courtesy, respect, and cleanliness are not implemented in schools. In Rosario National High School and Balagnan Integrated School, the researcher observes that Good Manners practices are diminishing among the students.

Thus, the researcher intends to investigate the relationship between students' interpersonal relationships with their families, peers, teachers, and communities and Good Manners practices in school as demonstrated by their respect, politeness, graciousness, and civility.

2. Methodology

The study's design used a descriptive - correlational research design that investigated the relationship between students' interpersonal relationships and good manners practices in school among the Grade 7 to Grade 10 pupils of Rosario National High School. A descriptive research method is a fact-finding study that provides adequate and accurate interpretation of the findings. The method entailed describing, recording, analyzing, and interpreting the current conditions. This is a non-experimental study of the variables' significance using statistical analysis (Krishnarao, 2017).

Students in Grades 7 to 10 at Rosario National High School and Balagnan Integrated School who were officially enrolled in the School Year 2022-2023 were the respondents in the study. They were chosen because they are Junior High School students enrolled in Values Education, also known as Edukasyon sa Pagpapakatao. Most of these students lived in Barangays Balagnan, Camuayan, Dansuli, Dumarait, and Rosario, where the majority of the families are financially challenged.

There were two hundred twenty-one (221) students who were randomly selected for the study based on calculations through Slovin's Formula. One hundred seventy-five (175) students were also randomly selected from Rosario National High School and forty-six (46) students were also randomly selected from Balagnan Integrated School.

The purpose of this study's instrument was to determine the level of relationship between students' personal relationships and their practice of courteousness in school. The researcher then utilized survey questionnaires as the main instrument in this study to gather as much information as possible for relevant evaluation. A researcher-made questionnaire was based on Division Memorandum No. 221, series 2019 in the Division of Bukidnon, Region X, Department of Education and the website: www.whatkidscando.org to be piloted at Rosario National High School among students who are not respondents to the study.

The survey questionnaire was tested through Cronbach's alpha for validity and reliability. Part I of this questionnaire was about the independent variables, which include students' interpersonal relationships towards their parents, peers, teachers, and communities. The respondents were given survey questionnaires and were to check the corresponding boxes that corresponded to the best answer applicable to them as students. Part II included the practice of courteousness in school among students as shown in their good manners, respect, politeness, graciousness, and civility. Likewise, the respondents were able to check the column that corresponded to the best answer applicable to them as students.

The researcher used statistical techniques to calculate the means and standard deviation of the data gathered describing the variables of the study. The researcher analyzed the data gathered by using Pearson r correlation to determine the significant relationship between students' interpersonal relationships and good manner practices in school. This was tested at a .05 probability level. The researcher preferred this design and statistical treatment as the best strategic approach to understanding the study.

3. Results and Discussion

Table 1

Students' interpersonal relationships

Interpersonal Relationships	Mean	SD	Description	Interpretation
1. Family Relationship	3.49	0.38	Always	Very High
2. Peer Relationship	3.33	0.44	Always	Very High
3. Relationship with Teachers	3.43	0.43	Always	Very High
4. Relationship with Communities	3.36	0.65	Always	Very High
Overall	**3.40**	**0.48**	**Always**	**Very High**

Note: 1.0-1.75 Very Low, 1.76-2.50 Low, 2.51-3.25 High, 3.26-4.0 Very High

Table 1 shows students' interpersonal relationships. It has an overall Mean of 3.40 with SD=0.48 which is described as Always and interpreted as Very High. It means that students have a very high level of interpersonal relationships in school by observing good manners and right conduct. They want to maintain healthy relationships with all school personnel and the ideals of the schools that shape and mold them into mature and holistic individuals. Erdoğdu (2016) states that school engagement means students' relations with their schools, school personnel, and the ideals that are aimed to be achieved. It implies that students have developed a strong bond through constant communication and interaction with their families, peers, teachers, and communities by observing values, norms, and moral standards in school. They even use social media to interact and communicate. In fact, Abdelraheem (2016) argues that social networking sites have altered how people communicate today. Before, the means of interaction were through exchanging photos, conversing about shared interests, and enhancing conventional social interactions. Now, they use Facebook, Instagram, and Messenger applications.

Moreover, Table 1 presents that among the indicators, family relationships have the highest Mean of 3.49 with SD=0.38 and are described as Always and interpreted as Very High. It means that students have the strongest interaction with their families. They obey the commands of their parents and follow all the norms, rules, and regulations by observing the values inculcated in them. They always listen attentively. They always

ask for forgiveness when they make mistakes. They are always grateful for all the blessings they receive from their parents and siblings. In fact, Coloroso (2016) argued that values and morals are first learned in the home before being taught at school. This implies that students value family relationships more than they value other social interactions. They may be influenced by their peers. They may listen to their teachers. They may also seek advice from their communities, but they will always prioritize the will of their parents and the welfare of their siblings. As Benitez (2022) said, the fact that parents prescribe and apply rules to their children is an empowering function of norms and values.

Meanwhile, peer relationship got the Lowest Mean of 3.33 with SD=0.44 and described as Always and interpreted as Very High. This means that among students' relationships, their peers are the least priority. This may be a surprising result since the students who are the respondents of the study are all teenagers, but they manifest the value of closeness and familiarity. They have strong bonds with their families, teachers, and communities, with whom they know better than their peers, with whom most of them are not familiar. They only recognize them by faces or by their names, and sometimes, their peers influence them to do risky behaviors where resistance and conflicting values can affect their relationships. As Wiggins (2018) provided, there are two opposing roles of peer influences on students. One role of peer influence is negative, and the other is positive. An example of negative influence is that peers can escalate the problem behavior of students by inviting them to engage in risky behavior. This implies that students lack a strong connection with their peers. They can look for another peer in an instant when conflict arises without much hassle in asking for forgiveness. They do not feel inclined to give gifts or greeting cards since many of their peers are not their close friends. Female students are very selective in choosing friends. As Wychie et al. (2017) stated, it is difficult for female students to gain acceptance from popular students that display traits opposite to them.

Table 2

Students' good manner practices in school.

Interpersonal Relationships		Mean	SD	Description	Interpretation
1. Respect		3.27	0.47	Always Practiced	Very High
2. Politeness		3.37	0.57	Always Practiced	Very High
3. Graciousness		3.19	0.59	Sometimes Practiced	Very High
4. Civility		3.33	0.55	Always Practiced	Very High
	Overall	**3.29**	**0.55**	**Always Practiced**	**Very High**

Note: 1.0-1.75 Very Low, 1.76-2.50 Low, 2.51-3.25 High, 3.26-4.0 Very High

Table 2 shows the good manners practices of students in school. It reveals that it has an overall Mean of 3.29 with SD=0.55 which is described as Always Practiced and interpreted as Very High. It means that students have a very high level of good manner practices in school. They are very respectful, polite, and civil. They can communicate with their families, teachers, peers, and communities, which generates positive reactions and reduces the possibility of conflict and dispute with others. They manage to observe school rules and norms, exhibit respect for others' rights, recognize a person's humanity, and maintain harmony. They also have the capacity to put aside differences in their social status, academic achievement, and physical attributes. As to graciousness, they sometimes practice this value. They find it hard to do thoughtful deeds for others. Kuçuradi (2016) said that attitudes are based on how people evaluate events, decisions, and behaviors. It implies that students can communicate and interact well with other students, teachers, families, and communities but are not generous enough to help in times of need. Roces et al. (2021) reacted to the similar occurrence by developing concern for others through kindness, empathy, and compassion.

Moreover, Table 2 presents that among the indicators, politeness has the highest Mean of 3.37 with SD=0.57 and is described as Always Practiced and interpreted as Very High. It means that students have always practiced politeness in school. They can acknowledge their mistakes and ask for forgiveness. They can speak politely when borrowing books, giving thanks, and greeting their teachers. They can also pardon their

friends with kind words. As Nugroho (2017) discussed, there are six nonverbal hints of politeness: politeness through silence, politeness through gestures, politeness through gifts, and politeness through observance of norms. It implies that students value politeness in interacting and communicating with their families, teachers, peers, and communities. They do not want to hurt the feelings of others. They always observe proper decorum in the classroom and even when dealing with other students on campus. As Haslip et al. (2019) stated, there is a need to create a language framework with children to facilitate their independent interactions with others.

Meanwhile, graciousness got the Lowest Mean of 3.19 with SD=0.59 and was described as Sometimes Practiced and interpreted as High. It means that students fail to be gracious in communicating with and interacting with others. They are helping their friends only. They expect something when they return things to the owner. They fetch water only when they are told. They oftentimes fail to water the plants in school. As Andrews (2016) stated, try to notice first a situation that needs to be improved, then assess and decide what to happen next in the situation. It implies that students are not generous to help and give their time to others who needed it. They become individualistic and self-centered. They want independence from their parents and teachers. They begin to explore their surroundings and try things on their own. As Herrera and Garringer (2022) stated, students who are adolescents want more independence from adults.

Table 3
*Test on Relationship of the Respondents' Level of Inter*personal Relationships and Practices of Good Manners in School.

| Good Manners | Interpersonal Relationships | | | | | | | | | | | | | | |
| | Overall | | | Families | | | Peers | | | Teachers | | | Communities | | |
	r-value	P-value	Interpretation	r-value	P-value	Interpretation	r-value	P-value	Interpretation	r-value	P-value	Interpretation	r-value	P-value	Interpretation
Respect	.324*	.000	S	.226*	.001	S	.382*	.000	S	.334*	.000	S	.312*	.000	S
Polite-ness	.291*	.001	S	.159*	.018	S	.307*	.001	S	.372*	.001	S	.316*	.001	S
Gracious-ness	.399*	.000	S	.263*	.000	S	.411*	.000	S	.430*	.000	S	.386*	.000	S
Civility	.431*	.000	S	.255*	.000	S	.409*	.000	S	.455*	.000	S	.392*	.000	S
Overall	.418*	.000	S	.261*	.000	S	.437*	.000	S	.464*	.000	S	.411*	.000	S

*significant at the 0.05 level (2-tailed)

When Table 3 is investigated, there were significant correlations in statistical terms found between students' interpersonal relationships with families as to respect (r=.226), politeness (r=.159), graciousness (r=.263), civility (r=.255) ; between students' interpersonal relationships with peers as to respect (r=.382), politeness (r=.307), graciousness (r=.411), civility (r=.409); between students' interpersonal relationships with teachers as to respect (r=.334), politeness (r=.372), graciousness (r=.430), civility (r=.455); and finally, between students' interpersonal relationships with families as to respect (r=.312), politeness (r=.316), graciousness (r=.386), civility (r=.392). This implies that the level of students' interpersonal relationships with their families, peers, teachers, and communities directly affects their practice of good manners in school. It means that the students' interactions with their families in terms of paying respect, observing politeness, showing graciousness, and practicing civility have an influence on their practices of good manners in school. Furthermore, when students interact with their peers, teachers, and communities in terms of paying respect,

observing, politeness, showing graciousness, and practicing civility, they are directly bringing the practice of good manners in school. It shows that the students of Rosario National High School and Balagnan Integrated School have learned their practices of good manners as to respect, politeness, graciousness, and civility through their constant interaction with their families, peers, teachers, and communities.

Table 4

Summarized Test on *Relationship of the Respondents' Level of Interpersonal Relationships and Practices of Good Manners in School.*

	Interpersonal Relationship		
	r-value	P-value	Interpretation
Good Manners	.418**	.000	Significant Relationship Exists

Table 4 demonstrates the significant relationships between students' interpersonal relationships and good manners practices in school with r-value=.418 and P-value=.000. The Null Hypothesis is accepted because the computed r-value and P-value of (0.418, 0.000) are significant at the 0.05 level (2-tailed), indicating that there is a significant relationship between relationships in students' interpersonal relationships and good manners practices in school.

This means that students' interpersonal relationships to their families, peers, teachers, and communities by observing good manners and right conduct have a positive impact towards their practices of good manners in school. In addition, the survey revealed that students have the highest significant relationships of interpersonal relationships with their teachers (overall r-value=.464) compared with the other variables of the study. This implies that teachers play a significant role in shaping and forming the values of respect, politeness, graciousness, and civility of the students. They can mold the students to consistently practice good manners through good examples and modeling. They can also influence students who sometimes practice these values by reminding them daily in school.

On the same line, students who are in healthy relationships feel loved, valued, and secure (Osterman, 2016). If the teacher and the students get along well, the students may complete their schoolwork independently while seeking advice from the teacher if they run into any problems. When students enter a formal setting, their relationships with their teachers serve as the cornerstone of their academic lives. When these relationships are healthy, students can quickly adapt to their learning environment (Lee, 2016).

4. Conclusions and Recommendations

In the light of the above-cited findings, the following conclusions are drawn from the study:

1. The respondents of the study have a very high level of interpersonal relationships with their families. It means that students have the strongest interaction with their families. They obey the commands of their parents and follow all the norms, rules, and regulations by observing the values inculcated in them. They always listen attentively. They always ask for forgiveness when they make mistakes. It implies that students value family relationships more than they value other social interactions. They may be influenced by their peers. They may listen to their teachers. They may also seek advice from their communities, but they will always prioritize the will of their parents and the welfare of their siblings.

2. The respondents of the study have a very high level of good manners practices as to politeness. It means that students have always practiced politeness in school. They can acknowledge their mistakes and ask for forgiveness. They can speak politely when borrowing books, giving thanks, and greeting their teachers. They can also pardon their friends with kind words. It implies that students value politeness in interacting and communicating with their families, teachers, peers, and communities. They do not want to hurt the feelings of others. They always observe proper decorum in the classroom and even when dealing with other students on campus.

3. The finding reveals a significant relationship between students' interpersonal relationships with their families, peers, teachers, and communities and good manners practices in school as to respect, politeness, graciousness, and civility. The survey reveals that students have the highest significant relationships of interpersonal relationships with their teachers compared with the other variables of the study. This implies that teachers play a significant role in shaping and forming the values of respect, politeness, graciousness, and civility in the students. They can help the students consistently practice good manners through good examples and modeling. They can also influence students who sometimes practice these values by reminding them daily in school.

Based on the above findings and conclusions, the following recommendations are presented:

1. Parents and teachers may inculcate in students the value of interpersonal relationships with peers. Parents are the first teachers of this value of relating and interacting, so that students learn the proper way of communicating with others. Parents and teachers may educate students to give importance to greeting cards during celebrations of especial occasions. The value of giving greeting cards is embedded in the thoughtfulness and generosity of the giver. The receiver reads greeting cards with enthusiasm and excitement, which adds color and joy to the celebration. Parents may instill in their students the importance of being polite and gracious to their peers regardless of age, sex, or religion. Teachers may also give the script of positive politeness to the students so that they can utter the right words and salutations to all their peers as they meet them along the way and all those they can interact with, especially inside the school.

2. Parents may instill the value of graciousness in their children, and teachers may emphasize to the students that helping teachers carry their bags and visual aids is a gracious act that has value in helping people in times of need. Visual aids are instructional materials needed by teachers and students for learning. There is a need to take extra care. Parents may educate their students to practice giving greeting cards to their classmates, peers, friends, and teachers, as this is a sign of being gracious. This practice is cheaper than giving gifts, but the effect of an interpersonal relationship on the receiver lasts a lifetime. Teachers may also encourage students to make greeting cards, as they can nurture their potential for resourcefulness and creativity.

3. It is essential to improve interpersonal relationships and good manners practices of students in school. Teachers may check the consistency of students' practices of good manners as they interact and relate with other students. It is suggested that parents always remind their children of the importance of these values to their character formation. If parents missed this reminder, teachers may keep on repeating how to practice these values in their interpersonal relationships and their importance to the lives of the students by first modeling the values of respect, politeness, graciousness, and civility to them.

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