

# Parenting Styles as Predictor of Preschool Socialization

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## ABSTRACT

Parenting styles are a psychological construct representing standard strategies that parents use in their child-rearing that can implicate the child's socialization, which plays a significant role in children's development. The study aimed to seek the relationship between the three parenting styles identified by Baumrind (1967) and the preschoolers' socialization towards their peers, their kind of play, and the manifestation of problem behaviors. The study used a descriptive method utilizing observation of the six subjects in the preschool level of UB VDTALC, the parenting style, and Dimension Questionnaire is a survey tool for the parents of the six subjects and the Key-informants interview among the teachers. It was found out that most of the subjects' parents use Authoritarian parenting styles and sometimes use Authoritative and Permissive parenting styles. Five out of six subjects exhibit more positive behavior to parents who most often use the Authoritative Parenting Style. Only one child exhibits negative behaviors to parents who most often use Authoritative Parenting Style but has the lowest overall composite mean in the Authoritative Parenting Style. This study will help parents and early childhood educators know what roles to take in terms of their parenting style.

**Keywords:** education, descriptive-qualitative, parenting styles, preschool socialization, Tagbilaran City, Philippines, Asia,

## INTRODUCTION

Children show different behaviors inside the classroom, and these are manifested in how they socialize with their peers, how they are during playtime, and how they handle stress. Children may have a different approach to managing each situation. The family has been perceived as a key means for socialization. However, it is only one of the several sources/agents (such as school, peers, the media, the legal system, the cultural belief system, etc.) that play a role in the process of socialization of children, Keskin (2006). During the formative years, all of the child's experiences form and shape a child's personality and nature. Over time, there has been a lot of evidence in the aspect of the social development of children. It is known that when a child, by the age of 6, hasn't acquired the basic socialization skills yet, the child has a bigger risk of social problems towards adulthood. Social and emotional development is important because it facilitates cognitive development. Getting along with others, following directions, and paying attention are some of the few skills that can help them get the most out of the classroom instructions. To acquire these skills, the children should have good social and emotional skills.

Socialization also includes play that imparts a significant role in children's development. A child's play serves various adaptive functions. It also contributes to several developmental areas: psychological, cognitive, mastery, social, communication, and cultural—children's abilities of play change through the course of development. According to Mildred Parten (1932), play for young children assumes many different forms. She focused on the social interaction between children during play activities. In her research with two to five-years-old, "participation in the most social types of groups occurs most frequently among the older children" (Darling, 1999). According to Anderson-McNamee and Bailey (1999), Play is critical to a child's development and acquisition of life skills. Play can enhance the development of social competence, creativity, imagination, and thinking skills. Parten explained that there are five types of play: Onlooker, Solitary, Parallel, Associative, and Cooperative Play.

Onlooker play is a type of play where the child observes a group of children playing, but he does not overtly enter into the play activity. The child spends the majority of his time observing the other children's activities. He often talks to the children he is observing, asks questions, or gives suggestions but does not overtly enter the play himself. This

type differs from the unoccupied m that the onlooker observes particular groups of children rather than anything that happens to be exciting. The child stands or sits within speaking distance of the group to see and hear everything that takes place.

Solitary play is usually called playing alone. The child plays alone and independently with toys that are not the same as those used by the children within speaking distance, and makes no attempt to approach other children. The child pursues his activity without reference to what others are doing.

Parallel play is when the child plays independently, but the activity he chooses naturally brings him among other children. He plays with toys that the children around him use, but he plays with the toy as he sees fit and does not try to influence or modify the children's activity near him. He prefers to play alongside the other kids rather than with them. There is no attempt to control the coming or going of children in the group.

Associative play is group play in which there is an overt recognition by the group members of their everyday activity, interests, and personal associations. The child plays with other children. The conversation concerns the common activity; there is borrowing and loaning of play material; following one another with trains or wagons; mild attempts to control which children may or may not play in the group. All the members engage in similar if not identical activity; there is no division of labor and no organization of the activity of several individuals around any material goal or product. The children do not subordinate their interests to that of the group; instead, each child acts as he wishes by his conversation with the other children; one can tell that his interest is primarily in his associations, not in his activity. Occasionally, two or three children are engaged in no activity of any duration but are merely doing whatever happens to draw the attention of any of them.

Cooperative play is the most highly organized group activity. It appears to incorporate elements of the division of labor, group censorship, the concentration of control in the hands of one or two members, and subordination of individual desire to the group. The child plays in a group organized to make some material product, strive to attain some competitive goal, dramatize adult and group life situations, or play formal games. There is a marked sense of belonging or of not belonging to the group. The group situation is controlled by one or two members who direct the activities of the others. The objective and the method for achieving it

necessitates a division of labor, the assignment of distinct roles to various group members, and the organization of activity so that those of another complement the efforts of one child.

Another factor to focus on is the child's classroom behavior and handling the stress that may cause problem behaviors. In early childhood, behavior problems are common, and though many children surpass them, others may have difficulty outgrowing them. Many studies have shown an increase in problem behavior in preschoolers. These problems include prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior, property destruction, self-injury, noncompliance, and withdrawal. Problem behaviors among preschoolers can be manifested in either externalizing or internalizing behavior. Problem behaviors are often multi-factorial and may be influenced by various factors; these include the child's developmental stage, temperament, coping and adaptive abilities of family, and the nature and the duration of stress. A preschool-aged child's behavior influences many factors, and parenting plays a significant role in how each child acquires such behaviors.

Psychologists like Freud and Erikson recognize the importance of the parents in the child's emotional, social and mental development. Parents are known as their children's first teachers and are responsible for laying their future in education. As primary caregivers, they find it challenging to figure out how to parent their children by letting them grow to be socially mature individuals. Parents play a vital role in a child's life. But when the parents are not aware of the kind of parenting, it could be that they can affect their child's development. Parenting is a complex activity that entails a variety of distinct behaviors that work in concert to influence a child's outcome. Blending two or more parenting styles is most often seen from different families because sometimes both parents have another way of parenting their child. And this has an impact on the child's life and development. Parenting styles consist of several elements that create the emotional climate in which parents communicate their attitudes and practices about child-rearing. The construct of parenting style is used to capture normal variations in parents' attempts to control and socialize their children (Baumrind, 1991). Parenting categorized parents based on two dimensions, responsiveness and demanding. The responsiveness and demanding create three different parenting styles: Authoritative style has high responsiveness and highly demanding. Authoritarian style has low responsiveness and high demanding, and finally, Permissive style is

labeled as high responsiveness and low demanding Baumrind (1967).

The questioning and debate about parenting factors' influence and effects on children have been around for years. A recent study by Mensah & Kuranchie (2013) stated that parents must be fully aware of the detrimental and beneficial effects of various parenting styles on their children's academic and non-academic progress. Parents should be educated on the importance of adopting the parenting style to promote their children's development. Androne, (2014) on the Notes on John Locke's views on education, John Locke said that children are born as blank slates, ready to absorb whatever is given to them; during the formative years, all of their experiences form and shape a child's personality and nature. Parents have significant influence over a young child's daily interactions and activities. However, parents and early childhood educators learn little about the influences of the parenting styles that might affect the child's socialization inside the classroom. Social and emotional development is vital because it facilitates cognitive development. Getting along with others, following directions, and paying attention are some of the few skills that can help them get the most out of the classroom instructions. Thus, it is important to view the implications parenting styles have on the social-emotional development of children.

According to developmental theorists like John Locke (1700s), through experiences and observations, the child can come up with ideas and develop in response to nurturing. A child not properly guided could become an irrational, cruel being because "the minds of children [are] as easily turned this or that way as water itself" Gianoutsos, (2006). Social child development theorists such as Ainsworth and Bowlby (1991) believed that early relationships with caregivers play a significant role in child development and influence social relationships throughout life. She added on her Pattern of Attachment that a primary caregiver provides a secure base from which an infant can explore confidently and will naturally return for comfort and protection, Ainsworth, Blehar, Waters, & Wall (2015)

Albert Bandura (1977) proposed that learning can also occur simply by observing the actions of others. He explained that learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their actions to inform them what to do. Through observation and modeling, most human behaviors learn like from observing others one forms an idea of how new behaviors are performed. On a later occasion, this coded information serves as a guide for action.

Bandura emphasized the indirect way moral learning occurs, namely through children's observations of other people's behavior in their social environment. This is referred to as modeling or observational learning. It means that the five-year-old will usually demonstrate the same behavior observed in someone else. Socially acceptable and unacceptable behavior is acquired from significant persons in the five-year-old's life (e.g., parents, family members, and teachers) Mcleod, S. (2016).

Diana Baumrind is widely considered the pioneer of introducing parental style and control – authoritarian, authoritative, and permissive. According to Cherry (2015), in the early 1960s, psychologist Diana Baumrind conducted a study on preschool children using parental interviews, naturalistic observation, and other research methods. As a result, Baumrind identified four imperative dimensions of parenting, including expectations of adulthood and control, communication styles, nurturance, and warmth and disciplinary strategies. Based on the dimensions mentioned above, Cherry (2015) and Baumrind (1966) suggest that most parents exhibit one of three mentioned parenting styles.

The authoritative parent tries to direct the child but rationally (Baumrind, 1991). Such a parent encourages give and take but shares the reasoning behind their rules. Both autonomous self-will and disciplined conformity are valued by these parents. They maintain strict control over certain points, but the child is not bound by restrictions (Baumrind, 1991). According to Gwen Dewar (2017) anthropologist and founder of the website Parenting Science, children who have authoritative parenting are independent, self-reliant, socially accepted, academically successful, and well-behaved. They also don't have any signs of depression and anxiety, use drugs, or manifest any delinquent behavior.

A study from Bornstein, & Bornstein, (2014) entitled Parenting Styles and Child Social Development, stated that to ensure the best possible outcome for children, parents must strike a balance between the maturity and discipline demands they place on their children in order to integrate them into the family and social system and the need to maintain an atmosphere of warmth, responsiveness, and support. He concluded that adopting a flexible and warm authoritative parenting style is frequently the most beneficial for a child's social, intellectual, moral, and emotional development.

With the set of standards of conduct, authoritarian parents make an effort to shape, manage, and assess the behavior and attitudes of

their children (Baumrind, 1991). This kind of parent penalizes children who express opposition to what they believe is good for their child. The authoritarian parents try to promote respect for authority, work and traditional structures, and preservation of order. It should be that the parent's words are accepted right in all aspects, and verbal give and take are not encouraged. To characterize authoritarian parents, they are highly demanding and unresponsive; they display high order of behaviors, restrictions, and rejections of children Turner, Chandler, and Heffer (2009).

The permissive parents, few demands are made. This kind of parent does not enforce discipline but positively accepts their child's desires and actions. They also do not act as the active agent responsible for their child's behavior. The permissive parents do not control their child's activities nor encourage them to obey external standards. They believe that it is the right of the child to live freely without any authority; they consider punishment has a negative effect and futile means of controlling behavior. They feel that the cause of rebelliousness in children is the close supervision and high demands of parental authority (Baumrind, 1991). According to parents who advocate for the permissive parenting style, firm parental control produces dependent and passive children. They view themselves as warm and responsible but not demanding and have few expectations towards their child; they also do not set rules and regulations for their child's behavior (Turner et al., 2009).

The study's main objective is to identify whether parenting styles are predictors of the child's behavior inside the classroom, their kind of play, and their manifested behavior. This study also sought to determine the parenting style used by the parents of the six subjects.

## **METHODOLOGY**

The study made use of a descriptive method utilizing the observation, distributing a survey tool to parents of preschoolers, and interviews of teachers of the subjects. The researcher used a 32 item Parenting Styles and Dimension Questionnaire (PSDQ). The PSDQ was developed to allow responses of parents concerning their parenting styles. It is also used to obtain an overall indication of the parents' parenting styles of the subjects. The researcher used a PSD-Questionnaire by Robinson, Mandleco, Olsen, and Hart (2001). The three main typologies differentiated by the PSDQ are the authoritarian, authoritative, and permissive parenting styles.

The frequency, percentages and mean were used in the questionnaire tool in identifying the parenting style. The parents of the subjects are given options of choice such as 1 – Never, 2 – Sometimes, 3 – Often, 4 – More often. Data gathered from the questionnaire revealed parenting styles used by the parents of the subjects. Facts not taken from the main instrument were collected through observation of the six subjects and the informal interview of the subject teachers

The descriptive questionnaire was administered among the parents of the subject involved in the study. The researcher sought the consent of the principal of UB VDTALC for the conduct of the study. The subjects' parents are also asked to include their children as the subjects of this study. The ethical consideration of research will be taken with the utmost regard; the researcher observed complete anonymity. The concept of "do-no-harm" should be the primary concern of the conduct of the study. The subjects' behavior as they interact with their teachers and peers during supervised playtime and class hours will be recorded by the researcher using a positive behavior checklist and problem behavior checklist and the interview with the subject teachers. Key-Informant-Interviews are conducted among three (3) subject teachers in line with the socialization of the subjects in class and during supervised playtime.

This study began with the planning and preparation, to include research works in the library and surfing of related information on the internet. The parenting styles of parents and the subjects' profile and classroom behavior serve as sources for the theoretical inputs. The self-constructed interview with the subject teachers is also a major process to consider.

After the observation, the researcher surveyed the agreed parents to identify their parenting style and the informal interview for the subject teachers to support the study. There are 15 Kindergarten 2 pupils in a class at University of Bohol Victoriano D. Tirol Advanced Learning Center in Tagbilaran City, Bohol. Among all of the fifteen pupils, six of them were selected as the subjects. Results were arranged, tabulated, and analyze from which findings and conclusions were inferred.

## **RESULTS AND DISCUSSION**

Table 1 shows the Parenting Style used by the parents of the subjects. There are three parenting styles used in this study and their sub-factors or dimensions. The first column shows the different parenting style use

with its sub-factors. Authoritative Parenting Styles are divided into three sub-factors. The first sub-factor is the Connection Dimension. In this sub-factor the item “I have warm and intimate times together with my child” has a weight mean of 4. It means that the parents most often use this kind of parenting style. It was also shown that the parents rated the lowest item “I compliment my child” having a weight mean of 3.50 which means that the parents often use this kind of parenting style.

Table 1. Parenting Style Used by Parents

|                                                                                                                                   | 4 | 3 | 2 | 1 | WM   | DV | R   |
|-----------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|------|----|-----|
| <b>AUTHORITATIVE</b>                                                                                                              |   |   |   |   |      |    |     |
| <b>Subfactor 1 – Connection Dimension (Warmth &amp; Support)</b>                                                                  |   |   |   |   |      |    |     |
| 1. I am responsive to my child's feelings and needs                                                                               | 5 | 1 | 0 | 0 | 3.83 | MO | 2.5 |
| 2. I encourage my child to talk about his/her feelings and problems:                                                              | 4 | 2 | 0 | 0 | 3.67 | MO | 3   |
| 3. I provide comfort and understanding when my child is upset:                                                                    | 5 | 1 | 0 | 0 | 3.83 | MO | 2.5 |
| 4. I have warm and intimate times together with my child                                                                          | 6 | 0 | 0 | 0 | 4.00 | MO | 1   |
| 5. I compliment my child                                                                                                          | 3 | 3 | 0 | 0 | 3.50 | MO | 4   |
| <b>COMPOSITE MEAN</b>                                                                                                             |   |   |   |   | 3.77 | MO |     |
| <b>Subfactor 2 – Regulation Dimension (Reasoning/Induction)</b>                                                                   |   |   |   |   |      |    |     |
| 1. I explain to my child how I feel about his/her good/bad behaviour:                                                             | 6 | 0 | 0 | 0 | 4.00 | MO | 1   |
| 2. Help child to understand the impact of behaviour by encouraging children to talk about the consequences of his/her own actions | 4 | 2 | 0 | 0 | 3.67 | MO | 2.5 |
| 3. I provide my child reasons for the expectations I have for him/her                                                             | 4 | 2 | 0 | 0 | 3.67 | MO | 2.5 |
| 4. Emphasizes the reason for rules                                                                                                | 1 | 5 | 0 | 0 | 3.17 | O  | 4   |
| 5. I explain the reasons behind my expectations:                                                                                  | 4 | 2 | 0 | 0 | 3.67 | MO | 2.5 |
| <b>COMPOSITE MEAN</b>                                                                                                             |   |   |   |   | 3.64 | MO |     |
| <b>Subfactor 3 - Autonomy Granting Dimension (Democratic Participation)</b>                                                       |   |   |   |   |      |    |     |

|                                                                                                           |   |   |   |   |      |    |     |
|-----------------------------------------------------------------------------------------------------------|---|---|---|---|------|----|-----|
| 1. I respect my child's opinion and encourage him/her to express them                                     | 3 | 3 | 0 | 0 | 3.50 | MO | 2.5 |
| 2. I encourage my child to freely "speak his/her mind", even if he/she disagrees with me:                 | 4 | 2 | 0 | 0 | 3.67 | MO | 1   |
| 3. I treat my child as an equal member of the family                                                      | 2 | 2 | 2 | 0 | 3.00 | O  | 4.5 |
| 4. I take my child's wishes into consideration before I ask him/her to do something:                      | 2 | 2 | 2 | 0 | 3.00 | O  | 4.5 |
| 5. I consider my child's preferences when I make plans for the family (e.g., 4weekends away and holidays) | 4 | 1 | 1 | 0 | 3.50 | MO | 2.5 |
| COMPOSITE MEAN                                                                                            |   |   |   |   | 3.33 | MO |     |
| OVERALL COMPOSITE MEAN OF AUTHORITATIVE                                                                   |   |   |   |   | 3.58 | MO |     |
| AUTHORITARIAN                                                                                             |   |   |   |   |      |    |     |
| Subfactor 1 - Physical Coercion Dimension                                                                 |   |   |   |   |      |    |     |
| 1. I use physical punishment as a way of disciplining my child                                            | 0 | 2 | 2 | 2 | 2.00 | S  | 2.5 |
| 2. I spank my child when I don't like what he/she does or says:                                           | 0 | 2 | 2 | 2 | 2.00 | S  | 2.5 |
| 3. I slap my child when my child is disobedient.                                                          | 0 | 0 | 0 | 6 | 1.00 | N  | 4   |
| 4. Grabs child when being disobedient.                                                                    | 1 | 1 | 4 | 0 | 2.50 | O  | 1   |
| COMPOSITE MEAN                                                                                            |   |   |   |   | 1.88 | S  |     |
| Subfactor 2 - Verbal Hostility Dimension                                                                  |   |   |   |   |      |    |     |
| 1. I explode in anger towards my child:                                                                   | 0 | 0 | 5 | 1 | 1.83 | S  | 1.5 |
| 2. I yell when I disapprove of my child's behaviour:                                                      | 0 | 0 | 6 | 0 | 2.00 | S  | 3.5 |
| 3. I use criticism to make my child improve his/her behaviour:                                            | 0 | 1 | 4 | 1 | 2.00 | S  | 3.5 |
| 4. I openly criticise my child when his/her behaviour does not meet my expectations:                      | 0 | 1 | 3 | 2 | 1.83 | S  | 1.5 |
| COMPOSITE MEAN                                                                                            |   |   |   |   | 1.92 | S  |     |
| Subfactor 3 - Non-Reasoning/Punitive Dimension                                                            |   |   |   |   |      |    |     |
| 1. I punish my child by taking privileges away from him/her (e.g., TV, games, visiting friends):          | 0 | 3 | 3 | 0 | 2.50 | O  | 1   |

|                                                                                                                                                   |   |   |   |   |      |   |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|------|---|-----|
| 2. I use threats as a form of punishment with little or no justification                                                                          | 0 | 1 | 3 | 2 | 1.83 | S | 4   |
| 3. I punish my child by putting my child off somewhere alone with little if any explanation                                                       | 0 | 0 | 6 | 0 | 2.00 | S | 2.5 |
| 4. When my child asks me why he/she has to do something I tell him/her it is because I said so, I am your parent, or because that is what I want: | 0 | 1 | 4 | 1 | 2.00 | S | 2.5 |
| COMPOSITE MEAN                                                                                                                                    |   |   |   |   | 2.08 | S |     |
| OVERALL COMPOSITE MEAN OF AUTHORITATIVE                                                                                                           |   |   |   |   | 1.96 | S |     |
| PERMISSIVE                                                                                                                                        |   |   |   |   |      |   |     |
| Subfactor 1 - Indulgent Dimension                                                                                                                 |   |   |   |   |      |   |     |
| 1. I find it difficult to discipline my child:                                                                                                    | 1 | 1 | 3 | 1 | 2.33 | S | 4   |
| 2. I give into my child when he/she causes a commotion about something:                                                                           | 1 | 2 | 2 | 1 | 2.5  | O | 1.5 |
| 3. I spoil my child:                                                                                                                              | 0 | 1 | 2 | 3 | 1.67 | N | 5   |
| 4. States punishment to child and does not actually do them                                                                                       | 0 | 3 | 3 | 0 | 2.5  | O | 1.5 |
| 5. Threatens child with punishment more often than actually giving it                                                                             | 0 | 3 | 3 | 0 | 2.5  | O | 1.5 |
| COMPOSITE MEAN                                                                                                                                    |   |   |   |   | 2.3  | S |     |

**Legend: 1 – 1.74 Never, 1.75 – 2.49 Sometimes , 2.50 – 3.24 Often and 3.25 –4 Most often**

In the sub-factor 2 Regulation Dimension under Authoritative Parenting Style, the parents of the subjects were able to get a mean weight of 4 in the item “I explain to my child how I feel about his/her good/bad behaviours. This tells us that the parents most often use this parenting style. The parents also were able to get a weight mean of 3.17 in the item “I emphasize the reason for rules”. In which the parents often use this kind of parenting style.

In the sub-factor 3 Autonomy Granting Dimension under Authoritative Parenting Style, the parents got a mean weight of 3.67 in the item “I encourage my child to freely speak his/her mind, even if he/she disagrees with me”. In both items “I treat my child as an equal member of the family”

and “I take my child’s wishes into consideration before I ask him/her what to do something” the parents were able to get a weight mean of 3.

Table 1 also shows the Authoritarian Parenting Style that is composed of three sub-factors. In the Physical Coercion Dimension, the parents received a weight mean of 2.5 in the item “Grabs child when being disobedient” with a DV of often. The parents were able to get a weight mean of 1 in the item “I slap my child when my child is disobedient”.

Under Verbal Hostility Dimension, the parents were able to get a weight mean of 2 in both items “I yell when I disapprove of my child’s behaviour” and “I use criticism to make my child improve his/her behavior.” The parents also obtained a weight mean of 1.83 in the items “I explode in anger towards my child” and “I openly criticise my child when his/her behaviour does not meet my expectations.”

Permissive Parenting Style shows 1 sub-factor in the name of Indulgent Dimension. In this parenting style, the parents were able to obtain the weight mean of 2.50 in the three items “Threatens child with punishment more often than the other”, “States punishment to child and does not actually do them” and “I give into my child when he/she causes commotion about something”. In which it define that the parents often use this parenting style. The parents were able to get a mean weight of 1.67 with the item “I spoil my child.”

The table 1 also shows the highest composite mean obtained among all dimensions. With a score of 3.77, the Connection Dimension is most often used by the parents of the six subjects. It also shows the lowest composite mean obtained by the parents is under the Physical Coercion Dimension. The parents were able to get a score of 1.88 which means that the parents sometimes use physical coercion.

The overall composite mean shows what kind of parenting style were most often used by the parents of the six subjects. The result signifies that the parents most often use Authoritarian parenting style with a composite mean of 3.63. It also signifies that the parents sometimes use both Authoritative and Permissive Parenting Style with an overall composite mean of 1.97 under Authoritative Parenting style and 2.3 in Permissive parenting style.

Table 2. Overall Parenting Styles used by the Parents of the Subjects

|                | AUTHORITATIVE | DV        | AUTHORITARIAN | DV       | PERMISSIVE  | DV       |
|----------------|---------------|-----------|---------------|----------|-------------|----------|
| <b>CHILD A</b> | <b>3.87</b>   | <b>MO</b> | <b>1.92</b>   | <b>S</b> | <b>2.40</b> | <b>S</b> |
| <b>CHILD B</b> | <b>3.27</b>   | <b>MO</b> | <b>1.92</b>   | <b>S</b> | <b>1.60</b> | <b>N</b> |
| <b>CHILD C</b> | <b>3.80</b>   | <b>MO</b> | <b>2.17</b>   | <b>S</b> | <b>2.20</b> | <b>S</b> |
| <b>CHILD D</b> | <b>3.47</b>   | <b>MO</b> | <b>2.67</b>   | <b>O</b> | <b>2.80</b> | <b>O</b> |
| <b>CHILD E</b> | <b>3.87</b>   | <b>MO</b> | <b>1.75</b>   | <b>S</b> | <b>2.00</b> | <b>S</b> |
| <b>CHILD F</b> | <b>3.53</b>   | <b>MO</b> | <b>1.42</b>   | <b>N</b> | <b>2.80</b> | <b>O</b> |

*Legend: 1 – 1.74 Never, 1.75 – 2.49 Sometimes, 2.50 – 3.24 Often and 3.25 – 4 Most often*

Table 2 shows the overall parenting style used by the parents of the subjects. Majority of the parents used Authoritative parenting style; five out of six parents used authoritarian parenting style and five out of six parents used permissive parenting style in which parents of child A, C and E were able to get a descriptive value of MO under Authoritative parenting style. It means that the parents of the three subjects most often use the Authoritative Parenting Style. The table also reflects that the parents of child A, C and E sometimes use both Authoritarian and Permissive Parenting Style.

Parents of child B most often use Authoritative Parenting Style. They sometimes use Authoritarian Parenting Style and never use Permissive Parenting Style.

Parents of child D most often use the Authoritative parenting style. The parents also often use both Permissive and Authoritarian Parenting Styles.

Parents of child F most often use an Authoritative parenting style. Just like the parents of child D, parents of child F often use a Permissive parenting style. However, they differ on their Authoritarian parenting style in which the parents of child F never use this kind of parenting style.

Table 3. Summary of the Subjects' Positive Classroom Behaviour

| Positive Behaviours | NO    | NR     | LR     | MR     | VR     |
|---------------------|-------|--------|--------|--------|--------|
| CHILD A             | 4.67% | 2.17%  | 7%     | 24.5%  | 60.67% |
| CHILD B             | 9.67% | 33.33% | 27.33% | 16.67% | 13%    |
| CHILD C             | 9.33% | 0.67%  | 3.83%  | 18.33% | 67.67% |
| CHILD D             | 2%    | 10%    | 19.33% | 26.17% | 42.5%  |
| CHILD E             | 5.5%  | 3.5%   | 5.5%   | 27.5%  | 58%    |
| CHILD F             | 18%   | 10.67% | 13.17% | 17.83% | 40.5%  |

Legend: **NO** – no occurrence of behavior

**NR** – there was an occurrence, but the child did not respond

**LR** – the child is less responsive to the behavior

**MR** – the child is moderately responsive to the behavior

**VR** – the child is very responsive to the behavior

Table 3 shows the summary of the positive behaviors of the subjects in the classroom. It shows that child C and A has the highest percentage for being very responsive to positive behaviors, followed by child E, who is 58% very responsive to the positive behavior. Child D and F have a similar percentage of positive behaviors, at around 40%. Child B got the lowest percentage in terms of positive behaviors inside the classroom.

Table 4 shows the summary of problem behaviors of the subjects inside the classroom. It shows that child A and C got the lowest percentage in initiating problem behaviors, followed by child E who 7.78% always initiate problem behaviors. Child D and F also came close to the highest percentage of 11% - 15% who always initiated problem behaviors. Child B got the highest percentage of 28% who always initiates problem behavior.

Table 4. Summary of the Subjects' Problem Classroom Behaviour

| Problem Behaviours | NI     | LI     | SI     | MI     | AI     |
|--------------------|--------|--------|--------|--------|--------|
| CHILD A            | 67.11% | 13.11% | 8.44%  | 8.22%  | 3.11%  |
| CHILD B            | 22.67% | 2.89%  | 12.4%  | 34%    | 28%    |
| CHILD C            | 66%    | 17.11% | 10.44% | 5.33%  | 1.11%  |
| CHILD D            | 44.67% | 12%    | 11.78% | 16.22% | 15.33% |
| CHILD E            | 61.78% | 14.67% | 6.89%  | 8.89%  | 7.78%  |
| CHILD F            | 54%    | 18.22% | 6.22%  | 10.44% | 11.11% |

**Legend:** **NI** – not initiated  
**LI** – less initiated  
**SI** – slightly initiated  
**MI** – moderately initiated  
**AI** – always initiated

Table 5 shows that child A most often uses cooperative play. The child enjoys playing in a group. Inside the classroom, the children most often use tag as their group game and hide and seek. Sometimes the child also uses associative and onlooker play. This play happens every after-activity time wherein Child A looks at her classmates on what they are doing and imitates what they're doing. After a few minutes of onlooker play, the child will associate and merge their games with her classmates. The child enjoys talking and laughing at each other. The child also does not use unoccupied play, solitary and parallel play.

**Table 5. Summary of the Kinds of Play Used by the Subjects**

| KINDS OF PLAY    | A    | DV | B    | DV | C    | DV | D    | DV | E    | DV | F    | DV |
|------------------|------|----|------|----|------|----|------|----|------|----|------|----|
| Unoccupied play  | 1    | N  | 1    | N  | 1    | N  | 1    | N  | 1    | N  | 1    | N  |
| Solitary play    | 1    | N  | 3.33 | MO | 1.33 | N  | 1.2  | N  | 1.27 | N  | 1    | N  |
| Onlooker Play    | 2.53 | O  | 2.93 | O  | 2.73 | O  | 1.55 | N  | 2.53 | O  | 3.67 | MO |
| Parallel play    | 1.33 | N  | 2.4  | S  | 3.27 | MO | 2.86 | O  | 3.13 | O  | 3.4  | MO |
| Associative play | 2.93 | O  | 1.73 | N  | 3.47 | MO | 3.6  | MO | 3.47 | MO | 1.53 | N  |
| Cooperative play | 3.4  | MO | 1.33 | N  | 3.93 | MO | 4    | MO | 3.67 | MO | 1.73 | N  |

**Legend:** **1 – 1.74** Never, **1.75 – 2.49** Sometimes, **2.50 – 3.24** Often and **3.25 – 4** Most often

Child B most often uses Solitary play. The researcher has observed that the child plays best when she is on her own. She does not enjoy playing with others. And if there are instances that she does, somehow the play would end in a fight, or she gets into trouble. Also, she often uses onlooker play, she seems interested in the play that her seatmate is doing, but she does not care to join. She would only watch the play. Like child

B after a few minutes of watching her classmates, she would then imitate how she would do the same thing, but this time she is now more focused on her play than on her classmates' play. It was also observed that the child has never used unoccupied, associative, and cooperative play.

Child B appears to be a playful child. Child B most often uses parallel, associative and cooperative play. The researcher observed that every day she plays with her classmates. She seems to enjoy playing a lot. She can join groups or play on her own without any struggle. Child C appears to have a good relationship with her classmates through the games and play they do. Child C also often uses onlooker play, but this usually happens when playtime is done on their seats or their table. Child C never uses unoccupied play and solitary play.

Child D most often uses cooperative play and associative play. As mentioned on the behavior pattern of child D, he usually initiates and starts the game because he appears to be the leader of the room. The researcher observed that child D would be the one to lay down the rules and objectives of the game. One time, the child asked his other classmates to play a game; he told them that the first to laugh after one person is making funny faces would be the loser of the game. The child also appears to be playful and more friendly than any of the class. He never uses unoccupied; solitary and onlookers play. It was also observed that he quickly gets bored when he is playing on his own.

Child E most often uses Cooperative and Associative play. It has been observed that just like child D, child E enjoys playing with his classmates; the only difference between child D to child E is that child E most often is a follower in the group. Child E has trouble making his own rules of the game or even starts a game. He enjoys imitating what his other classmates are doing. Even though child E only follows what others are doing, he can also have a good time playing on his own through parallel playing. Playing clay is his common parallel play. Wherein he would get the same clay but does not seem to engage interactively with his classmates. Child E never uses unoccupied, solitary, and onlooker play.

Child F most often uses are onlooker and parallel play. It has been observed that child F has difficulty joining a play. As discussed on child F's behavior pattern, the child appears to be shy. He lacks self-confidence and sometimes does not interact with his classmates. In the 15 days of observation, the researcher has not seen child F running around the room and playing with his classmates. He can only join the play when the teacher

would ask him to. But he shows no emotion at all when playing in groups. He would just finish the goal of the game because the teacher told him so. He never uses unoccupied, solitary, associative, and cooperative play.

**Key Informants Interview.** The subject teachers viewed Child A as a responsible child inside the classroom. She also shows a positive relationship with others. She has a warm and bubbly personality. She is viewed as a child that has a happy disposition. During their supervised time, there were no instances that Child A showed problem behavior. However, the subject teachers noticed that Child A cries very easily and expresses complaints, especially when the class is noisy.

The subject teachers viewed Child B, who loves to share stories and have a wide imagination. As shared by the key informants, Child B has problem behaviors like biting, hitting, spitting, and picks a fight with her classmates. Child B does not participate in their class activities. Moreover, Child B has a poor relationship with her classmates; it was also observed that most of her classmates do not like to play with her.

The subject teachers viewed Child C as a responsible child that follows and listens well to class instruction. She has no problem finishing the task at hand. Child C seldom shows problem behavior like teasing, pinching, or picking a fight with her classmates but quickly patches things.

The subject teachers viewed Child D as a happy and playful child. He loves to participate in performance tasks and board activities. However, it takes him time to finish written activities and sometimes seeks attention from others. He loves to play with his classmates, but sometimes he tends to argue with his classmates, especially when he is frustrated.

The subject teachers viewed Child E as an energetic child and are always in a good mood. He does not manifest any major problem behavior since most of his classmates liked him a lot. He loves to entertain the teachers and his classmates.

The subject teachers viewed Child F as a quiet child. However, it was observed that the child seldom daydreams during class hours. It is observed from the key informants that Child F rarely interacts with his classmates. He is a passive child and does not try to make conversations with his classmates.

Table 6 shows the summary of the Parenting Styles of the parents of the subjects and the subjects' social behavior. The table reveals that Child A is more responsive to positive behaviors than initiating problem behavior with parents who most often use the Authoritative parenting style

and sometimes use both Authoritarian and Permissive parenting styles. Child A most often uses cooperative play. The child enjoys playing in a group. The key informants also affirm the behavior of Child A.

Table 6. Summary of Parenting Styles and Social Behaviors of the Subjects

| Child | Parenting Style                                                                                        | Social Behaviour          |                            |
|-------|--------------------------------------------------------------------------------------------------------|---------------------------|----------------------------|
|       |                                                                                                        | Positive Behavior         | Problem Behavior           |
| A     | Most often use Authoritative<br>Sometimes use both<br>Authoritarian and Permissive<br>Parenting Style  | 60.67%<br>very responsive | 3.11%<br>always initiated  |
| B     | Most often use Authoritative<br>Sometimes use Authoritarian<br>Never use<br>Permissive Parenting Style | 13%<br>very responsive    | 28%<br>always initiated    |
| C     | Most often use Authoritative<br>Sometimes use both<br>Authoritarian and Permissive<br>Parenting Style  | 67.67%<br>very responsive | 1.11%<br>always initiated  |
| D     | Most often use Authoritative<br>Often use both Authoritarian<br>and Permissive Parenting Style         | 42.5%<br>very responsive  | 15.33%<br>always initiated |
| E     | Most often use Authoritative<br>Sometimes use both<br>Authoritarian and Permissive<br>Parenting Style  | 58%<br>very responsive    | 7.78%<br>always initiated  |
| F     | Most often use Authoritative<br>Often use Authoritarian<br>Never use Permissive<br>Parenting Style     | 40.5%<br>very responsive  | 11.11%<br>always initiated |

That Child B is always initiated to problem behavior and is less responsive to positive behavior with parents who use Authoritative Parenting style most often, sometimes use Authoritarian Parenting style and have never used Permissive parenting style. Child B most often uses Solitary play. The child plays best when she is on her own. She does not enjoy playing with others. The key informants also affirm the behavior of child B.

That Child C is much more responsive to the positive behavior than the problem behaviors initiated with parents who most often use Authoritative Parenting Style and sometimes use both Authoritarian and Permissive

parenting styles. Child C appears to be a playful child; he most often uses parallel, associative and cooperative play. The behavior manifested by child C is also affirmed by the key informants.

That Child D appears to be disobedient in class but shows more positive behaviors than initiating problem behavior with parents who most often use the authoritative parenting style and often use Authoritarian and Permissive parenting styles. Child D most often uses cooperative play and associative play and often uses parallel play. The behavior manifested by child C is also affirmed by the key informants.

That Child E is more responsive to positive behavior rather than initiating problem behaviors with parents who most often use Authoritative parenting styles and sometimes use both Permissive and Authoritarian parenting styles. Child E most often uses Cooperative and Associative play. However, Child E exhibits being a follower in the group. The key informants affirm behaviors manifested inside the classroom.

That Child F is more responsive of positive behaviors than initiating problem behaviors with parents who most often use Authoritative parenting, often use Permissive parenting style but never used the Authoritarian parenting style. However, the child struggles in socializing with others. He appears aloof most of the time. Child F most often uses onlooker and parallel play. Child F has difficulty joining a play. The behavior manifested by child E is also in compliment with the interview answers of the key informants.

## **CONCLUSION**

Most of the subjects' parents use Authoritarian parenting styles and sometimes use authoritative and Permissive parenting styles. The parents most often use a parenting style that shows warm and intimate times with their child and explains how they feel about their child's good or bad behavior. The majority of the subjects' parents never used slapping as one of their ways of disciplining and have never spoiled their child.

Child A, C, D, E, and F exhibits more positive behavior than the problem behavior. The same result also reflects on their respective parents, who most often use the Authoritative Parenting Style. This result agrees with the study of Bornstein, Bornstein, (2014), stated, "In many situations, adoption of a flexible and warm authoritative parenting style is most beneficial for a child's social, intellectual, moral and emotional growth."

However, the behavior of child B indicates that the child always initiates problem behaviors than being very responsive to positive behaviors inside the classroom, given that the parents most often use the Authoritative Parenting Style. But it should also be considered that the parents of child B have the lowest overall composite mean in the Authoritative Parenting Style. The reason by which is stated in the study of (Baumrind, 1991; Darling & Steinberg,1993) “it has been suggested that it is the combination of parenting characteristics, in particular, that is influential in child development.”

The authoritative parenting style is always present as employed by their parents towards the subject. The highest percentage of positive behavior goes to children with parents who use the highest degree of authoritative parenting style with a balance of permissive and authoritarian parenting style. The lowest percentage of positive behavior goes to children who have parents that use the highest degree of authoritative parenting style while sometimes using the authoritarian parenting style and never uses the permissive parenting style. The percentage of problem behavior is consistent with the result of the positive behavior. Those who got the highest ranking in positive behavior got the lowest percentage of problem behavior.

The parents who used the authoritative parenting style and most often used both authoritarian and permissive parenting styles have a child who manifests cooperative, associative, and parallel play. The parents who used the authoritative parenting style more often and sometimes used the authoritarian parenting style have a child who manifests solitary play. The parent who used the authoritative parenting style more often and sometimes used permissive parenting style has a child who displays onlooker and parallel play. The parenting styles can be a correlate of the child's socialization during their formative years.

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