



CHILD PARENTING IN KINDERGARTEN: A CASE STUDY

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Abstract : The study assessed the child parenting in Kindergarten in Manaoag District I and II, Pangasinan Division II during the school year 2023-2024. It employed descriptive method of research and questionnaire in dealing with its research problems. It used frequencies, percentages and average weighted mean to answer its research problems. The study found out that most of the parents are younger in age, with minimal number of children, and Roman Catholic, did not finish their studies up to college, no permanent occupation, contractual in their works, and have an average joint monthly family income. Kindergarten learners' parents "often" exercise child's development program such as personal development, social and emotional development, mental development, and spiritual development. There are problems met by the parents in terms of child parenting. The study recommended that the Kindergarten learners' parents should pursue their studies to meet the qualification standards in order to have a permanent job. Parents should always exercise child parenting in order to help their children develop their personal, social and emotional, mental, and moral and spiritual living. They should spend more time with their children in order for their children feel their love and care. Parents should always talk or communicate to their children to develop harmonious relationship.

Keywords: case study, parenting

INTRODUCTION

Children's healthy social-emotional, cognitive, and physical development is optimized when parenting is supportive and sensitive to their individual needs. Unfortunately, difficulties in functioning and stressful circumstances for the family can lead to distress in the parenting role that has pernicious short and long term effects for parents and children. Chronic stress can set the stage for harsh reactive parenting and interfere with parents' abilities to respond in constructive ways to their children's ever-changing competencies and limitations.

The family functions within a set of broader contexts, including the community, culture, nation, and point in history. Parents and children venture every day outside of the home and are in contact with numerous individuals and institutions such as extended family members, schools and places of employment. Current perspectives on parenting stress and children's development require theoretical orientations that are open to these various sources of influence, and that derive testable hypotheses regarding connections between the family and others outside of the family. These perspectives also must be attuned to the often acknowledged but rarely tested issue of the generalizability of our empirical models of parenting and child development.

Nothing can prepare you for being a parent. It tests your stamina, your nerves, your emotions and at times even your sanity. You start out fretting over how to change a diaper or bathe the baby without drowning it, and before long you discover that that's the least of your challenges. And just when you think you've got one phase of childhood cracked, they grow a bit older and it's a whole new scenario. Toddling, school, boyfriends or girlfriends, driving lessons—it never stops. Luckily the rewards are huge—the fun, the hugs, and the closeness. Even the thanks eventually, if you're very lucky. And of course the pleasure of seeing them grow into the kind of person you can be proud of.

Along the way there's sure to be plenty of frustration, angst, bewilderment, and soul searching as you look for the right things to say and do that will set your child on the road to growing up into a happy, well-balanced adult. And that's what this book is about.

The path you're now treading is well worn—millions of people have been parents before you, and by trial and error some of them have worked a few things out that might just be useful to you now. I've been through the parenting cycle twice. I've had two families spread over a total of nearly 30 years. That means I've had the chance to make most of the classic mistakes several times. But it also means that, through my friends and my children's friends, I've had the chance to watch and observe other families in action and see how other parents behave. It's an endlessly fascinating study.

Child, Parent, and Parenting Variables

Many researchers have identified child, parent, and parent-child relationship factors that are related to the development of externalizing problems (Campbell et al., 2000). Child characteristics such as difficult temperament and negative emotionality (Owens & Shaw, 2003) and parent characteristics such as maternal depression, decreased social support, and single parent status (Campbell, 1995) have all been implicated. Various aspects of parenting, including harsh and permissive discipline (Arnold, O'Leary, Wolff, & Acker, 1993) have also been found to relate to negative child behavior. While all of these factors have been found to be associated with child behavior problems, few studies have examined whether or not they predict changes in behavior problems.

Numerous studies have shown that boys are at increased risk for behavior problems compared to girls (Spieker, Larson, Lewis, Keller, & Gilchrist, 1999). Unfortunately, this has led many researchers to focus almost exclusively on boys in their studies of externalizing behavior, making it difficult to determine whether findings regarding risk factors and behavioral trajectories apply equally to girls. While there are more boys than girls with behavior problems in elementary school and beyond, there are still a substantial number of girls who show consistently high levels of externalizing behavior and similar negative outcomes to boys (Schaeffer et al., 2006). Miller, Loeber, and Hipwell (2009) found that risk factors including harsh parenting and low parental warmth predicted behavior problems in girls, mirroring associations that have been found in earlier studies of young boys. The results from these studies underscore the importance of including girls in investigations of child behavior problems. Additional research is needed to replicate these findings and determine whether the relationships between various parenting and parent characteristics and changes in problem behavior differ for boys vs. Girls.

Discipline and its Relationship to Externalizing Behavior

Many researchers have found a link between particular discipline practices and behavioral problems in young children and adolescents. Overreactivity (i.e., harsh, coercive discipline) and laxness (otherwise referred to as permissive or inconsistent parenting) are two specific discipline styles that have frequently been associated with externalizing problems.

Social learning theory suggests that children learn to behave aggressively through their interactions with harsh, aggressive caregivers. Patterson (1982) emphasizes the role of "coercive cycles" in the development and maintenance of problem behavior. He proposes that harsh, inconsistent parenting and noncompliant, aggressive child behavior become mutually reinforcing over time, which serves to solidify a coercive interaction pattern between parent and child. Children caught in these cycles will not only show problem behavior in the home, but will likely exhibit forms of antisocial behavior in other contexts. While some studies with older children have found that ineffective discipline predicts changes in externalizing behavior over time, other studies examining much younger children (such as toddlers) have not. More research is needed to determine whether ineffective discipline is a predictor of changes in problem behavior, especially in preschool-aged children. In fact, very few empirical studies have specifically examined discipline and its relationship to changes in preschoolers' behavior problems.

Many studies have used a more general measure of parenting, rather than a specific, validated measure of overreactive and lax discipline, which this study employed. There is some evidence to suggest that the effects of discipline on child behavior problems differ depending on ethnicity. Deater-Deckard and Dodge (1997) found that mother's use of harsh discipline in kindergarten was associated with higher teacher reported externalizing behavior for Caucasian children in every year of the study (from kindergarten through 6th grade). By contrast, there were no significant associations between harsh discipline at age 5 and teacher-reported problem behavior at any grade for African American children.

Single Parent Status

Single parenthood is frequently associated with increased life stress, more chaotic home environments, fewer financial resources, and lower levels of social support (Weinraub & Wolf, 1983). These factors might directly affect child outcomes or may indirectly affect them through influences on parenting and discipline. Several researchers have found that children in single parent households are more likely to exhibit behavioral problems than those living in two parent families (Dodge et al., 1994; Duncan, BrooksGunn, & Klebanov, 1994). Although a number of researchers have included single parents in their studies of child externalizing behavior, none have examined whether single parent status is actually a predictor of changes in preschool behavior problems. Several researchers have found that the relationship between single parent status and child externalizing problems differs depending on ethnicity. While single parenthood has frequently been associated with child behavior problems in Caucasian families, the findings for African American families have been mixed. The current study included ethnicity as a moderator to see if different results emerged depending on the family's ethnic background.

Parental Depression and Child Behavior Problems

Several studies have indicated that parental depression places children at risk for a variety of social, emotional, and behavioral difficulties. In particular, parental depression has been found to be associated with insecure attachment, social skills deficits, and externalizing problems in childhood. While several researchers have found an association between maternal depression and child behavior problems, it is unclear whether parental depression causes problem behavior to develop or predicts changes in externalizing behavior over time. Depression may cause some parents to be more irritable and rejecting towards their children, or may lead children to act out more frequently in an effort to gain their parents' attention. Some researchers have found that the relationship between maternal depression and behavior problems is mediated by harsh, over reactive discipline or other aspects of parenting. More research is needed to determine whether parental depression is a specific predictor of continued behavior problems.

Parenting styles have been widely studied since the 1970s. A parenting style is similar to the emotional climate of parent-child interaction; this climate is inferred from how parents communicate, interact, discipline, support, monitor, and relate to their children. Within these key components, variations occur between parents; these specific variations of parenting behaviors are parenting practices whereas the underlying tone or theme across all such interactions is the parenting style (Darling & Steinberg, 1993). Schaefer (1965) was one of the first contributors in organizing and classifying parental behaviors. The ideas of strict and lax behavior control, approving and rejection behavior, and psychological control and autonomy were addressed by Schaefer (1965). Building on Schaefer's (1965) ideas, Baumrind (1968; 1971) furthered the organization of parenting behaviors by conceptualizing them as authoritative, authoritarian, and permissive parenting styles. Maccoby and Martin (1983) added to Baumrind's original ideas by developing a contingency table featuring warmth/responsiveness and control/demandingness. Each parenting style is then defined by the intersection of the two sets of variables, with parents either being rated high or low on each set of variables. Defining

these parenting styles helps researchers determine the differences and similarities in how the types of parents rear their children, leading to the discovery of similarities and differences in the outcomes for the children.

Statement of the Problem

This study sought to assess the exercise of child parenting by the parents of the Kindergarten learners in Manaoag District I and II during the School Year 2023-2024.

Specifically, it sought to answer the following sub-problems:

1. What is the profile of the Kindergarten parents in terms of the following:
 - 1.1. Demographic Characteristics
 - a. age;
 - b. number of children;
 - c. religion;
 - 1.2 Socio-Economic Characteristics
 - a. highest educational attainment;
 - b. occupation; and
 - c. monthly family income?
2. What is the profile of the exercise of child parenting by the parents of the Kindergarten learners relative to the child's development in terms of the following:
 - a. personal development;
 - b. social and emotional development;
 - c. mental development; and
 - d. spiritual and moral development?
3. What are the problems being met by the parents of the Kindergarten learners in their exercise of child parenting?
4. Based on the findings, what school-initiated child parenting training program for the parents of the Kindergarten learners can be proposed to address the needs identified?

METHODOLOGY

This chapter presents the research design, sources of data, instrumentation and data collection and tools for data analysis.

Research Design

The descriptive method of research with the use of the questionnaire served as the data gathering tool in this study. The rationale in the use of the descriptive method lies in the fact the main purpose of this research design is to assess the child parenting in Kindergarten learners.

The profile of the parents of the Kindergarten in terms of demographic characteristics such as age, number of children, and religion; the socio-economic characteristics such as highest educational attainment, occupation, and monthly family income; the profile of the exercise of child parenting by the parents of the Kindergarten learners relative to the child's development in terms of personal development, social development, mental development, and spiritual development; and the problems being met by the parents of the Kindergarten learners in the exercise of child parenting were determined.

Sources of Data

This study was conducted in Manaoag District I and II during the School Year 2023-2024. The respondents of this study were the 50 Kindergarten learners' parents.

Instrumentation and Data Collection

The data gathering instrument of the study was a questionnaire for the parents of Kindergarten learners'. The questionnaire focused on the profile of the parents of the Kindergarten learners' of Manaoag District I and II in terms of demographic characteristics such as age, civil status, number of children (if married) and religion; the socio-economic characteristics such as highest educational attainment, occupation, and monthly family income; the profile of the exercise of child parenting by the parents of the Kindergarten learners' relative to the child's development in terms of personal development, social development, mental development, and spiritual development; and the problems being met by the parents of the Kindergarten learners in the exercise of child parenting.

The researcher conducted library research and consulted past studies relevant to the present study to crystallize her own concept of the study.

The researcher-made questionnaire was presented to the members of the Reading Committee for initial evaluation. Then the instrument was submitted for final evaluation and validation by experts on questionnaire construction and content related to child parenting. A validation questionnaire was utilized in this regard. The product of this process was the questionnaire in its final form.

The approval and permission to conduct the study was obtained by the researcher from the Schools Division Superintendent of Pangasinan Division II.

The questionnaire was personally administered by the researcher to the parents to ensure fast and immediate response and 100% retrieval.

The data gathered were subjected to appropriate statistical treatment analysis and interpretation.

RESULTS AND DISCUSSION

This chapter deals in the presentation, analysis and interpretation of the data gathered relative to sub-problems in the study.

I. Profile of the Kindergarten Learners' Parents

The profile of the Kindergarten learners' parents in terms of demographic and socio-economic characteristics are presented in Tables 1-8.

A. Demographic Characteristics

Table 1. Demographic Characteristics of Kindergarten Learners' Parents in Terms of Age

Age	Frequency	Percentage
41-50 years old	5	10
31-40 years old	32	64
30 years old and below	13	26
Total	50	100

Table 1 below presents the profile of the Kindergarten learners' parents in terms of age. The age of the respondents were grouped into three.

Most of the parents are 31-40 years old with 32 or 64%. This finding suggests that the respondents belong to the middle age.

Table 2. Demographic Characteristics of Kindergarten Learners' Parents in Terms of Number of Children (N=50)

Number of Children	Frequency	Percentage
1-2 children	5	10
3-4 children	32	64
5 and above children	13	26
Total	50	100

It is shown in Table 2 that most the Kindergarten parents have 3-4 children with 32 or 64%. Only 5 or 10% of them have 1-2 child/ren while 13 or 26% have 5 and above children. The result shows that parents have minimal number of children because they consider their status in life where they don't have permanent job to support the needs of their children.

Table 3. Demographic Characteristics of Kindergarten Learners' Parents in Terms of Religion

Religion	Frequency	Percentage
Roman Catholic	42	84
Iglesias ni Kristo	5	10
Born Again Christian	3	6
Total	50	100

It is reflected in Table 3 that most of the respondents are Roman Catholic with 42 or 84%. Only 3 are Born Again Christian, and 5 or 10% are Iglesia ni Kristo. .

Table 4. Socio-Economic Characteristics of Kindergarten Learners' Parents in Terms of Father's Educational Attainment

Father's Educational Attainment	Frequency	Percentage
College Graduate	6	12
College Level	8	16
High School Graduate	17	34
High School Level	10	20
Elementary Graduate	7	14
Elementary Level	2	4
Total	50	100

The educational attainment of their fathers show that majority of them are high school graduates with 17 or 34% while 10 or 20% are high school level. Out of 50, there are 8 or 16% college level, 6 or 12% college graduates, 7 or 14% elementary graduates, and 2 or 4% elementary level.

Table 5. Socio-Economic Characteristics of Kindergarten Learners' Parents in Terms of Mother's Educational Attainment

Mother's Educational Attainment	Frequency	Percentage
College Graduate	7	14
College Level	6	12
High School Graduate	26	52
High School Level	8	16
Elementary Graduate	3	6
Total	50	100

Most of the respondents' mothers are high school graduates with 26 or 52% while 8 or 16 are high school level. It can also be noted that 7 or 14% college graduates, 6 or 12% college level, and 3 or 6% elementary graduates.

II. Profile of the Exercise of Child Parenting by the Parents of the Kindergarten Learners' Relative to Child's Development Program

Table 6. Personal Development

Indicators	WM	DE
1. Brings positive attitude in the child's way of thinking and living.	4.38	A
2. Prioritizes and making it a point to spend more time with your child.	4.13	O
3. Allows your child to express his own personality.	3.97	O
4. Encourages him to excel at what he's best at.	3.89	O
5. Establishes a healthy communication system with your child.	3.88	O
6. Improves communication skills of the child.	3.75	O
7. Sets a good example for your child has many benefits, and most of them are good for you as well.	3.75	O
8. Keeps realistic expectations from your child.	3.63	O
9. Listens to your child's concerns.	3.38	O
10. Boosts the self-confidence of the child.	3.13	S
AWM	3.79	O

Legend

Point Value	Limits	Descriptive Equivalent
5	4.21 - 5.00	Always (A)
4	3.41 - 4.20	Often (O)
3	2.61 - 3.40	Sometimes (S)
2	1.81 - 2.60	Almost Never (AN)
1	1.00 - 1.80	Never (N)

The exercise of child parenting by the parents of the Kindergarten learners relative to child's development program in terms of personal development is often exercise by them as revealed in the average weighted mean of 3.79.

The highest mean rating was given to bringing positive attitude in the child's way of thinking and living with 4.38 as always exercise by the parents. This shows that parents always teach their children positive attitude and values which they can use in every day life.

Table 7. Social and Emotional Development

Indicators	WM	DE
1. Encourages children to develop personal qualities, e.g. thoughtfulness, honesty and respect	4.22	A
2. Fosters a sense of community with common, inclusive values.	4.12	O
3. Encourages respect for people, living things, property and the environment.	3.75	O
4. Enables them to share views and opinions with others and work towards a consensus.	3.67	O
5. Helps pupils to resolve tensions and conflicts.	3.63	O
6. Provides opportunities for children to work in a variety of social groupings, within the class and sometimes across the school.	3.56	O
7. Develops the appreciation of others' rights and responsibilities.	3.54	O
8. Encourages children to think of others and understand the value of supporting charities	3.37	O
9. Listens to children and providing, through the School Council, a forum for decision making	3.34	O
10. Develops an understanding of the structures of society, e.g. the family, school, and local community	3.00	S
AWM	3.57	O

Legend

Point Value	Limits	Descriptive Equivalent
5	4.21 - 5.00	Always (A)
4	3.41 - 4.20	Often (O)
3	2.61 - 3.40	Sometimes (S)
2	1.81 - 2.60	Almost Never (AN)
1	1.00 - 1.80	Never (N)

In terms of social and emotional development of children, parents always encourage children to develop personal qualities, e.g. thoughtfulness, honesty and respect as shown in the weighted mean of 4.22. They also foster their children with the sense of community with common, inclusive values with 4.12.

Overall, the social and emotional development of children as exercise by the parents received an overall average weighted mean of 3.57 which is described as "often". The result shows that Grade I parents' child parenting is often exercise.

Recommendations

1. The Kindergarten parents should pursue their studies to meet the qualification standards in order to have a permanent job.
2. Kindergarten parents should always exercise child parenting in order to help their children develop their personal, social and emotional, mental, and moral and spiritual living.
3. Kindergarten parents should spend more time with their children in order for their children feel their love and care.
4. Parents should always talk or communicate to their children to develop harmonious relationship.

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