

PARENT'S BEHAVIOR AND KINDERGARTEN LEARNING DEVELOPMENT

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ABSTRACT

The purpose of this study was to determine if a Kindergarten learner's progress is influenced by their parents' behaviors, specifically in terms of love/warmth, care, encouragement, understanding, physical discipline, and psychological control. The research employed a descriptive-correlational analysis to examine the relationship between parents' behavior and Kindergarten learning development. The study was conducted at Batulawan Central Elementary School in Pikit, Cotabato, under the Ministry of Basic Higher and Technical Education. It surveyed all 104 Kindergarten parents at the school to assess their behavior as facilitators of learning. A set of survey questionnaires, adapted and modified from related literature, was used, with the instrument's reliability confirmed by a Cronbach Alpha score of 0.943. Permission to conduct the study was obtained from relevant authorities, and parents were informed about the study and asked to sign consent forms. Data collection was carried out with the assistance of a co-teacher, ensuring confidentiality. Quantitative data was analyzed using mean, percentage, multiple regressions, and correlation analysis to test the study's hypothesis. Results indicated that parents' behaviors in terms of care, encouragement, and understanding positively influence learners in the new normal education, where parents act as facilitators of learning at home. Conversely, behaviors involving physical punishment and psychological control did not significantly affect Kindergarten learning development. The study's findings highlight the importance of collaborative efforts among teachers, parents, and learners to ensure quality education, especially in the new normal of education.

Keyword : - Parent's behavior, Kindergarten, and Learning Development.

1. INTRODUCTION

The COVID-19 pandemic has touched almost every country and every person on the planet. This pandemic affects everyone's life in some way. Every individual's performance is being influenced. Parents are now the key learning facilitators for their children at home, which mandates them spending quality time with them to guide and facilitate their learning through the learning delivery modality they have chosen. Despite the COVID-19 pandemic, learning must continue. In the new normal system, parents will play a significant role. Learning will be moved to the students' homes, and parents will somewhat take on the role of teachers (Bendiyo, 2020).

Parenting style is a vital duty that has an impact on many aspects of a child's development. Parenting practices differ among nations and societies (Sanders, 2005). The house has been identified as an important variable in child development as a learning support (Arriero, 2006).

Parent engagement in the Philippines is ambiguous, according to (Nierva, 2009), because there is still a need to strengthen parent involvement methods, particularly those that promote parent's active involvement in their

children's learning at home and at school. At home, parents will act as teachers for their children. This is especially true today since face-to-face classes are not allowed amidst the Covid-19 pandemic.

Parents must face the reality and challenges of the changes that are occurring across the country. They require good instruction from their children's instructors on how to encourage learning at home. Teachers must also be prepared to offer technical aid to parents in carrying out their critical responsibility (Canonizado, 2021).

Parental involvement in their children's education has been linked to the academic readiness in children (Fan and Chen, 2001). Parents, on the other hand, have varying views about their engagement in their children's education and learning (Hammer et al., 2007). Some people believe that parents have a critical role in their children's education, while others believe that the school is the key facilitator and that parents play a small role (Hammer et al., 2007). These attitudes may be influenced by cultural norms, parental education, or parental comfort with imparting specific skills to their children. Because of their concern about their own abilities and previous unpleasant school experiences, some parents may be less involved in their children's education.

The school scenario is brought home by the COVID-19 pandemic. What happens at school is brought home in this scenario. Parents are given the opportunity to see and learn from teachers as they handle their children and train them to improve their abilities and skills. It is an eye-opening event for parents, as well as an understanding of what the teachers are truly doing with the students at school.

The purposed of this study was to see if a Kindergarten learner's learning progress is influenced by his or her parents' behaviors in terms of love/warmth, care, encouragement, understanding, physical discipline, and psychological control.

2. METHODOLOGY

The study used a descriptive-correlational analysis to examine the relationship between parents' behavior and Kindergarten learning development. It was conducted at Batulawan Central Elementary School, located in Pikit, Cotabato, under the Ministry of Basic Higher and Technical Education. The study surveyed all 104 Kindergarten parents at the school to assess their behavior as facilitators of learning. A set of survey questionnaires, adapted and modified from related literature, was used. The instrument's reliability was confirmed with a Cronbach Alpha score of 0.943. Permission was obtained from relevant authorities, and parents were informed about the study and asked to sign consent forms. Data was collected with the help of a co-teacher and kept confidential. Quantitative data was analyzed using mean, percentage, multiple regressions, and correlation analysis to test the study's hypothesis.

3. RESULTS AND DISCUSSION

Relationship of the Parents' Behavior and Kindergarten Learning Development

This section discussed the relationship between parents' behavior as learning facilitators and kindergarten learning development.

The correlation matrix shows the relationship between the parents' behavior as a facilitator of learning towards kindergarten learning development in Table 1. As indicated in the result, a significant relationship was observed between parents' behavior in terms of care and kindergarten learning development in terms of attention/concentration and reading skills. The result shows that parents' behavior in terms of care has a significant relationship towards Kindergarten learning development in terms of attention and concentration, having an $R^2 = 0.261$ and in reading skills, with an $R^2 = 0.233$. Therefore, the hypothesis of the study is rejected.

The findings imply that parents who are responsive to the feelings and needs of the child result in the holistic development of a child. It also means that early reading experiences with parents help youngsters prepare for the benefits of formal literacy training/teaching.

Fan and Chen (2001; Dearing et al. (2006) that parental engagement in their youngsters reading promotes positive school consequences. Furthermore, as youngsters become more pronounce and constant, their attention/concentration spans lengthen.

As indicated in the result, a significant degree of relationship is observed between parents' behavior in terms of encouragement and kindergarten learning development in terms of attention/concentration, reading skills, and writing skills development.

The results reflect the parents' behavior in terms of encouragement has a significant relationship towards Kindergarten learning development in terms of attention/concentration having $R^2=0.331$, in Reading skills with $R^2=0.309$ and in terms of writing with $R^2=0.237$. Therefore, the hypothesis of the study is rejected.

The outcome implies that parents understand how to provide appropriate parental encouragement for their child's academic excellence. Parental encouragement has a significant relationship towards the attention and concentration of a child. The child needs to be encouraged by the parents to get their attention and concentration, especially in answering modules or doing an activity. Parental encouragement is also significantly related to the progression of the reading ability of the child. Parents must take responsibility to encourage their child to love reading by providing books or materials that will enhance their interest in reading. It also implies that parents encourage their children to learn how to write. Children at this stage need the guidance and encouragement of parents for them to practice and learn basic skills in writing. Children who grow up in an environment where they are supported have a stronger feeling of self-motivation and pride in themselves, according to the Extension Foundation (2021). They also have less concern about pleasing others.

In terms of understanding, a significant relationship is observed between parents' behavior in terms of understanding and kindergarten learning development in terms of all kindergarten learning development.

The findings shows that parents' behavior in terms of understanding has a significant relationship towards Kindergarten learning development in terms of Gross Motor skill having $R^2=0.213$; Fine motor skills having $R^2=0.2010$; attention/concentration having $R^2=0.333$; in Reading skills with $R^2=0.286$; in terms of writing with $R^2=0.207$; and in terms of Arithmetic having $R^2=0.211$. Therefore, the hypothesis of the study is rejected.

In terms of understanding, it has a significant relationship with gross motor skills. It implies that parents understand their children and why they are always moving or playing. Through moving or playing, their children learn and develop physical, mental, cognitive, and social skills that are necessary for a child's full potential.

There is also a significant relationship between parents' behavior in terms of understanding towards fine motor skills, having an $R^2 = 0.2010$. It implies that the child needs some understanding from their parents to develop their fine motor skills. Parents need to understand their child's development of fine motor skills to reach their potential by allowing the child to be academically accomplished tasks using paper and pencil.

The result also shows a significant relationship between parents' behavior in terms of understanding towards attention/concentration. This implies that parents understand when there will be times when their child will not pay attention or concentrate on the activity given to the child. Parents give their children ample time to be ready to do an activity or answer the modules.

Moreover, the findings also show a significant relationship between parents' behavior in terms of understanding towards reading skills development. It implies that parents must have patience in teaching children to read. Through understanding, the level of reading skills of the child will help him/her start loving to learn to read. Parents must understand when their child is having a difficult time learning to read. They should have alternative ways of teaching their children to read. Because parents understand their child's ability, it will greatly contribute to a child's success in terms of reading skills development.

The result also shows a significant relationship between parents' behavior in terms of understanding towards writing skills development having $R^2=0.207$. Thus, the hypothesis of the study is rejected. It implies that parents understand the child's behavior in times of learning how to write. At this stage, the child, aged 4–5 years old, needs to be understood in terms of their writing ability. Parents understand that their child will enjoy drawing, writing, scribbling, and drawing figures at times when he or she is lazy practicing how to write.

Furthermore, there is a significant relationship between parents' behavior in terms of understanding towards kindergarten learning development in terms of arithmetic. The result reveals that $R^2 = 0.211$, thus the hypothesis is rejected. It implies that parents have an understanding of the development of a child in terms of arithmetic. They must understand that in order to better understand the fundamentals of arithmetic, parents should let their children manipulate real objects. They use available resources at home in teaching arithmetic and in answering their modules.

A large amount of research has found link between a parent's awareness of the process of development of children, temperament, and the family situation in which a kid lives and optimal child outcomes

Lerner (1993) discovered that parents who are aware of their child's individuality and the compatibility of the child's environment and temperament are crucial to effective child development outcomes.

Furthermore, the result shows that there is no significant relationship between parents' behavior in terms of love and warmth.

The findings also show that there is no significant relationship between physical punishment and psychological control.

Table 1 Correlation matrix showing the **relationship of the parents' behavior and kindergarten learning development.**

Parents' Behavior		Gross Motor	Fine Motor	Attention/ Conc.	Reading	Writing	Arithmetic
Love/Warmth	Pearson R	0.066	0.046	0.177	0.108	0.038	0.002
	Probability	0.501	0.643	0.070	0.274	0.702	0.984
Care	Pearson R	0.156	0.026	0.261**	0.233*	0.055	0.025
	Probability	0.113	0.791	0.007	0.017	0.576	0.797
Encouragement	Pearson R	0.061	0.134	0.331**	0.309**	0.237*	0.163
	Probability	0.540	0.173	0.001	0.001	0.015	0.097
Understanding	Pearson R	0.213*	0.210*	0.333**	0.286**	0.207*	0.211*
	Probability	0.029	0.031	0.001	0.003	0.034	0.031
Physical Punishment	Pearson R	-0.086	-0.036	-0.041	0.083	-0.043	-0.030
	Probability	0.381	0.713	0.678	0.399	0.660	0.765
Psychological Control	Pearson R	-0.105	0.039	-0.063	0.073	-0.019	0.026
	Probability	0.285	0.691	0.526	0.459	0.850	0.796

*.Correlation is Significant at 0.05 level.

** .Correlation is significant at 0.01 level.

4. CONCLUSIONS

The parents' behavior in terms of care, encouragement, and understanding can help the learners in the new normal education where the parents are the facilitators of learning at home. Meanwhile, the parents' behavior in terms of physical punishment and psychological control does not have a significant effect on the kindergarten learning development. Moreover, the contribution of the study will encourage teachers, parents, and learners to collaboratively work together for the success of a quality education in facilitating the learning of learners, especially in the new normal of education.

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