

## Parenting Styles and Its Influence on the Self-Help Skills of Kindergarten Learners in a Public School

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### Article history:

Submitted: 27 January 2021

Revised: 18 March 2021

Accepted: 25 March 2021

### Keywords:

Early childhood education

Parenting style

Self-help skills

Kindergarten learners

Descriptive-correlational

Philippines

**ABSTRACT.** Using descriptive-comparative-correlational research, the study aimed to determine the parenting styles based on Baumrind's Parenting Typology and level of self-help skills of kindergarten learners using the Philippine Early Childhood Development Checklist. The dominant parenting style employed by the parents was authoritative when they were taken as a whole and grouped according to sex, employment status, and family monthly income except for the 6,000-10,000Php earners and the single parents who were authoritarian. The learners had slightly advanced development when taken as a whole and grouped according to the aforementioned variables except those raised by guardians who had average development. There was no significant difference in the self-help skills of the learners when they were grouped according to sex, monthly family income, and

employment status. However, there was a significant difference when they were grouped according to the marital status of their parents. Lastly, there was no significant relationship between parenting styles and the self-help skills of learners.

### 1.0. Introduction

Parents' parenting style has a major influence on children's development since the interaction between the parent and the child affects many different domains of development (Sanders & Morawska, 2007). Parenting style is a strong predictor of the cognitive and social-emotional developmental success in children; thus, the quality of care for children during their early years of development has been emphasized (Newman, 2017). Therefore, the interaction between parents and the child and the quality of care are the influential factors for children's social emotional development.

Furthermore, a child-focused, responsive, and moderately controlling parenting, including warm and contingent responsiveness, enables positive developmental outcomes such as self-esteem, academic achievement, cognitive development, and fewer behavior problems (Sanders & Morawska, 2007; Barnes & Farrell, 1992; Sangawi et al., 2015).

For children to achieve developmental outcomes, they need to develop independence by acquiring self-help skills or self-care skills (Akhmetzyanova, 2014) that are part of the so-called daily living skills or activities of daily living (Pretzel et al., 2013). Children who have acquired self-help or self-care skills can look after themselves and socialize (Akhmetzyanova, 2014).

Various related studies have been conducted about family background, opportunities to play, independence, resilience, and social skills (Coatsworth et al., 2005; McGovern & Rokicki, 2017). Prior studies have associated parenting styles with children's academic performance and social-emotional behavior (Sanders & Morawska, 2007; Sangawi et al., 2015). However, the literature on parents' perspective and observation about their child's behavior, particularly their self-help skills, is minimal.

In this regard, the researcher, who is a kindergarten teacher in a school in a district in Negros Occidental, has observed the parental child-rearing practices that may explain the learners' existing skills. Essential skills that ought to have been taught at home seemed taken for granted and have not been given much attention by parents and also by kindergarten teachers in school. These observations suggest the need to look into the various aspects of the parents' background that can influence their children's developmental outcomes. Research is, therefore, needed to delineate further the importance of parenting styles and their relation to the development of children's self-help skills, specifically in their early childhood years.

Thus, this study aimed to determine the dominant parenting style of parents when they are taken as a whole and when grouped according to sex, family monthly income, marital status, and

employment status. It also aimed to determine the level of self-help skills of kindergarten learners. It also assessed the differences in the level of self-help skills in terms of the parents' sex, family monthly income, employment status, and marital status and find out how these variables have influenced the kindergarten learners' development of self-help skills. The findings of this study were utilized to design the Support Program for Kindergarten Parents that could serve as advocacy to enhance the awareness regarding the appropriate parenting styles to employ and, consequently, improve the level of self-help skills of the kindergarten learners in the selected District.

## **2.0. Framework of the Study**

The framework of the study focused on the parents' parenting style and the self-help skills of kindergarten learners. The paper further theorizes that the parents' demographic characteristics such as sex, family monthly income, marital status, and employment status might influence their parenting styles. Thus, this study is underpinned by two theories, Bronfenbrenner (1976)'s Ecological System Theory and the Self-Determination Theory of Deci and Ryan (2000). Bronfenbrenner (1976)'s Ecological System Theory focuses on the child's development. It is conjectured that the child's development is a product of the various systems that make up his environment. Bronfenbrenner conceptualized the child's environment as composed of four interrelated systems: the microsystem, mesosystem, macrosystem, and exosystem (Ashiabi & O'Neal, 2015). The interaction among the many factors in the child's environment fuel and steer his development (Ryan, 2001).

It was further hypothesized that the parents' parenting styles are correlated with the level of self-help skills of kindergarten learners, which is one of the domains in the development of kindergarten. Moreover, the principles of "biological systems theory" emphasize that the most important setting for a young child is his or her family where the child spends most of his or her time (Ryan, 2001). In relation to this current study, the parents of kindergarten learners of Binalbagan are the major component of the environment that promotes their development. The parents make up the microsystem, and the interrelationship between the parent-child interaction and the self-help skills of the learners make up the mesosystem. Thus, this study assessed the dominant parenting styles to determine their effect on the development of their children's self-help skills, particularly when grouped according to the sex, employment status, marital status, and family monthly income of parents. The constructs of this theory are applicable to answer the questions raised in the statement of the problem of this study which is to determine if there is a significant difference in the level of self-help skills of kindergarten learners and if there is a significant relationship between the parenting styles of the parents and the self-help skills of their children in the kindergarten level especially when they are grouped according to sex, family monthly income, and their parents' marital and employment status.

On the other hand, Self-Determination Theory (SDT) deals with human motivation, which advances that motivation moves us to act was developed by Deci and Ryan (2000 cited in Schulte, 2018). It also looks at the inherent, positive human tendency to move towards growth and outlines three core needs that facilitate growth. These needs are competence, autonomy, and relatedness.

This theory also outlines two types of motivation, intrinsic and extrinsic motivation, where extrinsic motivation prompts certain behavior to get a reward and not on the satisfaction of the three core needs. In contrast, intrinsic motivation initiates "behavior for its own sake," because it is inherently satisfying and engaging (Deci & Ryan, 2000 cited in Schulte, 2018).

The discussion of those various concepts has paved the way in clarifying the link and applicability of this theory of self-determination to this study. A child, specifically at the kindergarten level at his innocent mind, can be easily motivated in many ways with the parents as the first teacher at home. Moreover, early experiences of kindergarten learners from their parents, the type of parenting styles employed at home, and the modeling pattern they set for their children would motivate their children to see life in a positive light in the future.

In addition, it has clarified the link and applicability of the theory of self-determination to this study. It has explained the questions raised in the present study. Learning and developing self-help skills at home can be regulated when the child takes the first step of formal school, particularly in the kindergarten classroom. The amount of motivation and expertise of teachers would iron every fold started by the parents into the holistic development of the child.

### 3.0. Methods

The present study used a descriptive research design to determine the dominant parenting styles employed by kindergarten parents based on Baumrind's Parenting Typology and the level of self-help skills of kindergarten learners. Comparative analysis was used through T-test and ANOVA to determine the differences in the dominant parenting styles employed by kindergarten parents and the level of self-help skills of kindergarten learners when grouped according to sex, family monthly income, employment status, and marital status of parents. Moreover, the correlational analysis was used through eta correlation (nominal vs. internal) to determine the significant relationship between the dominant parenting style and the learners' self-help skills.

The respondents were the 251 kindergarten children out of the 720 enrolled in 14 schools in the selected District in Negros Occidental and their parents. The researcher used the official clustered group assigned to schools in the District. A stratified random sampling technique was used in selecting the actual respondents from each cluster: Cluster A (65 or 25.9%), Cluster B (52 or 20.7%), Cluster C, and Cluster D (71 or 28.3%). Table 1 shows the respondents' profile.

The instrument is adapted from Baumrind's Parenting Typology (1967, cited in Farzand et al., 2017) that was validated ( $M=4.8$ ) and reliability tested ( $\alpha= 0.775$ ). The first part contains the parents' profile. The second part contains 20 items that assess the dominant parenting styles on a five-point Likert scale with 1 (never) as the lowest and 5 (always) as the highest. The dominant parenting style of each respondent is the style with the highest mean score. The level of self-help skills of kindergarten learners was determined using secondary data based on the Philippine ECD Checklist administered by the kindergarten teacher. The self-help skills or domain consists of 26 items. The scoring range and interpretation table were referred to the statistician to ensure that the data cover the problems of this study.

To gather data, the researcher sought the approval of the Public School District Supervisor of the District of Binalbagan II to conduct the survey and acquired the learners' scores from the kindergarten teachers for the first-third assessment.

The researcher then selected the respondents through stratified random sampling and administered the survey in three far-flung schools in the Division. She oriented the parents about the purpose of the study and the ethical practices observed. For the other schools, the researcher requested the kindergarten teachers to administer the survey among the parents and the assessment of the self-help skills of the learners after orienting them. The parents answered the questionnaire on the parenting styles while the self-help skills of the learners were assessed using the Philippine ECD checklist.

All the raw data gathered were summarized using the template. The result was tabulated and analyzed using the appropriate statistical tool.

In compliance with the ethical standards in research, the researcher asked the kindergarten parents for their informed consent, ensured their voluntary participation, and informed them of the right to withdraw at any point in the research. The researcher also assured the respondents of the full confidentiality of the data they provide and the anonymity of their identity as respondents. The material containing the raw data and other pertinent documents about this study will be disposed of properly by shredding after the study has been presented at a conference or after publication.

### 4.0. Results and Discussion

#### Dominant parenting style of kindergarten learners' parents

Table 1 shows that as a whole, the most dominant parenting style utilized by the parents of the kindergarten students in District II of Binalbagan was authoritative (39%), followed by authoritarian (32%), multiple styles (16.3%), permissive (7.6%), and neglectful as the least dominant (4.8%).

In terms of sex, the most dominant parenting style among the male respondents was authoritative (37.4%), and the least utilized was neglectful (6.1%). For female respondents, 40.1% were authoritative, while only 3.9% utilized the neglectful parenting style.

Among parents with 11, 000-above income, the most employed was the authoritative parenting style (43.5%) while the least, only 4.3%, was neglectful. Among parents with income 6, 000-10, 000, 43.5% employed authoritarian, while 2.8% employed the neglectful parenting style. For those with 3,000- 5,000 monthly income, 41.1% employed an authoritative parenting style, and only 5.5% practice. Of those parents with income below 2,000, 33.3% employed the authoritative parenting

style, followed by 25.0% who applied multiple practices, 25.0%, and 20.8 % who employed the authoritarian parenting style.

As to parents' marital status, the single parents in this study were authoritarian, while the married group was authoritative. By comparing the different parenting styles, it has been noted that neglectful is seldom or never used as a parenting style in any group of parents. Authoritarian parenting style was the highest among single parents (34%), and none were neglectful. For the married group, 37.1% were authoritative, and the lowest were neglectful parents (7.1%). For the widowed group, 45% were authoritative, and only 2.5% were neglectful parents. For the guardian of the kindergarten learners, 53.6% were authoritative, and only 3.6% were neglectful.

In terms of the parent's employment status, those without work, with a sideline, casual, and permanent, were authoritative. At the same time, those in contractual and self-employed were authoritarian. Neglectful and permissive parenting styles were the least employed. For those without work, 40.7% were authoritative, and 3.7 % were neglectful; for those who depend on the sideline, 54.1% were authoritative, and 5.4% were neglectful parents. For contractual parents, 37.1% were authoritarian, and 11.4% were neglectful parents; for the casual employment parents, 44.4% were authoritative parents, and 2.2% were neglectful. Lastly, for parents with permanent work, 37.5% were authoritative, and 2.5% were identified as neglectful.

The result that the authoritative style is the most dominant parenting style means that the parents of the kindergarten learners are warm, supportive, and encouraging but are firm to their children (Maccoby & Martin, 1983; Baumrind, 1971; Kiadarbandsari et al., 2016). Thus, the findings in this current study imply that kindergarten learners can develop independence and autonomy and are likely to acquire self-help skills taught in school due to the encouraging environment their parents provide them. Likewise, they are very likely to perform academically well because of the motivation they receive from their parents and guardians. Since the least dominant parenting style is neglectful, most parents demand good behavior from their children and spend a substantial amount of time communicating with them. The children are likewise expected to be responsive (Odamé-Mensah & Gyimah, 2018) to the tasks they are taught in class.

**Table 1.** Dominant parenting style employed by kindergarten parents

Variable	Authoritarian		Authoritative		Permissive		Neglectful		Multiple		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
<b>Sex</b>												
Male	31	31.3	37	37.4	8	8.1	6	6.1	17	17.2	99	100.0
Female	50	32.9	61	40.1	11	7.2	6	3.9	24	15.8	152	100.0
<b>Monthly Family Income</b>												
below-2,000	5	20.8	8	33.3	2	8.3	3	12.5	6	25.0	24	100.0
3,000-5,000	17	23.3	30	41.1	8	11.0	4	5.5	14	19.2	73	100.0
6,000-10,000	47	43.5	40	37.0	5	4.6	3	2.8	13	12.0	108	100.0
11,000-above	12	26.1	20	43.5	4	8.7	2	4.3	8	17.4	46	100.0
<b>Marital Status</b>												
Single Parent	15	34.9	13	30.2	3	7.0	0	0.0	12	27.9	43	100.0
Married	47	33.6	52	37.1	12	8.6	10	7.1	19	13.6	140	100.0
Widowed	13	32.5	18	45.0	3	7.5	1	2.5	5	12.5	40	100.0
Guardian	6	21.4	15	53.6	1	3.6	1	3.6	5	17.9	28	100.0
<b>Employment</b>												
None	13	24.1	22	40.7	6	11.1	2	3.7	11	20.4	54	100.0
Sideline	5	13.5	20	54.1	4	10.8	2	5.4	6	16.2	37	100.0
Contractual	13	37.1	10	28.6	3	8.6	4	11.4	5	14.3	35	100.0
Casual	19	42.2	20	44.4	0	0.0	1	2.2	5	11.1	45	100.0
Self-employed	17	42.5	11	27.5	2	5.0	2	5.0	8	20.0	40	100.0
Permanent	14	35.0	15	37.5	4	10.0	1	2.5	6	15.0	40	100.0
<b>As a Whole</b>	<b>81</b>	<b>32.3</b>	<b>98</b>	<b>39.0</b>	<b>19</b>	<b>7.6</b>	<b>12</b>	<b>4.8</b>	<b>41</b>	<b>16.3</b>	<b>251</b>	<b>100.0</b>

**Level of self-help skills of kindergarten learners**

The level of self-help skills as a whole suggests slightly advanced development in all the skills (M=3.83; SD=0.67) across all variables except those raised by guardians who were assessed to have average self-help skills (M=3.43; SD=0.57). In terms of the parents' sex, the 99 males (M=3.78, SD=0.68) and the 152 females (M=3.86, SD=0.66) were assessed to display slightly advanced self-help development skills. In terms of family monthly income, those with income 2,000 and below (n= 24,

M=3.75, SD=0.68); 3,000-5,000 (n=73, M=3.68, SD=0.66); 6, 000- 10,000 (n=108, M=3.87, SD=0.67), and 11, 000 and above (n=46, M=4.00, SD=0.63) all had slightly advanced development in self-help skills. Regarding marital status, the single parents (M=4.12, SD=0.70), married (M=3.82, SD=0.67), and widowed (M=3.83, SD=0.55) were found to be slightly advanced in the development of their self-help skills. In contrast, those kindergarten learners raised by parents as guardians (M=3.43, SD=0.57) were found to be average in the development of their self-help skills. Lastly, comparing the groups according to the employment status of parents, those with-out work (M=3.67, SD=0.70), with sideline (M=3.68, SD=0.58), with contractual work (M=3.89, SD=0.68), with casual work (M=3.93, SD=0.69), self-employed (M=3.95, SD=0.68), and permanent work (M=3.90, SD=0.63) showed that parents' employment status did not influence the kindergarten learners' self-help skills.

As a whole, the assessment of the kindergarten learners revealed slightly advanced development in all skills under the self-help domain of the Early Childhood Development Checklist involving adaptive skills. More specifically, this finding means that the learners display behaviors that enable them to meet their needs and daily living activities such as feeding, dressing up, using the toilet, brushing, and bathing independently.

**Table 2.** Level of self-help skills of kindergarten learners

Variable	M	SD	Interpretation
<b>Sex</b>			
Male (n=99)	3.78	0.68	SADS
Female (n=152)	3.86	0.66	SADS
<b>Monthly Family Income</b>			
below- 2,000 (n=24)	3.75	0.68	SADS
3,000-5,000 (n=73)	3.68	0.66	SADS
6,000-10,000 (n=108)	3.87	0.67	SADS
11,000-above (n=46)	4.00	0.63	SADS
<b>Marital Status</b>			
Single Parent	4.12	0.70	SADS
Married (n=140)	3.82	0.67	SADS
Widowed (n=40)	3.83	0.55	SADS
Guardian (n=28)	3.43	0.57	ADS
<b>Employment</b>			
None (n=54)	3.67	0.70	SADS
Sideline (n=37)	3.68	0.58	SADS
Contractual (n=35)	3.89	0.68	SADS
Casual (n=45)	3.93	0.69	SADS
Self-employed (n=40)	3.95	0.68	SADS
Permanent (n=40)	3.90	0.63	SADS
<b>As a Whole (n=251)</b>	<b>3.83</b>	<b>0.67</b>	<b>SADS</b>

Note: SADS= slightly advanced development in all the skills; ADS= average development in all the skills

The five topmost learned self-help skills of kindergarten learners are the following: feeds self with finger food (e.g., biscuits, bread) using fingers, baths without any help, feeds self-using fingers to eat rice/viands with spillage, pulls down gartered short pants, and goes to a designated place to urinate (pee) or moved bowels (pooh) but sometimes still does this in his underpants and washes face without any help getting.

Previous research has emphasized how everyday household situations may be used in self-help skills formation, which will allow students to solve the problems of children's views and knowledge expansion about surrounding things (Akhmetzyanova, 2014) effectively. Another study concurs that the more parents expose children to daily life-related activities by letting them experience these skills, the more likely the children will develop self-help skills (Rock, 2019).

On the other hand, the least learned self-help skills are: goes to a designated place to urinate (pee) or move bowels (pooh) and never does this in his underpants anymore, pours from the pitcher without spillage and prepares meals for younger siblings/ family members when no adults around, participates when bathing (e.g., rubbing arms with soap), and feeds self- using a spoon with spillage. This result is supported by the argument that children are always bound to commit mistakes. Thus, parents and caregivers are encouraged to avoid "redo" but instead praise their children's behavior or actions to emphasize the effort and finish the task independently rather than the result (Rock, 2019).

Vis-a-vis the parenting styles of these kindergartens' parents, the findings on the dominant use of authoritative parenting appear to be aligned with the level of the learners' self-help skills considering that authoritative parenting is associated with independence (Pretzel et al., 2013), better mental health (Rezai Niaraki & Rahimi, 2013), and the child's personality and motivation (Farzand et al., 2017). This finding is also in agreement with Yasmeen (2013)'s study that revealed the pivotal role the parents play in children's development.

**Differences in the level of self-help skills of kindergarten learners according to the parents' demographics.**

The independent samples t-test yielded no significant difference in the level of self-help skills of kindergarten learners when grouped according to sex [ $t(249)=0.974, p=0.331$ ]. The consistency of their parenting style somehow strengthens this result between the sex groups of the parent respondents. Regardless of their sex, the dominant parenting style was authoritative. The parents express their parenthood in warm, encouraging, and supportive ways but firm in demanding responsiveness from their children (Martin & Colbert, 1997; Kimingiri, 2015). This may suggest or explain the consistent level of self-help skills of the learners regardless of their parents' sex. Furthermore, the non-significant result of the present study does not support the idea that sexual orientation influences the level of self-help skills of kindergarten learners.

**Table 3.** Difference in the level of self-help skills of kindergarten learners according to sex

Sex		t	Df	p
Male	Female			
3.78	3.68	0.974	249	0.331
(0.68)	(0.66)			

Note: the difference is significant when  $p < 0.05$

The analysis of variance yielded a non-significant difference in the level of self-help skills of kindergarten learners when grouped according to family monthly income [ $F(3, 247)=2.246, p=0.066$ ] and employment of parents [ $F(3, 247)=1.672, p=0.142$ ]. However, there was a significant difference in the level of self-help skills of kindergarten learners when grouped according to the marital status of parents [ $F(3, 247)=6.396, p=0.000$ ]. Post hoc tests revealed that kindergarten learners staying with guardians have lower-self-help skills than other learners significantly.

These findings find support from studies showing lower levels of socio-emotional well-being among children living with grandparents than those in the general population (Smith & Palmieri, 2007; Vandivere & Moore, 2014) and poorer health outcomes (Bramlett & Blumberg, 2007; Vandivere & Moore, 2014) with children in foster care (Vandivere et al., 2003; Vandivere & Moore, 2014). However, these findings differ from the National Research Council and Institute of Medicine report that children's well-being in non-parental care can be difficult to determine because of its direct or indirect effects on the children.

**Table 4.** Difference in the level of self-help skills of kindergarten learners according to family monthly income, marital status of parents, and employment of parents

<b>Variables</b>	<b>M</b>	<b>F</b>	<b>df</b>	<b>p</b>
<b>Income</b>				
Below- 2,000	3.75 (0.68)			
3,000-5,000	3.68 (0.66)			
6,000-10,000	3.87 (0.67)	2.426	3, 247	0.066
11,000-above	4.00 (0.63)			
<b>Marital Status</b>				
Single Parent	4.12 <sub>b</sub> (0.70)			
Married	3.82 <sub>b</sub> (0.67)			
Widowed	3.83 <sub>b</sub> (0.55)	6.396	3, 247*	0.000
Guardian	3.43 <sub>a</sub> (0.57)			
<b>Employment Status</b>				
None	3.67 (0.70)			
Sideline	3.68 (0.58)			
Contractual	3.89 (0.68)			
Casual	3.93 (0.69)	1.672	5, 245	0.142
Self-employed	3.95 (0.68)			
Permanent	3.90 (0.63)			

Note: the difference is significant when  $p < 0.05$

**Relationship between parenting style and self-help skills of kindergarten learners**

The Chi-square test of association was used to determine the significant relationship between learners' parenting style and self-help skills. There was no significant relationship between parenting style and self-help skills of learners [ $\chi^2(8)=14.437, p=0.071$ ]. This result implies that the respondents' dominantly authoritative parenting style has not influenced their kindergarten children's slightly advanced self-help skills.

Surprisingly, this current study appears to contradict the previous studies' findings that the behavior of authoritative parents (Kiadarbandsari et al., 2016; Kuppens & Ceulemans, 2018; Landry, 2014; Sanders & Morawska, 2007; Barnes & Farrell, 1992; Sangawi et al., 2015) may result in the

children’s positive developmental outcomes (Sanders & Morawska, 2007; Barnes & Farrell, 1992; Sangawi et al., 2015; Odame-Mensah & Gyimah, 2018); creativity, independence, persistence, self-control, and important social skills (Martinez et al., 2007; Johari Talib & Mamat, 2015), positive correlations with academic performance (Yasmeen, 2013), and can contribute positively to the development of children and adolescents (Kazemi et al., 2012).

In relation to the findings of this study, it is important to emphasize that Bronfenbrenner’s Ecological Systems Theory identifies the interactions between individuals and the entire ecological system in which they grow (Bronfenbrenner, 1976; Ying & Tse, 2018).

In this regard, the findings of the present study that parenting style has not proven to be a determinant of the learners’ development of self-help skills appear to highlight the aspect of this theory that children, specifically the kindergarten learners, do not develop in isolation. Their family, particularly their parents, influence them through their family’s interaction with the school, community, and society at large where they belong.

The Self-Determination theory is also seen applicable in this study since it is a theory grounded on motivation as the impetus that moves us to act (Deci & Ryan, 2000 cited in Schulte, 2018). The ideas of this theory can be determined from the results of the present study; a child at the kindergarten level with his innocent mind can be easily motivated in many ways with the parents as the first teacher at home. Learning and developing self-help skills at home can be regulated when the child takes the first step of formal schooling, particularly in the kindergarten classroom. The amount of motivation and expertise of teachers may complement every skill and values introduced and initially taught by the parents. Thus, the motivation that a kindergarten learner receives from both the home and school can affect the holistic development of every kindergarten learner.

**Table 5.** Relationship between parenting styles and self-help skills of learners

Variable	$\chi^2$	df	p
Parenting Styles x Self-help Skills	14.437	8	0.071

Note: the relationship is significant at  $p < 0.05$

**5.0. Conclusion**

Parents are part of the children’s environment, specifically the microsystem and the mesosystem. Their child-rearing strategies presumably influence the developmental outcomes of the children, particularly their self-help skills development. Thus, since the most dominant parenting style of the parents in the Division of Binalbagan was authoritative, such kind of motivating environment has enabled their children to acquire the holistic development that can propel them to learn and acquire adaptive or self-help skills. It is, therefore, concluded that their kindergarten learners are reared in a balanced environment that promotes development. With their slightly advanced self-help skills, they have acquired the necessary skills that serve as the foundation of their independence and success later in life.

Furthermore, despite the non-significant correlation between parenting styles and self-help skills, the study reinforces the idea that other factors other than parenting style, particularly the school environment, could influence learner-developmental outcomes. Considering the importance of self-help skills to young learners, it is crucial for the parents to collaborate with the school and strengthen partnership with the kindergarten teacher and the environment where the child belongs. These can be the reliable foundation of the developmental outcomes. Therefore, the skills, knowledge, and values planted at home can be further nurtured in the kindergarten classroom, serving as the extension of the child’s practices.



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