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SOCIO-CULTURAL DIFFERENCES OF KINDER GARTEN PUPILS AND PARENTING STYLES OF PARENTS: IMPACT TO TEACHING AND LEARNING CONDITIONS

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ABSTRACT

The socio-cultural differences of kinder garten pupils selected through purposive sampling and the parenting styles of their parents was determined involving twenty seven very young boys and girls studying at Fort Magsaysay Elementary School in Palayan City. Survey, series of interviews with parents and observations with the pupils were diligently conducted by the researcher. A Socio-cultural difference of the children was found to have various effects towards learning. Since the children were found to have raised by parents and adults from different culture and backgrounds, attention must be given to the selection of the best teaching strategy that will meet the children's individual socio-cultural differences. The guidance program of the school must exert more effort to lessen the number and frequency of conflict involvements of the children by providing greater number of learning activities and that vacant periods must be educationally productive for the children.

Keywords: Cultural differences, kinder garten pupils, parenting styles, response action, socio-cultural status.

INTRODUCTION

Though it is always said that the house is the first school and the parents are the first teachers of the child, it is still unsafe to state that the learner is ready to face a new set of people and environment when the child enters the classroom and meets his teacher and classmates the very first time. While it is true and acceptable to state that the child was already exposed to different people while growing up and have been in various places and have already been prepared by parent to meet other children, it is still a must to observe how he copes with the new environment inside a limited in size classroom with a quite number of other children to deal with, work with, play with, eat with, argue with and maybe sometimes or even most of the time, quarrel with.[5] As kinder garten pupils, everyone in the classroom is considered as novice learners in all aspects of life but most especially in the

social aspect.[5][4] Social behaviors are of prominent interest to researchers because of their impact on developmental outcomes.[8]

As individuals develop, there are different opportunities, conflicts and constraints for learning.[5] However, individuals are born with and develop their own capabilities and talents as everyone is born and raised in their respective uniqueness.[5] Though it sounds really like a cliché, one cannot ignore the truth in it. This individuality of the children appear and exhibit whenever they interact with fellow children.

Learning is influenced by social interactions, interpersonal relations and communications with others according to Lev Vigotzky. [5][9] Socio-cultural theory highlights how children incorporates culture into their reasoning, social interaction, and self-understanding.[5] It also explains why children growing up in different societies are likely to have significantly different dialects, skills in dealing with others, levels of learning, and actions and behavior towards fellow children.

On the other hand, parents who are in-charged of bringing up children have different practices of loving, caring, taking care, and disciplining children. These parenting practices commonly known as parenting styles also differ from one parent to another who were from one culture to another. [6] Parenting is the process of promoting and supporting the physical, emotional, social and intellectual development of the child from infancy to adulthood. [4][6]There are four kinds of parenting styles commonly known like authoritarian, authoritative, permission, and uninvolved. [7]

This research study found the significance of defining the socio-cultural nature and differences of kinder garten children and how they interact with young and adults. Furthermore, the parenting styles of parents in-charged of these children were also determined to classify which parenting style for what kind of socio-cultural nature suits best. Since the children will be with other children for the next months to come, and since social interaction can affect learning as proven by Vygotzky, it was dealt necessary to establish how children differ from each other so the teacher and the parents can formulate learning activities aimed at assisting the children coped with the individualities of fellow learners.

STATEMENT OF THE PROBLEM

This study determined and defined the socio-cultural differences of kinder garten pupils, the parenting practices of their parents and its effects on learning of Fort Magsaysay Elementary School. More specifically, the study sought answers for the following questions:

1. How may the socio-cultural behavior of the children in school and at home be defined based from their responses to identified conditions or events?

2. How may the family profile of the kinder garten pupils be defined in terms of:

2.1 age,

2.2 gender,

2.3 number of siblings in the family,

2.4 health condition,

2.5 person most frequently with the child,

2.6 feeding style during recess,

2.7 person most frequently in conflict with the child, and

2.8 sleeping habit of the child?

3. How may the socio-cultural profile of the childrenbe expressed in terms of:

3.1 province of origin of parents,

3.2 place of birth of the child,

3.3 dialect spoken at home, and

3.4 social group which the child belonged?

4. What parenting styles were commonly practiced by the parents of kinder garten pupils that matched with identified behavior of the children?

SCOPE OF THE STUDY

This study is about the socio-cultural differences of kinder garten pupils, the parenting styles of their parents, and its effects to learning. The subjects were kinder garten pupils from Fort Magsaysay Elementary School in Palayan, Nueva Ecija who were enrolled during the first quarter of school year 2015-2016.

CONCEPTUAL FRAMEWORK

This research dealt with the socio-cultural differences of children and the parenting styles of their parents which affects children's learning.

The figure below depicts the concept of the study:

Input	Process	Output

1. Family profile expressed in terms of age, gender, number of siblings in the family, health condition, person most frequently with the child, feeding style during recess, person most frequently in conflict with the child, sleeping habit, and playing habit at home. 2. socio-cultural behavior shown by the children at home and at school, 3.socio-cultural profile in terms of the province of origin of parents, place of birth of the child, dialect spoken at home, dialect spoken by the person most frequently with the child, and social group which the child belong; 4. Parenting style of the parents of kinder garten pupils.

Survey

Process

1.   Vital information on the socio-cultural differences of the children and the parenting styles of parents, 2. Established effects towards learning
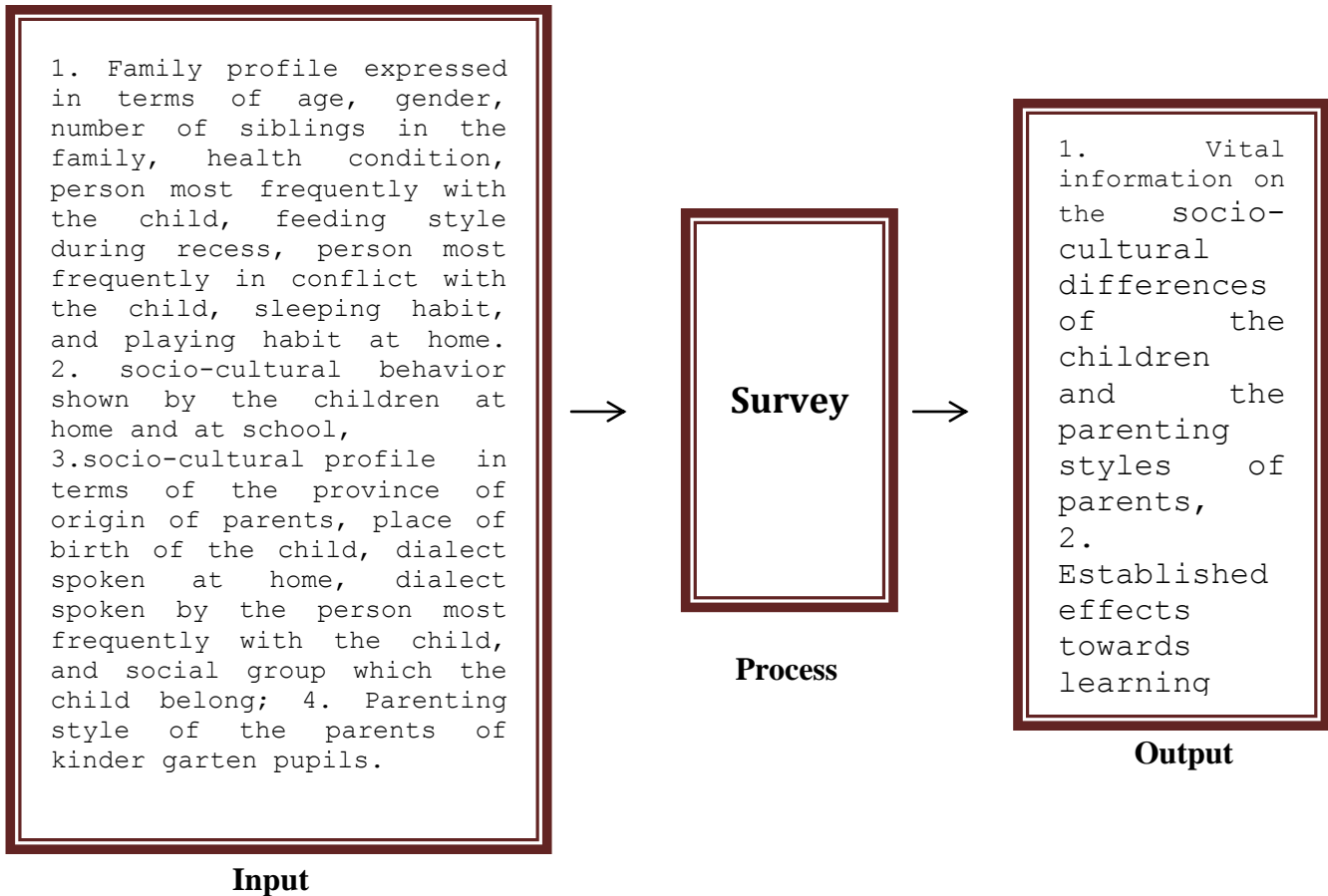
Output

Input

Figure 1: The Research Paradigm

PROCEDURE AND METHODOLOGY

Research Method

The researcher of this study made used of survey type which is under the descriptive method of research. Descriptive method of research describes systematically, factually and accurately a situation or unit of interest. [2]

The Subjects of the Study

The subjects of the study were twenty seven (27) very young human beings aged four and five years old. Great majority of them were still escorted by their parents or guardians when going to school and then left alone while a few number of the children were guarded all throughout the duration of the class hour.

Sampling Technique Used

This research study employed purposive sampling. The twenty seven children who belonged to the class of sixty was under the supervision of the only kinder garten teacher in the subject school were purposively selected as subjects of the study as they were the exact representatives. The twenty seven (27) children exhibited certain behavior which greatly affects the learning condition of the entire class.

Data Gathering Techniques

Survey, interview and observation as the methods for data gathering were utilized. The researcher conducted impromptu and casual interviews with the subjects and their parents or guardians to gather pertinent data to meet the objectives of the study. Observations with the subjects were also held during class period and the teacher also visited the children at home to verify the data obtained through interviews and observations made.

Data analysis and Statistical Tools Utilized

After collecting the data needed and for easy interpretation of the gathered information, the researcher tabulated, enumerated and analyzed the gathered data through descriptive analysis. To analyze the gathered data, statistical tools such as frequency count, percentage, and ranking were utilized.

DATA AND RESULTS

1. Socio-Cultural Behavior of the Children

The various actions and verbal responses of the children were noted in order to define the behavior of the children as they deal with the different human environment they were with. Table 1 shows how the children behave in response to the various identified conditions or events they were in.

As revealed in Table 1, "When having casual conversation with classmates" there were children who acted and moved impulsively resulting to hurting the ones they were talking with as they shout and crying when

someone is crying too. Usually, under this condition, the children were listening but not attentive. Psychologists talked about it as the child's defense action so the elders won't get angry knowing he had hurt others and was not good at talking with other children.

Table 1: Observed Socio-Cultural Behavior of the Children

Conditions/Circumstances	Response in Action	Response in Words
When having casual conversations with classmates	Impulsive, shouting, hurting,	Listening but not attentive, less words more actions
When having conversation with teachers and elders	Shouting, tantrums, running away	Lack of courteous words ("po" and "opo")
When asks by teacher during class discussion	Looking at teacher, busy with other matters, curling fingers	Lack of courteous words ("po" and "opo")
When scolded, provoked, shouted and angried by others	Retaliation, hurting, make face, shouting, seeking attention from teacher	Spoke bad words, Talking back
When deprived of likes, wishes, caprices and attention	Impulsive. Shouting, tantrums, running away	Spoke bad words and talked without courteous words ("po" and "opo"), bad words
When possessions were taken away by other children	Sudden assault with other children, crying, seeking attention	Spoke bad words, unforgiving
When bullied and hurt by group	Crying, retaliation, hurting	Spoke bad words, unforgiving
When child bullied other children	Crying, retaliation, hurting	Spoke bad words, unforgiving, talk back
When not included in group games and activities	Bullying, tantrum, crying, snob other things	Spoke bad words,
When doing group activities	Act as if he knows everything	Demanding to be followed,

"when having conversation with teachers and elders or guardians" the child started as meek but when crossed, the reaction was to act with tantrums, shout and run away. It was also observed that even at the start of conversation, most of the children lack courteous words such as "po" and "opo", and even if they were reminded to speak courteous words, they stood their ground not to use them.

Whenever the condition like "when asks by teacher during class discussion" takes place, almost all of the children looked at the teacher before giving undecided answer. They made themselves busy with matters within their reach, curled their fingers, fidget, and when they talked, again, lack of courteous words was observed.

Whenever the children were scolded, provoked, shouted by, and got angry by the actions of others surrounding them, retaliation, talking back, shouting and hurting others were the common response action observed. A few would just cry and become silent. They were also observed to talk-back to whoever they crossed with and sometimes caught speaking bad words.

When the children were deprived of their likes, wishes, caprices, and attention, the children's action response was impulsiveness, shouting, tantrums and running away which they seemed to have practice perfectly even knowing that sometimes they won't work effectively. They were also found to speak unpleasant words and talked as if they were adults without breeding and good manners.

When any of their personal possessions were taken away from them by whoever (classmates, parents, guardian or teacher), they usually act impulsively and assault or hit the doer of the act and if they fail, crying was their next step to seek attention from elders and teachers. They also spoke unpleasant and bad words towards their person who did them wrong. Very few would just cry silently after seeing someone taken their things.

In and out of classroom there were bullies. Bullies are those children who enjoy seeing, making, and talking others' discomfort. Bullies are commonly those children, who have bigger and taller bodies, or those who practice and talked with big and loud horsed voice, or those who are stronger, strong-willed and big-mouthed ones. When the children were bullied and physically hurt by group of bullies, they initially retaliate to express their disagreement of what was happening, then cry and spoke bad words. Those children who were bullies were likewise unforgiving, talk back and also unforgiving.

When not included in group games and school activities, few students were just silent and become contended on watching but majority acted in response. If not included in group activities, there were children who bullied the members of the group, acted with tantrums, cried, became snob, and sometimes, mislead their parents through scripted narrations. They also spoke bad words in some instances.

When doing group activities, many of the children in the group acted as if they knew everything but mistakenly done the job. Usually, each of the group members demanded to be followed and only a few accepted the role of being followers.

All of the above stated behavior, actuations and actions of the children affect the smooth flow of teaching-learning process.

2. Family Profile of Kinder Garten children:

The following tables defined the family characteristics of the kinder garten children of Fort Magsaysay Elementary School.

Table 2.1: Age of the Pupils

Age level	Frequency	Percentage
5	19	70.37
6	8	29.63
Total	27	100

The above table shows that there were more younger pupils than older ones. Behavior of children according to psychologist at some points is affected by their age. Adults, most of the time gives leeway as to the kind of responses the children give off because of their age. Nature of punishment is delimited by the children's age.

Table 2.2: Gender Profile

Gender	Frequency	Percentage
Male	14	51.85
Female	13	48.15
Total	27	100

Table 2.2 shows the gender profile of the subject pupils. As seen on the table the number of male pupils almost equaled the number of females. The class has a number of male and female pupils which was manageable enough for the teacher to deal with. The gender of a child is also a factor to consider in understanding their

behavior. According to psychologist, boys are more hyper active than girls. It follows then and proven by class observation that boys got involved with more troubles and conflicts than girls.

Table 2.3 shows the number of siblings with which each of the pupils in kinder garten belonged.

Table 2.3: Number of Siblings in the Family

Number of Siblings	Frequency	Percentage
Only child	4	14.81
2-3	13	48.15
4-5	8	29.63
6 and more	2	7.41
Total	27	100

These data were taken in order to determine how many children were getting too much attention being the only child and as it is, very few has that status. Being the center of the attraction in the family is always wanted by every child. If there were many attention seekers in the family, parents' attention is divided among and within and according to psychologists, the behavior of the children is affected by the amount of attention they're getting from elders, thus too much and too less attention negatively affects the child. In the class, those children who used to get much attention were demanding of such from the teacher and since there were many of them seeking for attention, they tend to easily create conflicts.

Behavior of children is likewise affected by the status of their health. Table 2.4 shows that children who get sick more often tend to be left behind class performance.

Table 2.4: Health Condition,

Health Condition	Frequency	Percentage
Sickly	8	29.63
Moderately sickly	8	29.63
Never Sickly	11	40.74
Total	27	100

This condition naturally affects the child's level of confidence, thus, his behavior towards other members of the class seemed to be his defense mechanism to overcome such feeling and since there were bully children, condition worsen, thus conflicts arouse.

Table 2.5 shows the list of persons with whom the children were more frequently with.

Table 2.5: Person Most Frequently With the Child

Person most frequently with the child	Frequency	Percentage
Mother	13	48.15
Father	2	7.41
Aunt	1	3.70
Nanny (Yaya)	5	18.51
Grandfather	2	7.41
Grandmother	4	14.81
Total	27	100

These data were considered important since the person the child most frequently with may greatly affect his behavior. It is also quite important to note that only ten (10) of the children have guardians waiting for them all through-out the duration of class hours. It can be deduced that the children were exposed to various human environment that were responsible for ensuring their safety, food, and discipline.

Table 2.6 shows the data on the style of how children in the subject school were feed by the person they were most frequently with.

Table 2.6: Feeding Style During Recess

Feeding Style	Frequency	Percentage
Eating by themselves without assistance	13	48.15
Eating assisted by guardian	10	37.04
Eating by themselves with assistance	4	14.81
Total	27	100

These data were considered important since the style by which children take their food can be a source of conflict among them. As can be noted, one of the reasons of conflict arose was the issue on how they were eating during their recess time.

Table 2.7 shows data on the person most frequently in conflict with the children under study.

Table 2.7: Person Most Frequently in Conflict With the Child

Person in conflict	Frequency	Percentage
Siblings	8	29.63
Classmates	8	29.63
Playmates at neighborhood	8	29.63
Playmates from other sections	3	18.51
Total	27	100

As seen on the result presented through the table, the children were most frequently in conflict with their siblings, classmates, and playmates at neighborhood, as the three items received an equal vote of eight or 29.63% of the children. Furthermore, there were three or 18.51% who were in most frequent conflict with their playmates from other sections or groups of children outside their class.

These data were found relevant since, the variables such as siblings, playmates, classmates, and neighbors were all social groups with which the children were exposed to various culture and behavior. As can be noted, the children were mostly in conflict with other children who came from a family who spoke with different language or those who played and mingled with different social groups.

It can be said that the children were surely exposed to various social groups to which they mingle and adapt with.

Table 2.8 shows the data on the sleeping habit and style of the kinder garten children.

As revealed in the table, it said that there were nine or 33.33% out of twenty seven who slept early at night and had afternoon nap.

Table 2.8: Sleeping Habit of the Child

Sleeping Habit	Frequency	Percentage
Early at night with afternoon nap	9	33.33
Early at night without afternoon nap	6	22.22
Late at night with afternoon nap	9	33.33
Late at night without afternoon nap	3	11.11
Total	27	100

Table 2.8 also revealed that there were also nine or 33.33% who frequently slept late at night even if they had afternoon nap; six or 22.22% of the children slept early at night without afternoon nap; while there were three or 11.11% who slept late at night even without afternoon nap.

Data on sleeping habit is important since lack of enough time of sleep surely affects one's behavior and line of thinking, most especially among children.

It can be deduced from the above data there were remarkable number of children who hardly persuade by their parents to sleep earlier and that even if they were persuaded to sleep earlier they still lack the much needed afternoon nap. At class, these children can be observed to be restless and irritable. If they were ask to stay put, they would surely sleep in the class or else conflicts will arise involving them.

3. Socio-cultural Profile of the Children

The series of tables presented herewith discussed the socio-cultural profile of the children. These data were taken in order to understand the nature of the behavior exposed by the children.

Table 3.1 shows the province of origin of the parents of the twenty seven children.

Table 3.1: Province of Origin of Parents

Province of Origin	Frequency	Percentage
Nueva Ecija	14	51.85
Pangasinan	5	18.52
Pampanga	2	7.41
Visayas	4	14.80
Bicol	2	7.41
Total	27	100

As seen on the table, fourteen or 51.85% of the parents were from the various towns of Nueva Ecija; five or 18.52% came from Pangasinan; four or 14.80% of the parents were from Vizayas; and two or 7.41% were from either Pampanga or Bicol Region. It is important to note further that Nueva Ecija is bounded by the provinces of Tarlac, Pampanga, and Pangasinan.

These data were considered in order to relate the kind of on-going culture brought by the parents of the children when they decided to stay.

It can be deduced from the data that the parents of the subject children came from different provinces with different socio-cultural characteristics that mixed with the kind of socio-cultural nature in the present place where they are presently living.

Table 3.2: Place of Birth of the Child

Province of Origin	Frequency	Percentage
Nueva Ecija	25	92.59
Pangasinan	1	3.70
Bicol	1	3.70
Total	27	100

The place of birth of the subject children were taken for consideration and presented under Table 3.2. It found out that there were twenty five or 92.59% who were born in the province of Nueva Ecija where the research locale is situated; and there were one or 3.70% who were born from either Pampanga or Bicol.

It is very important to note that the two children who were born in Pampanga and Bicol regions were likewise raised up to three years of their lives in the said places before they were brought in the research locale.

It can be said that great majority of the children were born and raised by their children at the place of study.

Table 3.3 shows the data on the dialect spoken at home by the children.

Table 3.3: Dialect Spoken at Home

Dialect	Frequency	Percentage
Tagalog	12	44.44
Ilocano	6	22.22
Mix dialects	9	33.33
Total	27	100

As revealed under Table 3.3, there were twelve or 44.44% who spoke Tagalog at home and consequently spoke the dialect. Also, there were six or 22.22% who spoke Ilocano at home while there were nine or 33.33% who spoke various dialects at home which means that at home, there were members of the family who spoke Visayas, Tagalog, Ilocano and Kapampangan dialects.

The children were exposed to various kinds of dialects and that it is important to note that various dialects spoken in a single room posed as a source of conflicts. A single word can have more than one meaning different from different dialects.

The kind of social groups to which the children were most frequently exposed with were revealed under Table 3.4.

Table 3.4: Social Group Which the Child Happily Belong

Social Group	Frequency	Percentage
Classmates	13	48.14
Playmates outside classroom	2	7.41
Playmates from neighborhood	8	29.63
Cousins	2	7.41
Others	2	7.41
Total	27	100

As can be seen on Table 3.4, at this stage of the lives of the children, thirteen or 48.14% were most frequently exposed with their classmates and this is true since they were in school for more than 3 hours per day for five days per week. Also, there were eight or 29.63% of the twenty seven children who were with their playmates from neighborhood most frequently, and only two or 7.41% were most frequently with their cousins, playmates from other classrooms and others.

The data may mean that the children, as they mingle and play with other children were exposed to various forms of culture and social environment which can be a source of their behavior, manner of speaking and dealing with conflicts.

4. Parenting Styles Commonly Practiced by the Parents of Kinder Garten Pupils

The parenting styles of the parents and or guardians of the twenty seven children in dealing with the identified behavior exposed by the children were surveyed and the results were revealed under Table 4.

Table 4: Parenting Styles

Conditions/Circumstances	Parenting Styles			
	Authoritarian	Authoritative	Permissive	Uninvolved
When having casual conversations with classmates	1	1	20	5
When having conversation with teachers and elders	5	6	11	5
When asks by teacher during class discussion	5	2	11	9
When scolded, provoked, shouted and angried by others	3	5	10	9
When deprived of likes, wishes, caprices and attention	3	5	15	4
When possessions were taken away by other children	0	1	12	14
When bullied and hurt	3	5	10	9
When the child bullied other children	2	5	15	5
When not included in group games and activities	0	0	22	5
When doing group activities	0	0	22	5

As shown in Table 4, with the kind of verbal and action responses of the children as cited under Table 1, great majority of parents were permissive which means that they were indulgent parents who were relax most of the time whenever their children behave the way they do. They even said that the children were still young and there has enough time ahead to teach them the best behavior in response to the identified and enumerated conditions cited above. In fact, these parents have very few demands, have low expectations of their children and they rarely discipline them when they committed mistakes and got themselves involved with conflicts. They even said "ganyantalagamgabatangayon!"

It is quite alarming to note that there were also more parents who were employing "uninvolved style" which means that whenever their children behave the way described above, it was as if they don't care and were not interested in dealing with any conflict and adept at saying the words "mgabataiyan, huwagpatulan" or " awaybatalangyan, lilipas din!"

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Findings and Conclusions

1. The kinder garten pupils reacted in words and in action whenever they are in various conditions where their behavior adopted from the culture and social groups they have grown with;

2. The subject children were mostly at age five, with equal number of boys and girls, mostly raised with 2 to 5 siblings, majority sickly and moderately sickly, most frequently with their mother and some with their nanny (yaya), were eating mostly by themselves without and without any assistance from others;

3. The children were most frequently in conflict with their playmates, classmates and siblings, and that great majority sleeps early and late at night but had afternoon nap;

4. Great majority of parents of the children originated from Nueva Ecija but came from different towns and municipalities which are geographically situated near other provinces and that the great majority of the children were born in the same province as the origin of the parents. Moreover, Tagalog was the dialect spoken by majority of the subjects but it can be noted the significant number of children exposed to family members speaking mixtures of dialects at home;

5. The children were most frequently belonged and socialized with their classmates, not to mention their exposure to children members of the neighborhood.

6. Finally, great majority of the parents primarily practice permissive parenting style while uninvolved parenting style landed as alternative for them.

Recommendations

Based from the above stated findings and conclusions, the researcher recommends:

1. That results of the study be extended to the parents, other teachers, guidance counselor to serve as basis for any classroom, school program and policy revisions to better assist the children in coping with the changes and conflicts brought about by their exposure to various social groups and cultural background;

2. That teacher and parents of the subject must find time and means to discuss the results of this study so they may come up with the best plan of actions to resolve productively and fairly all conflicts that will arise involving the children;

3. That if opportunity is available, a seminar on child psychology focused on socio-cultural pattern must be sponsored by the joint efforts of teachers and parents and that an expert in the field be invited to enlighten all concerns to better understand the behavior of children.

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