

Parenting Styles and Behavior in the classroom, 3-year-old Children

María Soledad Cárdenas Palacios¹, Rubén Darío Román Aguirre², Othilia Carmita León Cuenca³, Katherine Del Cisne Ayala Camacho⁴, Verónica Cecilia Granda Encalada⁵, Jefferson Sánchez Ruiz⁶

Abstract

Parenting styles will mark the first relationships of children with their parents, it is necessary and important the synchrony between the needs of the child in his early years, so much so that parenting styles refer to the training and formation of children by parents or by substitutes for their peers in their first years of life, the relationship resulted in child behavior problems that result in a set of frustrations and confusion for family members and educators. The importance of this research is a systematic approach, obtaining information from parents, teachers and children, fulfilling the purpose, which is to determine the impact on parenting styles and behavior of 3-year-old children, stated its study of its specific objectives, which is the result of the analysis of each of its variables, both dependent and independent, which are parenting styles and behavior, with a mixed approach; that goes from the qualitative to the quantitative, which allowed to obtain statistical data, from a sample of 47 people, yielding results, with 57%, of the lack of support of the parents before the children, variable parenting styles and with 69% at the level of children's inappropriate behavior; With this correlation of these two variables, it shows the way to propose strategies aimed at parents, to improve the relationship or care of their children for a better individual in our society.

Keywords: Parenting styles, behavior, parents, children.

INTRODUCTION

Children's behavior problems form a set of frustrations and confusions for family members and educators.(Vásquez, 2013) who are sometimes suggested because they do not understand what is happening, or because they cannot modify certain behaviors. However, the perceived behaviors seem to be inexplicable, since there is no logic that determines a common sense to understand them. (Castillo et al., 2015), even in some situations, seem to be challenges that children present to an adult (Rodríguez-Villamizar et al., 2019)

The family is responsible for providing an environment of affection that favors the acquisition of tools and knowledge necessary to respond to modern society in an affective

¹ Maestría en Educación Inicial/ Universidad Nacional Loja, Loja, Ecuador, maría.s.cardenas.p@unl.edu.ec

² Maestría en Administración de Empresas/ Universidad Nacional Loja, Loja, Ecuador, ruben.roman@unl.edu.ec

³ Master Universitario en competencias docentes avanzadas para niveles infantil, primario y secundario. Especialidad Ciencias Sociales / Universidad Nacional Loja, Loja, Ecuador, othilia.leon@unl.edu.ec

⁴ Máster Universitario en Neuropsicología y Educación /Universidad Nacional Loja, Loja, Ecuador, katherine.ayala@unl.edu.ec

⁵ Maestría en Inclusión Educativa y Atención a la Diversidad niversidad Nacional Loja, Loja, Ecuador

⁶ Magister en Planificación Territorial y Gestión Ambiental, Ex - Docente de la Universidad Técnica Particular de Loja- Ecuador, Jefferson.sanchez.bcn@gmail.com

and effective way (Rafael & Castañeda, 2021) For this reason, raising children represents a challenge and an adventure every day due to the accelerated ideological, social and technological changes that are adapting new strategies in the field of education. Education, with the family being the first school and experiences for the personal and behavioral development of children, the interactions that are established in the early years between parents and children are marked by the overprotection which is influenced by children's emotional education (Estlein, 2021)

The acquisition of skills related to behavior depends to a large extent on the environment and early stimulation, and educational intervention programs are of great importance (Aguirre-Dávila, 2015).

The objective of this study was to analyze the effects of an early intervention program (Learning to Live Together) aimed at parents that will result in positive actions in the development of the social competence of 3-year-old students, being evident the shortcomings presented by the preschoolers, the lack of concentration, socialization and adaptation. They make their future preparation and education very worrisome, even more so that their age is a predominant factor in meeting upright individuals in our society.

Factors in the home, such as parental abandonment and neglect, need to be investigated in order to be able to propose, as far as possible, a roadmap to support, raise awareness and train; Key actors in supporting child development in school development and other educational settings (Vega, 2014)

According to research samples in newspapers, reports, and newspaper articles in Ecuador reveal that the lack of education in the family and school context is evident. in which Expectations about the development and disciplinary and parenting practices of parents with children with special needs in Latin American families are analyzed (Yanchapaxi Sánchez et al., 2021)

In the classroom, the integral growth of the person is sought, enhancing their strengths to achieve greater well-being and happiness in life (Rivera & Aragón, 2005), that is, education must be an indispensable part of the form of early childhood both in the family environment and in the school environment because it represents the first spaces of socialization of the child, hence the importance of providing tools to promote the behavioral development of children in the classroom environment, thus creating competencies of emotional awareness, Social skills, autonomy, the ability to relate and responsible decision-making represent a powerful element in making the child an intelligently emotional adult capable of providing effective solutions to the problems of his or her environment (Mestre et al., 2001)

The present research tends to solve the difficulties and intervene in the parenting styles to support the parents, who have considered and apply several models to educate their children as a way to maintain control and discipline that is the result of the research, which is the strengthening of the parenting styles of the parents to improve the behavior in the classroom of the children. of 3-year-olds in initial education at the Basic Education School.

Based on three specific objectives, which the product of this research that the first, verifies the variable of the parenting styles applied by parents to 3-year-old children, then with the evaluation of the behavior of 3-year-olds, within the classroom of 3-year-olds and ends with the specific objective, Parenting styles are proposed to parents or guardians to improve their behavior in the classroom of 3-year-old children.

All the research was carried out in the private Educational Unit, with socio-cultural spaces more appropriate for the teaching process, involving all the actors in the very important activities, such as the parents to be integrated into these exercises, to achieve a good family environment and therefore in their education. such as children's behavior.

Some achievements were evidenced by applying methodological strategies with the purpose of improving parenting environments, where parents have not considered parental practices, which have a direct impact on the development of specific behaviors of the child such as manners, bad behavior in the classroom and especially their characteristics such as the acquisition of certain values or a good self-concept. At the same time, its limitations since, being a research group of children, its interpretation is always under the control of professional "people" who do their best to obtain an optimal result, highlighting a systematic approach, providing information for parents and teachers to generate awareness about the practices that can affect the social and emotional development of the child.

MATERIALS AND METHODS

A mixed approach was used in the conduct of the research; It ranges from qualitative to quantitative, obtaining statistical data whose results allow us to observe the behavior of the children in their study phases, as well as the personnel involved, who are the parents or guardians, which will allow us to solve each of the variables under study.

The population that was diagnosed is defined in a sample of 71 people, of which 47 are the parents of children of the initial pre-basic level one, made up of 32 men and 16 women, who analyzed the variable parenting styles and 24 children of level one, who studied the variable of behavior, from the same classroom of the basic education school of the city of Loja, period 2022.

With the use of the survey technique, the variable parenting styles was evaluated, applied to parents, based on two questionnaires, the first with a Diana Baurind test, (questionnaire to identify parenting styles) and the second by the authors Esteban Gomez Muzzo and Magdalena Muñoz Quintero, (positive parenting scale e2p). totaling 47 questions or subvariables

To determine behavior, an independent variable, the survey is used, which is evaluated in the classroom of 3-year-old children, under a test (Learning Attitudes Test), with 14 questions or subvariables, in a population of 24 children.

The tests or questionnaires that were applied are given under the Likert scale, with 5 response parameters, which will give us the diagnosis of the two variables, object of study.

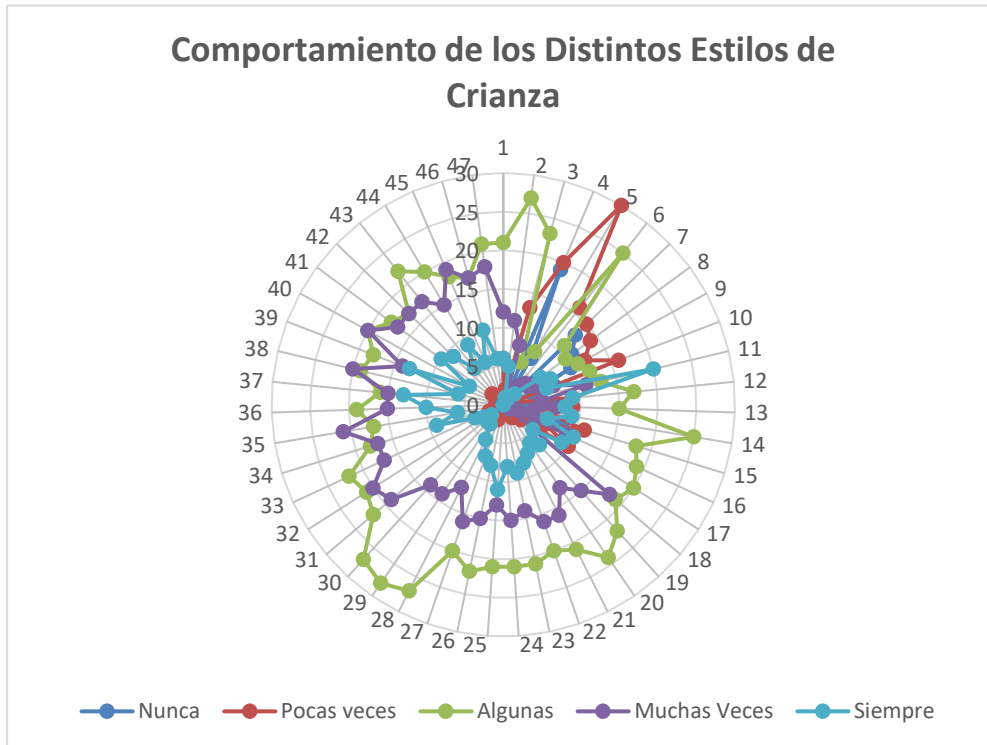
Obtaining the result of these two tests, variable parenting styles and behavior is determined with the correlation, it is supported with the technological tool in the SPSS system -version 25, which will help us to have an answer to these two variables, yielding a comparative table, which will be reflected in a first step, in the SWOT tool, given in the internal factors in the behavior and the external factors by the parenting styles, then in a second moment using the cross-swot or strategy matrix (ME), which will give us the result of the strategies to improve the behavior of the children before the intervention of the parents.

RESULTS

3.1 Parenting Styles Parents Apply to 3-Year-Olds

In the diagnosis of this first variable, parenting styles, under the Diana Baurind test, (questionnaire to identify parenting styles), based on the Likert scale, allows us to visualize in the results of the survey the data that is the response behavior of parents to their children, their response options are given: 1 = never, 2 = rarely, 3 = some or many times, 4 = many times, 5 = always, which is evidenced in Figure 1, the behaviors of the 47 respondents on these scales.

Figure 1. Parenting Style Behavior



Source: SPSS - analysis of the entire Survey

To estimate the problem we will base ourselves on the results that are presented with an indicator of the range < 3, which would be: 1 = never, 2 = rarely, which means that there is a worrying behavior in the result, already yielding data of great attention to the variable or in this case to the question that was asked in said test. This can be seen in Table 1, with the result of 10 questions or sub-variables of 47 questions or sub-variables, which were obtained with a score of less than 3, so that they can be correlated later, or at the same time in the future analysis, demonstrating the existence or weakness in each of these topics, a key point to potentiate, Parenting Styles in Parents

Table 1. Parenting Styles - Problematic

# ENCUESTADO	EP3	EP4	EP5	EP6	EP7	EP8	EP9	EP10	EP15	EP17
PADRES DE FAMILIA	Con mi Hijo Vemos juntos programas de tv	Cuando mi hijo esta irritable puedo identificar la causa	Ayudo a mi hijo a que reconozca sus emociones	Reservo un momento exclusivo del dia para compartir	Mi hijo y yo conversamos de los temas que le interesan	Logro ponerme en el lugar de mi hijo	Cuanado mi hijo esta estresado me busca para que lo ayude	Cuando mi hijo pide mi atención respondo pronto	Cuando mi hijo no entiende una idea encuentro otra manera	Converso con mi hijo algún tema o acontecimiento
Total	2.93	1.71	2.02	2.76	2.27	2.56	2.71	2.89	2.71	2.98

Source: Analysis of the sample – (test 1 and 2)

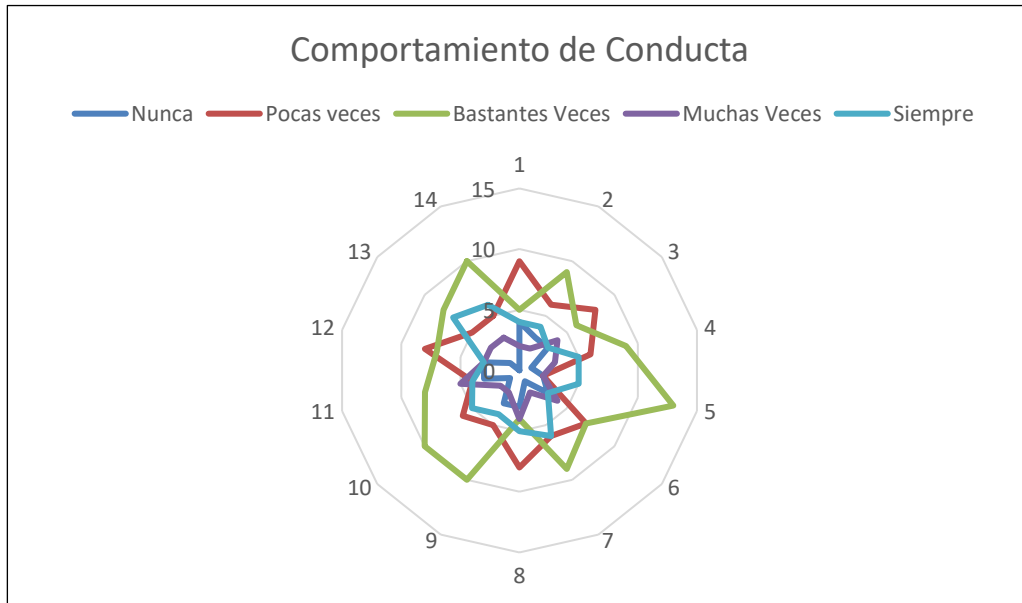
3.2 Assessment of Classroom Behavior of 3-Year-Olds

In the assessment of behavior within It has been determined that teachers play a very important role, so it was a fundamental support for the fulfillment of these surveys to 3-year-old children, under a questionnaire of 14 questions, with assisted support, the results

of behavior (behavior within the classroom) are given, at the same time, At this age, it is very important to observe and know how each respondent is performing in the classroom.

With answers in this questionnaire and according to the perception of the Likert scale, the answer options are given: 1 = never, 2 = rarely, 3 = some or many times, 4 = many times, 5 = always, gives us the answer result, see figure 2.

Figure 2. Behavioral Behavior in Children



Source: Analysis of the sample – (test 3)

To estimate the lack of behavior in children, we will base ourselves on the results that are presented with an indicator for an index of < 3, (1 = never, 2 = rarely), which exists in the analysis of questions with these values that determine situations of care and concern, to comply with observations to this variable or in this case to the question that was asked in said survey, which is observed in the table 2

Table 2. Behavior – Problematic

# ENCUESTADO	TA1	TA2	TA3	TA6	TA9	TA12
NIÑOS DE 3 AÑOS DE EDAD	Puntualidad	Asistencia	Cuidado de las instalaciones	Respecto a las normas de seguridad en clase	Actitud positiva hacia los problemas prácticos	Disposición para la comunidad de aprendizaje
Total	2.71	2.92	2.83	2.88	2.96	2.79

Source: Analysis of the sample – (test 3)

Of the 14 subvariables, 6 of these, which are the questions with the alternative answer, have less than always, many and quite a few times, which would represent the points of care in topics such as punctuality, attendance, care of the facilities, safety rules in class, positive attitude towards practical problems and the disposition for the learning community being reflected and that they are a problem or must be corrected.

With this correlation of these two tests or at the same time of these two tables that are the subvariables that are given by the lowest score, it allows us to make a study with the SWOT tool (see table #3), added to the matrix of strategies that gives us a future proposal

or at the same time the strategic objectives. which is the way or intervention for parents for a future change in children's behavior.

Table 3. Correlation of Parenting Styles and Behavior Variables

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - There are moments when the child observes happiness - Sometimes I talk and reason with my son - There are few rules for my child to get better - There are ways to understand the impact of behavior 	<ul style="list-style-type: none"> - The time given to the child is insufficient - I don't determine the causes when children misbehave - Lack of recognition of my children's emotions - Parents don't know topics that interest their children - Children don't trust their parents - Lack of quick response to our children's difficulty - I don't give importance to issues that are important to my children - He doesn't understand one idea of my son and I find a very different way
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - Theoretical and practical support of knowledge to improve behavioral issues - Institution and professionals to be allies in your education - Personal disposition and initiative for teamwork - Awareness of the importance of study 	<ul style="list-style-type: none"> - Reality of your children's problems - Parenting habits that are inherited - Blackmail of children - Responsibility of children to other people - Parenting Time Planning

Source: Analysis of the sample – correlation of the two variables

With the result of this correlation, 5 strategic objectives have been obtained, which is decisive for the strengthening of the parenting styles of parents to improve the behavior in the classroom of children of 3 years of initial education of the School of Basic Education, which are the following:

- ➔ Make agreements with parents to improve the upbringing of children
- ➔ Strengthen support for parents or guardians of children with the departments of the DECE - Institution
- ➔ Conduct parenting training workshops for parents or guardians
- ➔ Conduct activities to promote quality time between parents or guardians with children
- ➔ Develop specific tasks with children in the knowledge of activities carried out by their parents or guardians of the children

Given these 5 strategic objectives and based on the proposal, it is decided to develop training workshops for parents or guardians in child rearing.

DISCUSSION

The diagnosis addressed to Parents has been fulfilled, under a test by Diana Baunrind, (questionnaire to identify parenting styles) and the second by the authors Esteban Gómez Muzzo and Magdalena Muñoz Quintero, (positive parenting scale e2p), under a sample of 47 people, from the results of the surveys a database was created in the statistical software IBM SPSS 20, and the internal consistency of the instrument was determined using Cronbach's alpha reliability coefficient, whose reliability confidence is 0.702, based on this value and considering the research work (Tuapanta et al., 2017), which describes scales for classifying reliability levels, it was concluded that the value obtained indicates that the instrument has a very good level of reliability.

With this information and obtaining the first data on the behavior of the parenting styles of parents before their children, it is identified that they fulfill a role of tutor without having full knowledge of what it means to be a father or mother. (Castillo et al., 2015), no one seems to doubt that the family is the most important context of upbringing in the first steps of an individual's evolution in life and is where social and communication skills are acquired and the first habits that will allow autonomy and decisive behaviors for life to be taken.

Therefore, there is a worrying behavior and it is necessary to pay close attention to the variable of parenting styles, in this case to the question to relate how the tutor acts to comply with the problem or behavior of the child and this is manifested, Musitu, Román and Gracia (1988), who consider that the elements that determine parenting styles contribute to a better educational practice. These would be structure, affect, behavioral control, communication, value transmission, and external systems.

The answers obtained such as: the lack of company of parents with their children, they do not know their children's behavior, their emotions, they lack common topics or conversational arguments, they do not put themselves in their children's shoes or at the same time they do not feel what the children feel, they do not seek the help of their parents to help them, It is evident the inattention of the parents in their attention, they do not understand their parents and look for another way to get their attention, I do not talk with my son about a topic or event and above all Parents don't have a perception of parenting styles, this also tells us, (Rivera & Aragón, 2005) This highlights the importance of parenting styles and the impact they have on parent-child closeness, and the fact that parenting styles identified in this study as predictors of closeness.

On the other hand, behavior in the classroom, which without the results of the behavior have a close relationship in their behavior, which manifests According to the (Araya Palacios, 2005), the parenting styles or practices that parents intend in each family serve to modulate and channel the children's behaviors in the direction they consider appropriate.

The result of the children in questions with low scores such as attendance, care of facilities, safety rules in class, positive attitude towards practical problems and predisposition for the learning community, are very important factors to comply with the bad style that as we raise our children as stated by Musitu, Román and Gracia (1988) consider that the elements that determine parenting styles contribute to a better educational practice, such as structure, affection, and behavioral control.

CONCLUSIONS

➤ Under a sample of 47 people, Cronbach's alpha indicator is 0.702. This determines that the survey data are acceptable, despite the fact that the sample is complicated, in order to capture the problem of how they raise their children

- It presents 57% of the variable parenting styles (never 4% + rarely 10% + some 43%), which gives us the guideline to be able to analyze the lack of support for the upbringing of their children.
- The perceptions of the behavior variable are evidenced in 69% are below an index of 3, which reflects a lack of behavior of our preschoolers
- 5 strategic objectives have been achieved, representing the importance of each of them in supporting and strengthening children's good behaviour.
- A strategic objective is proposed (training of parents or guardians in parenting), since the others will be recommended for the strengthening of this research.

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