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Parenting Styles and Attachment Patterns of Learners in Kindergarten

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ABSTRACT: Parenting styles are approaches to raising children that involve elements of control and supervision of the children's behavior and actions, support, and care, as well as other distinct attitudes and behavior patterns that influence the attachment patterns of the children. The study aimed to determine the significant relationship between parenting styles and attachment patterns of learners in kindergarten. The study employed a quantitative, descriptive correlational approach research design. Cluster sampling technique was employed in the two schools in Digos City, with 100 primary caregivers as respondents. The results revealed that the permissive parenting style got the highest mean score, while the security attachment got also the highest mean score. Moreover, both levels of parenting styles and attachment patterns were high and there was a weak significant relationship between the two variables. In relation to the analysis, it was revealed that the authoritative and authoritarian are the indicators that significantly influence the attachment patterns of the learners in kindergarten, while the permissive does not. The outcome implies that both authoritative and authoritarian parenting styles influence the attachment patterns of learners in kindergarten. Based on the outcome of the study, parents are a source of both positive and negative reinforcement for kindergarten learners. They have a significant impact on their children's attachment patterns, both early in life and later in childhood.

KEYWORDS: Parenting styles, attachment patterns, primary caregivers, learners in kindergarten, relationship

I. INTRODUCTION

The best gift that a child can have is a primary caregiver who is always on his side who loves, cares, and supports, and guides him throughout his life. Parenting styles are a pattern of behaviors and attitudes of the caregivers towards their children that can help motivate them to become the best version of themselves. In addition, it is also a way to create an emotional atmosphere between the child and the parents. How the parents treat their child may have both immediate and lasting effects on the child's development. Parenting styles essentially can establish a positive or negative path for childhood development that will impact the way children form bonds and interact with other people.

When the parents are sensitive and responsive, their children develop stronger problem-solving abilities, attention skills, and school readiness (Yousafzai et al., 2016). Positive parenting focuses on warm, positive family relationships and guides children by rewarding and supporting their positive impulses. In order to achieve positive parenting, parents must empathize, offer warmth and support and create situations that makes it easier for children to behave cooperatively and constructively (Boeldt et al., 2012).

In addition, parenting styles have a major effect on children's attachment patterns. Attachment is an emotional connection between children and their parents that is special and lasts a lifetime. Even if their parents use harsh and abusive language, they still develop attachment to their parents (Rodrigue & Reeves, 2015). Secure and insecure bases are the two most common attachment patterns. When a caregiver is sensitive to a child's needs and reacts in warm, caring ways that make the child feel secure, the child starts to see this person as a safe base from which to explore and, when necessary, as a haven of safety and comfort (Moullin, Waldfogel & Washbrook, 2014). On the other hand, children with an insecure attachment style have a hard time forming relationships with others. They can be violent or unpredictable towards their caregiver, a behavior that results from a lack of consistent love and affection of their caregiver (Cheche & Jackson, 2019).

II. REVIEW OF RELATED LITERATURE

This section presents the review of related literature of the parenting styles and the attachment patterns of learners in kindergarten. The following review of related studies and literature will help shape this research into a purposeful one.

The presentation and discussion follow the sequence of the variables and indicators.

Parenting Styles

Parenting style is a set or a system of behaviors that describes the parent and child interactions over a system of behaviors that describe the parent and the child interaction atmosphere. (Zaghadani et al., 2016). Parents are the source of both positive and negative reinforcement for preschool children. They play a significant role in their children's lives both during the early childhood years and later in childhood and adolescence (Farzana et al., 2013). It also plays a vital role in social and educational development for it influences a child's success in many domains such as academic achievement and it is considered an important cause of several aspects of children's outcome (Khan et al., 2014). Because parenting style is a strong predictor of children's developmental success, the importance of quality care during children's early years of development has been emphasized (Newman, 2017).

How the parents manage their child contains a huge effect to the child's identity advancement, social interaction with his/her environment and from his/her near relationship with significant other. A parenting style comprises of a few components that combine to form the emotional climate in which parents communicate their states of mind and hone around childrearing with their child. Inside the setting of their style, parents express their demeanors toward children's responsibilities and lock in an assortment of parenting styles hone such as spanking, ensuring children are doing their homework, and inclusion in children's activities.

Parenting styles convey parents' overall feelings about the child through body dialect, tone of voice, emotional displays, and quality of attention. Parenting styles are regularly considered as characteristics to their consistency over time and setting, this consistency in interaction designs is apparent as early as the primary year of a child's life. Each parenting styles have an effect to the growth and development of a child especially his/her attachment pattern and no matter the reason, poor attachments can have genuine suggestions for children, as they age. Amid early childhood, the negative impacts can be seen through poor social, coping and issue understanding abilities, tantrums, clingy, withdrawn, or aggressive behaviors. Not as it were do these behaviors affect relationships, they can affect a child's capacity for learning as they age from the infancy arrange, into early childhood, and beyond which is why parenting styles is very vital to the well-being of the children because it will help the child not to develop unwanted behavior which may affect his/her growth later on (Lewis et al., 2015).

Kindergarten years are the finest period for parents to raise and develop their children since they are a little replica of who they will become in the future. Most behavioral abnormalities and maladaptation's after childhood are caused by a lack of attention to this critical era and inadequate supervision during the growth and development process (Ajilchi B, Kargar FR., 2013). Early childhood parenting styles can have a substantial impact on the occurrence of behavioral issues in children. The family is a social structure that has a substantial impact on children's development and parenting techniques, as well as on the social contexts in which they grow up. Previous studies shown that parenting styles were critical influencing factors for children's mental and behavior advancement (Brennan et al., 2013). Also, Zhang and Li (2011) and Verhoeven et al., (2012) detailed that destitute parenting style would increment the frequency rate of children's mental issues, and the negative parenting styles, such as overprotective were more likely to extend children's social anxiety

Parenting is an environmental factor that has a significant impact on a child's personality development. Previous research has revealed that maternal and paternal parenting styles are important in understanding the development of externalizing and internalizing behaviors, since parenting style can worsen or alleviate behavioral problems in children. The impacts of parenting activities on child development are often constant throughout time. Parents choose different discipline tactics to regulate their children's conduct depending on their parenting style, and these strategies are considered a basic component of parenting.

In addition, the quality of care for children during their early childhood years of development has been stressed because parenting style is a strong predictor of cognitive and socio-emotional development success in children (Newman, 2017). Furthermore, a child-centered, attentive, and moderately controlling parenting style, which includes warm and contingent responsiveness, promotes positive developmental outcomes such as self-esteem, academic success, cognitive growth, and less behavioral issues and this may also bring a healthy attachment for the child (Sangawi, Adams, & Reissland, 2015).

Also, parenting styles is one of the vital factors in family education and may be a generally steady behavior pattern and tendency in raising and teaching children through everyday exercises. Parenting styles fall along a continuum between the two dimensions of parenting, responsiveness, and demandingness (Stevens, 2014). Responsiveness within the setting of parenting styles, advances the child's distinction, and is displayed in behaviors that are sensitive, supportive, and responsive to the child's person needs and requests. It is recognized from conventional definitions of parental sensitivity by its purposefulness focus on recognizing the child's individuality. On the other hand, demandingness refers to the nature and level of parents' development requests as well as the degree to which they are willing and the way in which they select to act as socializing specialists in their children's advancement.

Further, as cited by Papalia et al., (2012), Baumrind identify three sorts of parenting styles; Authoritarian parenting style is a reliable and exceptionally strict parent to the eye of each child wherein the child will tend to take after his/her parent will do the certain errand. Permissive parenting style contains a less childrearing limitation suggested on the child, in other words they have the freedom to do what they need to do. Authoritative parenting style may be a balanced-based parenting style. The parent and the child have the appeal to form great relationship and a sense of controlled communication.

Authoritative Parenting Style. Baumrind first presented the concept of authoritative parenting style. Authoritative parents are able to understand their children's emotions and show them how to control them. Even though they have high standards for their children's maturity, authoritative parents are generally tolerant of any flaws (Strassen, 2011). Since the level of demandingness is higher in this parenting style, parents usually welcome successful communication as well as effective relationship between them (Piko & Balazs, 2012). Moreover, Hoskins (2014) focuses out that authoritative parents show more demandingness and responsiveness by showing more supportive towards harsh behavior and they are generally tolerant of any flaws. These parents energize verbal give-and take, express thinking behind rules and utilize control, reason, and shaping to reinforce objectives. It has been demonstrated that an authoritative approach to parenting results in the best outcomes for children, including improved emotional health, social skills, resiliency, and more secure attachments with their parents (Hong & Park, 2012).

Further, Authoritative parenting style keeps up a balance of both demandingness and responsiveness. The extent of parents' sensitiveness and supportiveness towards their children exhibit parental responsiveness and researchers have discovered a correlation between sensitive, responsive parenting and improved cognitive outcomes in children (Tamis-Lamonda et al., 2014). Also, when the parents are sensitive and responsive, their children develop stronger problem-solving abilities, attention skills, and school readiness (Yousafzai et al., 2016). Moreover, in the United States, authoritative parenting, which entails a high degree of behavioral control and acceptance, has been found to be the most effective parenting style, resulting in the healthiest outcomes for children's development (Meeus, 2011).

According to Nordin (2012), who investigated three parenting styles namely, authoritarian, authoritative and permissive on 25 children and their guardians at Perpaduan Preschool in Malaysia, it was found that an authoritative style derives from their day-by-day life. Besides, Malay, Chinese and Indian parents are demonstrated to hone authoritative parenting style in terms of nurturing their children. There are commonalities values among these ethnics such as their desire for their children to behave well and to engage in pro-social behavior in the setting of the multi-ethnic preschool. Further, Chea et al., (2013) conducted research on authoritative parenting style on 85 Chinese's immigrant mothers of preschool children. It claimed that authoritative parenting style increment children behavior/attention control capacities on preschool children. This infers those lower hyperactive children diminish teacher's challenges in teaching.

Further, parental rejection and child anxiety were found to have a less consistent relationship (Hiebert-Murphy et al., 2011). Where a systematic aggression and negative input from parents may contribute to a conception that social world is threatening (Jafari et al., 2016). Niditch and Varela (2012) found that rejection from the parents may increase the anxiety of a child. On the other hand, a combination of parental control and warmth and acceptance in the parent-child relationship helps reduce anxiety. Children in kindergarten who have mothers who use an authoritative (both demanding and responsive) parenting style have less anxiety (Ajilchi et al., 2013).

Authoritative parenting style has been called inductive discipline and children's who are raised by authoritative parents are more emphatic, accommodating children's, scrupulous and kind to other. It may moreover help the child from developing aggressive or unruly behavior and research show that inductive discipline promotes improvement of ethical quality to the child (Patrick & Gibbs, 2016). Inductive discipline explains the reasons why they forced such rules, and it has been connected with ethical thinking aptitudes. Children who are raised by authoritative parents are less likely

engage in drug and liquor use, adolescent delinquency, or other introverted behavior (Luyckx et al., 2011). In a recent analysis of 428 published studies, researchers compared child outcomes throughout the world and for every region of the globe, they found that the authoritative parenting style has at least one positive child outcome and one negative child outcome which means that the authoritative approach is being used everywhere (Pinquart & Kauser, 2017).

Likewise, parents who utilized the authoritative parenting style give their children a clarification about why they ought to force a certain rule. In expansion, they also have higher desires for their child's behavior. Their children ought to comply not only to their guardian but also with the other people who are authority figures. When the authoritative parents punish their children for doing a few undesirable acts they clarify their reasons for forcing their discipline (Olowodunoye & Titus, 2011). In addition, they give their child a chance to provide their insights or opinions, but the guardians are still the one to choose for they believed that they know what the best is for their child, and they only want the best for their child (Williams, 2013).

Authoritative parents are receptive to their children's needs and provide both love and warmth in addition to boundaries and fair discipline and before reinforcing the rules, the primary caregiver discusses it first to their children. As with permissive parents, authoritative parents are involved, responsive, and nurturing. However, authoritative parents, do not allow their children to get away with bad behavior. Parents who are authoritative take a firm stance, expecting their children to behave responsibly. Through this, it may aid in the prevention of children developing aggressive or defiant behavior problems (Chloe, 2013)

Authoritarian Parenting Style. During the 1960's, developmental psychologist Dian Baumrind described three distinctive types of parenting styles based on her research with preschool-age children. One of these three primary parenting styles distinguished by Baumrind is known as the authoritarian parenting style (Child Obes, 2013). The authoritarian parent's endeavor to assess, shape and control the attitudes as well as behavior of their children in line with set standards of conduct, known as absolute standards. Within the light of this absolute standard, children are supposed to follow very strict rules characterized by their parents. In case the children fall flat to comply with such rules they are punished. Parents who practiced this kind of parenting style expects a pleasant behavior of their children without explaining to their child what kind of behavior it is (Williams, 2013) or they usually fail to come up with reasoning behind such rules (Cherry, 2015).

According to Hoskins (2014), authoritarian parents exhibit low responsiveness, and they are profoundly demanding. In this style of parenting, parents emphasize on conformity and obedience and thus anticipate that they are obeyed without explanations in a less warm environment. Moreover, authoritarian parents show low level of engagement and trust towards their children. They most often dishearten open communication and make strict control of child's behavior. In other words, it is broadly accepted that an authoritarian parent is powerful, punitive and believes that a child should adhere to work in accordance with morals and they should be submissive. Authoritarian parents are more concerned with the traditional family structure; hence, they limit the child's independence along with the parent-child relationship. Since the foremost concern of this parenting style rests inside the family structure, the child is demanded to adhere to parent's orders without any questions.

Authoritarian parenting style represents the most controlling style. Rather than valuing self-control and teaching children to manage their behaviors, the authoritarian primary caregiver focuses on adherence to authority. Instead of rewarding positive behavior, the primary caregiver only provides feedback in the form of punishments for misbehavior (Power, 2013). For example, Chinese mothers used authoritarian parenting style in disciplining their children where they increased their restrictions just to protect their child from any danger. In Chinese culture, authoritarian primary caregiver is expected to govern and care for their children and train them to behave appropriately (L.J. Crockett, R. & Hayes, 2011). In relation to this, children who are raised by authoritarian primary caregiver are obedient and proficient, but they are frequently struggle with low self-esteem, depression, anxiety, and fear, as well as social anxiety in certain situations (Hosokawa & Katsura, 2018).

Additionally, authoritarian parents are more likely to strike their children as a strategy of punishment for ill behavior. Authoritarian Parenting Style in general disheartens the child's opportunity to explore their environment it will prevent the child to become imaginative conjointly it debilitates their intellectual capacities. By these kinds of activities that the parents shown towards their children it will incredibly influence the self-esteem and self-worth of the

child contrarily, leading them to question themselves, their capacity to live on their own and make a decision as grown-ups (Williams, 2013).

Authoritarian primary caregiver has high expectations of their children and impose extremely strict rules, which they expect to be followed without exception. Baumrind asserts that these primary caregivers are obedient and status-driven and expect their commands to be followed without explanation (Sooriya, 2017). As a result, children raised in this manner may fear rather than respect their parents, and because their parents do not allow them to share their opinions, they vent their frustrations to other people instead (Baumrind, 2013).

As a result of not being allowed to make own decisions, children with authoritarian parents will have a difficult time in taking initiatives or making actions since their actions are being dependent to their parent's decisions, they are used to that their parents controlled their day-by-day undertakings. But there are still children of authoritarian parents choose to take after what they truly need and denied what their parents told them so for, they need to feel what it feels to have an opportunity and autonomy (Olowodunoye & Titus, 2011). Further, they expressed that there are children will feel resentment and at the same time a sense of alleviation if their parents will die since they can already escape and will not be longer feel being caught and controlled. Children who are being raised by authoritarian parents will encounter a tough time in communicating with other individuals approximately their sentiments with respect to what is upsetting them hoping that it can ease the situation and these children will not share their sentiments towards their parents and because of this it will lead them to develop anxious attachment style (Williams, 2013)

According to Akhtar (2012), children who are raised by authoritarian primary caregivers tends to develop anxious attachment style because primary caregivers who adopt authoritarian parenting style act to shape and control their children's behavior according to a clear set of standards they have established, with the expectation that their children will follow these rules and face consequences for non-compliance. They show little affection for their children, use few words to communicate their expectations, and expect their children to obey their words seriously (Berg, 2011).

In a recent meta-analysis of more than 1400 published studies, Martin Piquart (2017) found that harsh control and mental control were really the greatest indicators of worsening behavior problems over time. A Spanish study found links between authoritarian parenting and bullying. Highschool students with authoritarian parents were more likely to be included in bullying, particularly in case their parents endeavored to control them using punitive discipline (Gómez-Ortiz et al 2016). On the other hand, many of the kindergarten children who has parents who used an authoritarian parenting style does not perform well in school and displayed low self-esteem, according to Lucas and Corpuz (2013) and Shashavari (2012).

Authoritarian parenting style is common among kindergarten parents in Turkish culture. Excessive warmth, high demands, and low autonomy are all central tenets of authoritarian parents. Authoritarian parents approach their children's actions with the assumption that the child is a helpless individual who requires constant defense. Furthermore, authoritarian parents display inappropriate interventions into and control over children's attempts and avoid giving their children's responsibility (Kagıtcıbası, 2012). Moreover, authoritarian parents are overprotective with their children where they do not allow their child to play outdoor (Erbay & Saltali, 2012). Early childhood teachers and parents in Turkey, according to a study by Alat et al. (2012), do not inspire children to take risks. Similarly, Cevhar-Kalburan and Yurt (2011) discovered that teachers reported that parents were concerned about and overprotective of their children when they went outside to play which may result to children to become anti-social and may display negative emotion towards other people. Also, it will stop them to have an opportunity to develop socially, emotionally, physically, intellectually, and communicative abilities (Smith & Pellegrini, 2013).

Permissive Parenting Style. Diana Baumrind, a developmental psychologist, identified three distinct parenting styles based on her studies with preschool-aged children and permissive parenting was one of Baumrind's first parenting approaches to be described (Power, 2013). Permissive parents are nontraditional and lenient in nature, they do not require mature behavior from their children instead they promote self-regulation also, as much as possible they avoid confrontation with their children (Larzelere, 2013). They also, frequently spoil their children by providing unrestricted freedom which means that they allow their child to make their own decision (Santrock, 2011). Permissive parents place little restrictions on their children. Their discipline is rare because they have minimal expectations for self-control and maturity from their children (Baumrind, 2013). Children who are raised under a permissive parenting style exhibit a reluctance to follow rules because of a lack of limits at home (Akhtar, 2011).

In the study of Baumrind, she defines permissive parents as a type of parenting style which characterized by low demands with high responsiveness. She also explains that permissive parents tend to be very loving yet provide few guidelines and rules. These parents do not expect mature behavior from their children and often seem more like a friend than a parental figure. Considering the definition proposed by Baumrind that this parenting style tends to have a higher level of responsiveness, it infers that a responsive parent is more likely to characterized and decide rules related with family, whereas empowering the youths to consider it as an asset (Johnson & Kelley, 2011).

According to Hoskins (2014), permissive parents can be characterized as showing low level of demandingness and high level of responsiveness. They behave in a way that is more affirmative toward the driving forces, actions and desires of children while consulting with them about family decisions. In addition, they tend to maintain a strategic distance from engaging in behavioral control, do not set rules, and set a little number of behavioral expectations for their children. From this viewpoint, it can be expressed that permissive parents really permit their children to participate without being concerned for their actions.

Furthermore, permissive parenting is noted by parents who are responsive but not demanding. In spite of the fact that parents involved and nurturing of their children, they have minimal requests, desires, and controls to control behavior. Parents tend to take on part of a friend with their child, rather than a parental part (Rosenthal, 2014). He also added that children and teens in these families are permitted to form their own decisions, with as it were a few exhortations from a parent, much like a companion who would offer advice or support. Permissive parents let their children to enjoy and trust that their children will, in turn, appreciate them. At time, parents may justify their parenting style for what they missed as children.

According to research, an overly relaxed approach to parenting is demonstrated by the permissive caregiver. Due to a lack of boundaries and direction, children raised by permissive parents are likely to lack self-discipline, have poor social skills, be self-absorbed and demanding, and feel insecure (Dalimonte-Merckling & Williams JM, 2020). In addition, the primary caregiver tends to maintain a strategic distance from engaging in behavioral control by setting rules and setting a little number of behavioral expectations from their children. From this viewpoint, it can be expressed that permissive primary caregiver really permit their children to participate without being concerned for their actions.

Meanwhile, since there is inadequate guidance and direction for children to learn how to properly control their feelings, permissive parenting without becoming domineering can also result in anxiety in children especially children ages 5 years old (Wong et al., 2019). Furthermore, permissive parenting gives children too much independence and too little guidance and control leading to increased self-doubt in children. As a result, they are more likely to become dependent on others, unable to control their emotions, and unable to face difficult circumstances with trust (Chou & Lee, 2017).

Furthermore, primary caregiver focusses heavily on a child's freedom and autonomy, and they rely heavily on reasoning and explanation. Because they are undemanding, this parenting style typically involves little, if any, punishment, or explicit rules. These primary caregivers assert that their children are uninhibited by external constraints and are highly responsive to whatever the child desires resulting to affect the development of their child (Lassonde, 2017). Because the primary caregivers do not provide much direction on moderation, this level of freedom can develop into other undesirable habits. Children with permissive primary caregivers' usually have some self-esteem and good social skills. They can, however, be impetuous, demanding, egotistical, and lack self-control (Leeman, 2014).

On the contrary, the influencing goal of these parenting styles is to avoid misconception circumstances as much as possible. In case the child is allowed to do their claim behavior, the child will eagerly direct and learn freely through their claim pace. Permissive parents give their child sufficient time or flexibility to do what they need to do. One of the reasons why some of parents select to become a permissive parent is that they want their child to like them; they made an effort to become close to their child and make a rapport in communication as well as to render a pleasant relationship so it will strengthen the closeness until to the child's development (Williams, 2013).

Attachment Patterns

Attachment between a child and a primary caregiver is manifested through behaviors such as separation distress, greeting reactions upon reunion, and a tendency to seek reassurance from a specific caregiver when distressed (Sroufe, 1979; Cassidy, 2016). When infants form healthy bonds and attachments with their parents or primary caregivers, they have a solid foundation on which to build their growth. Safe attachments help children achieve developmental milestones in cognitive functioning, fine and gross motor skills, language growth, and visual development (Parenting

Today Staff, 2013). According to McLeod (2017), Bowlby considers the significance of the child's relationship towards their primary caregivers in terms of social, emotional, and cognitive development. This means that the attachment that every child has on their primary caregivers or to any significant person whom the child is attached creates a great impact to the child's development. Moreover, attachment occurs when a child has a secure, consistent, reciprocal relationship with preferred person typically the child's primary caregiver (Moulin et al., 2014).

Attachment is an emotional connection between children and their primary caregivers that is special and lasts a lifetime. Even if their primary caregivers use harsh and abusive parenting, they can still develop whether security, anxiety, and avoidance attachment towards their primary caregiver (Rodrigue & Reeves, 2015). Furthermore, when children do not form positive attachments to their parents or caregivers during infancy, their socio-emotional development suffers. A mother, father, or caregiver's failure to create positive attachments are affected by several variables such as misery, medicate or alcohol dependency, poverty, destitute relationships with the child's parent, mental illness, or violence (Alhusen et al., 2013). No matter the reason, poor attachments can have genuine suggestions for children, as they age. Amid early childhood, the negative impacts can be seen through poor social, coping and issue understanding abilities, tantrums, clingy, withdrawn, or aggressive behaviors. Not as it were do these behaviors affect relationships, they can affect a child's capacity for learning as they age from the infancy arrange, into early childhood, and beyond (Lewis et al., 2015).

According to attachment theorists, once an individual's attachment style is established as secure or insecure, it remains that way for the rest of his or her life, influencing his or her entire life. To put it another way, an individual's attachment patterns have an impact on the behavior and attitudes he exhibits in his social and emotional connections. Even if it does not remain the same in subsequent years, the basic attachment style established throughout childhood is critical since it will serve as a model for the individual's entire life which is why it is important to establish a healthy attachment style to the children (Ekşi, Sevim, & Kurt, 2016).

Attachment styles are defined by different ways of interacting and behaving in relationships. The interaction between children and their parents during early childhood is at the heart of these attachment patterns and the most fundamental task in child rearing is to instill basic trust in the child so that he or she can feel secure and protected. This sense of safety lays the foundation for a child's healthy social, emotional, cognitive, and personality development (Colonesi et al., 2012). Additionally, the emotional connection between children and their caregivers is known as attachment (parents or other figures taking care of them). Attachment was studied extensively by John Bowlby, who described it as a permanent psychological connectedness between human beings (Fuentes et al., 2017).

When children are born, they are fully reliant on their caregivers to supply all their needs. They believe that their primary caregivers are always there to sustain all their needs which leads them to become dependent to their caregiver. Because of this dependency, a child develops attachments to their primary caregiver. When a child's needs are consistently addressed, they will build a solid attachment to their primary caregiver; however, if those needs are only met rarely, the child will develop either anxiety or avoidance attachment towards their primary caregiver (Colmer, Rutherford, & Murphy, 2011). Indeed, children develop their attachment style towards their caregiver when their caregivers provide all their needs, when they feel separation distressed from their caregivers, or when their caregiver is inconsistent (Sroufe, 1979; Cassidy, 2016).

Bowlby shared the psychoanalytic viewpoint that early childhood experiences have a significant impact on subsequent development and behavior. Bowlby also proposed three main ideas about attachment theory. First, he said that children who are raised with the belief that their primary caregiver will always be there for them are less likely to be afraid than children who are not raised with this belief. Second, he claimed that this self-assurance is developed during a crucial time of growth, such as early childhood and adolescence. Expectations established during that time appear to stay constant for the rest of the person's life. Finally, he asserted that these established perceptions are inextricably linked to experience. In other words, children build beliefs that their caregivers will respond to their needs because they have already had positive experiences with their caregivers (Fuentes et al., 2017).

Along with, after unwittingly observing children who were patients in a hospital where they worked, John Bowlby and Mary Ainsworth developed attachment theory. Attachment pattern discusses how the parent-child bond develops and influences subsequent attitudes and relationships. Security attachment, anxiety attachment, avoidance attachment, and disorganized attachment are the four major forms of attachment based on this theory (Reisz et al., 2017). In her now-famous Strange Situation thesis from the 1970s, psychologist Mary Ainsworth elaborated on Bowlby's pioneering

work. (Cassidy et al., 2013). The study looked at how children aged 12 to 18 months reacted to being left alone for a short period of time before being reunited with their mother. Ainsworth's findings have been backed up by several studies, and further research has shown that these early attachment styles will help predict behaviors later in life.

Attachment pattern research has largely focused on infancy and early childhood, evidence suggests that there are effects on adolescent and parent relationship based on whether they have stable or insecure attachment to one another. The experiences that a parent has with their child during infancy form an internal working model of attachment, which is the formation of expectations that a child has for future relationship and interactions based on their interactions with their caregiver during infancy (Arnett, 2013).

Indeed, the first three years of life are crucial for social emotional and cognitive development and overall mental health (Balbernie, 2013). The development of attachment pattern is significant because it offers a framework for understanding how stable relationships in early childhood can help children's brain development later in life (Siegel, 2012). Early experiences form an infant's brain, and the nature of these experiences has a significant impact on growth. Attachment partnerships are critical in assisting children in reaching their full potential and influencing future physical and mental health (Colmer et al., 2011).

Furthermore, children form preferred attachment relationships with their parents and a limited number of other caring adults (such as foster parents and daycare providers) the consistency of these relationships helps children grow an integrated self, self-confidence, and developmental resilience (George & West, 2012). The child's maturing limbic system and mental health flexibility are influenced by the primary caregiver's treatment. For example, a child's brain experiences dramatically increased levels of dopamine during face-to-face infant-mother encounters, which has a positive effect on the right brain (Schor, 2015). In other words, secure children will appear to see themselves as deserving of treatment and others as trustworthy people because of their mother's sensitive and responsive caring, while insecure children will be at risk of seeing themselves as devalued and others as untrustworthy people because of their mother's insensitive and unresponsive caring (O'Connor et al., 2012).

Secure Attachment. Secure attachment plays an important survival function. In stressful and scary circumstances, a child seeks safety from his attached figure. Because of the proximity of an infant and an adult, a child may depend on the adult in times of need, making his or her world more comfortable and safer (Zeanah, Berlin, & Boris, 2011). In addition, secure attachment relationships are thought to promote both confident exploration and effective emotion regulation in children, all of which are thought to influence the child's social, emotional, and cognitive development (Rilling, & Young, 2014).

Furthermore, the term attachment is used to describe the relationship between a child and their primary caregiver. Attachment, according to Bowlby (2011), is a behavioral system or motive with an external goal of keeping the child physically attached to its caregiver. It also has an internal goal in terms of achieving a sense of security. Bowlby has referred to any action from the infant or young child, attempting to encourage physical closeness to their caregiver, as an attachment behavior, which in turn refers to any behavior from the infant or young child, aiming to promote physical closeness to their caregiver, such as screaming, laughing, crawling to the caregiver.

Attachment styles are trait-like dispositions that affect the intrinsic attachment system and are formed via early life interactions with caregivers. In times of need, such as stressful conditions, the child seeks proximity with their attachment figures (Beckes, 2014). Being near with their attachment figures like primary caregivers induces a tranquil state in the child, with soothing feelings of warmth and calmness that off-load the tension onto the attachment figure and allow the child to expand and build on their positive emotions. Through this the child may establish a safe foundation from which to explore its own social surroundings or connect with other people (Beckes & Coan, 2015).

As what Cherry (2014) pointed out, children who are securely attached typically are visibly upset as their caregivers leave, but they are happy upon their return. When they are afraid, these children seek comfort from their parent or caregiver. These children can be comforted to some extent by others when their parent or primary caregiver is unavailable, but they prefer their familiar parent or caregiver. When parents and children have a strong bond, they are more likely to play with them. These parents respond more readily to their children's needs and are more sensitive to a child with whom they have a stable attachment than to one with whom they have an unstable attachment.

Additionally, the sensitivity with which a child's primary caregiver responds to their needs has a significant impact on the child's bond. Parents who respond to their children's needs consistently will raise children who are securely attached. Such children have trust in their parents' ability to respond to their needs and communicate effectively. Furthermore, children who are firmly linked are better equipped to explore when they know they have a safe base to return to in times of need. When a child receives assistance, it increases his or her sense of security and, if the parent's support is beneficial, it also teaches the children how to deal with similar problems in the future. As a result, secure attachment is the most adaptive attachment style. Some psychological researchers believe that a child grows securely attached when the parent is present and capable of meeting the child's needs responsively and acceptably. If parents are kind and attentive to their children during infancy and early childhood, those children will be more likely to form strong attachments (Aronoff, 2012).

Moreover, children do not have strong attachment preferences at birth (Breidenstine et al., 2011), but they do form some relationship with their caregivers during their early interactions after birth and during the early years of life specifically during early childhood, particularly when these interactions are consistent. Mother-child expression, for example, has been discovered to be a collaborative process in which the mother directs and encourages the child as they explore emotions and ideas; this will help them coordinate their emotional experiences in a coherent and healthy manner. The shared speech between mother and child, proceed as a mediator in the relation between secure attachment behavior and cognitive representation (Dubois-Comtois et al., 2011).

Additionally, children who are securely attached typically are visibly upset as their caregivers leave, but they are happy upon their return. When they are afraid, these children seek comfort from their parent or caregiver. These children can be comforted to some extent by others when their parent or primary caregiver is unavailable, but they prefer their familiar parent or caregiver (Cherry, 2014). When parents and children have a strong bond, they are more likely to play with them. These parents respond more readily to their children's needs and are more sensitive to a child with whom they have a stable attachment than to one with whom they have an unstable attachment. Attachment is established throughout a child's development. Stable attachments with primary caregivers have been shown to result in more mature and less disruptive children than avoidant or ambivalent relationship types (Leblanc et al., 2017). Further, given that behavior problems linked to early insecure attachment may not manifest until later in life, and evidence that the connection between insecure attachment and behavior problems strengthens over time (Fearon & Belsky, 2011).

Attachment theory's development is critical because it enables us to comprehend how secure attachments in early childhood can benefit children's future brain development (Siegel, 2012). Additionally, primary caregiving is one way for a child to develop a secure attachment pattern, which is defined by the proximity of a caregiver to a child (Kovach & De Ros-Voseles, 2015). Also, the children develop a sense of trust and security in him or her by "knowing that the primary caregiver will respond appropriately to their unique temperament, needs, and interests" (Ebbeck et al., 2015).

Besides, the type of relationship that infants form with their primary caregiver will predict the trajectory of their future relationships and interactions. Securely attached people have high self-esteem, seek out social interaction and encouragement, and can express their emotions to others. They also tend to have long-term, trusting relationships and secure attachment has been shown to serve as a buffer against health determinants such as stress and poverty in kindergarten learners (Huber, 2014). When a caregiver is sensitive to a child's needs and responds in a warm, caring ways that make the child feel comfortable, the child starts to see this individual as a safe base from which to explore and, when necessary, as a haven of safety and comfort (Moulin et al., 2014).

Moreover, when children's needs are met in a stressful situation, they develop a stable bond or secure attachment with their primary caregivers. For example, when a kindergarten learner is allowed to explore their surroundings, a stable bond is created or when they are distressed, they will maneuver themselves closer to their primary caregiver. In addition, when they are in a difficult or scary situation, which may be as simple as meeting a new individual or event, they turn to their parents for support. These children will restart their discovery of new events if they are comforted. Secure children will develop the ability to recognize distress because of their primary caregiver's reaction but will safely knowing that their primary caregiver will be there to help them work through it (Beck et al., 2013).

On the other hand, as early as pre-school age, insecure attachments may contribute to the development of negative behavioral patterns. Insecure attachments during early childhood can also lead to internalized issues including depression, anxiety, and psychopathology. As they progress through school age and teenage years, these issues can lead

to peer isolation, social rejection, ongoing anxiety, prolonged depression, low self-esteem, and difficulty adapting (Lewis et al., 2015).

Indeed, the type of relationship a child has influences how they communicate their emotions (Cassidy et al., 2013). Since they are not afraid of losing contact with attached figures, children who are securely attached can openly express their negative emotions. Insecurely attached children either have the lowest level of negative reactivity (insecure-avoidant) to avoid rejection or have the highest level of negativism (insecure-ambivalent) to ensure that adults are available. Insecurely attached children are known for having difficulty with imaginative and creative play (Read, 2014).

For example, many Western countries are seeing an increase in the number of mothers working. For example, in 2013, 72 percent of women worked in the UK, compared to 67 percent in 1996 (UK Office for National Statistics, 2013), and in 2009-2010, 81 percent worked in Australia, compared to 71 percent in 1997 (Australian Bureau of Statistics, 2011). As a result, a large number of children are separated from their mothers during the day which will affect the attachment pattern of the child towards their caregiver. More than half of American women return to work before their first child is three months old (US Census Bureau, 2011).

As a result, many young children enroll in early childhood education programs. This dependence on childcare centers comes at a time when the National Institute of Child Health and Human Development (NICHD) reports that only 10 percent of early childcare facilities in the United States are of high quality, with the remainder ranked as average or low. In addition, relative to home-based care, center-based care has a higher percentage of insecurely attached children. According to Millings et al. (2013), secure attachment individuals have a positive correlation with authoritative parenting styles, whereas avoidance and anxiety attachment individuals have a strong correlation with authoritarian and permissive parenting styles.

Anxious Attachment. One of the three insecure attachment styles is anxious attachment. Anxious attachment, also known as anxious ambivalent attachment in children, occurs in early life and it consists of ambivalence and fear. Anxious attachment is frequently caused by inattentive and inconsistent parenting. Sometimes, the parents will be supportive and responsive to the child's needs. At other times, they will be mis attuned to the child. This inconsistency may make it difficult for the children to decipher what their parents' actions signify and what kind of response to anticipate in the future because of this it will lead the child to become perplexed about his or her relationship with their caregivers as a result of their contradictory actions.

Anxious children embrace a different methodology as a result of their early encounters with their caregiver. It is speculated that newborn children classified as ambivalent have experienced capriciousness by their caregiver. Intemperate crying and screaming to pick up comforting reactions from their caregiver come about in hyper-vigilance and a need of interaction with the encompassing environment (Crugnola et al, 2011). These infants are often the most distressed and angry when they are separated from and reunited with their primary caregiver, and they may need excessive comfort. Furthermore, little data is available concerning the behavior profiles of anxious children, but their inability to express and direct their serious feelings, in any case may develop for these infants as well (Panfile & Laible, 2012).

In children, anxious attachment is one of three insecure attachment patterns known as anxious ambivalent attachment, and it develops in early life. The most common cause of anxious attachment is poor and inconsistent parenting. Anxious attachment develops in children who have a parent who is unpredictable or emotionally insensitive. For example, the parent will be loving and available one moment and unavailable the next. As a result, a child is left unsure of what to expect and eager for attention and connection (Cassidy, Jones, & Shaver, 2013)

Also, anxious attachment is described by caregivers' inconsistent responses and a child's anxiety and preoccupation with the availability, accessibility, and responsiveness of their caregiver throughout periods of distress. One of the main problems for an individual with an insecure relationship style is the fear of being rejected by someone they care for, so they are still on the lookout for signs that this may happen (Campbell & Marshall, 2011).

As early as pre-school age, anxious attachment may increase the risk of developing negative behavioral patterns. These issues may result in peer exclusion, social rejection, persistent anxiety, prolonged depression, low self-esteem, and adjustment difficulties as they progress through early childhood and adolescence. (Lewis et al., 2015). Further, children

with an anxious attachment style are constantly on the lookout for signs that they will be abandoned by someone they care about that is why children are having a hard time opening to the other people (Campbell & Marshall, 2011).

Early attachment is crucial because it serves as an internal working model for later relationships. For example, a response that is unavailable or cold will lead to an internal working model of the attachment figure as rejecting, the self as unworthy of care and others as not to be relied on for help and support which will result into anxious attachment. Children's perceptions of themselves, and others have an impact on how other people interact with them. A young child who expects rejection and has low self-esteem is likely to send out signals to others that they should avoid approaching them, leading to further rejection. In this case, sensitive caregiving is needed to resolve the children's hostility and lack of confidence (Schofield & Beek, 2014).

Anxious attachment has been related to an increased risk of mental health disorders, such as depression, as well as a higher probability of experiencing relationship issues. (Mikulincer & Shaver 2018). In addition, a 2018 study discovered a correlation between insomnia and early childhood attachment issues. Reactive attachment disorder, a mental health disorder in which children show a pattern of emotionally disconnected behavior toward their caregivers, may grow in children with attachment problems. When they're upset, they don't usually seek comfort, and they don't always react well to it when it's offered. They can also experience unexplained depression, irritability, and anxiety, as well as a lack of emotional responsiveness. Reactive attachment disorder influences every aspect of a child's life, from academics to friendships. They are often in a state of distress, making them more vulnerable to challenges and may result into anxious attachment (Palagini et al., 2018). In addition, a kindergarten learner who is emotionally sensitive, highly dependent on caregivers which is marked by an inability to process negative emotions without assistance from others and preoccupied with feelings of being unloved and unaccepted is insecurely attached in an anxious style (Ross et al., 2016).

Avoidant Attachment. The emotional availability of a child's caregivers has a significant impact on the development of an anxious-avoidant attachment style. The caretakers are not always neglectful to the child; they are present. Nevertheless, they prefer to avoid expressing emotion and connection, and they are frequently misinformed about the emotional requirements of the child. When the youngster seeks out for support, comfort, or affection, such caregivers are guarded and seem to back off. Children with avoidant attachment pattern becomes disconnected from their own needs and feelings. These children may learn to self-soothe and believe that they are the only ones who can help them. As a result, they lack the motivation or trust in others to seek assistance or support which will result for them to develop avoidant attachment (Lawler & Talbot, 2012)

In relation to this, avoidant attachment is an attachment style that develops during early childhood. It is more common among children who don't get responsive reactions to their needs or emotions. Children that have an avoidant attachment style may grow up to be extremely self-reliant, both physically and emotionally (Smith, 2020).

Children with an avoidant attachment style defied their mothers in this strange situation by distancing themselves or avoiding them. These people are more likely to stop being in loving relationships with others and to withdraw from close relationships. They also tend to dislike groups who are high in warmth (Santascy et al., 2016). Besides, these avoidant people who separate themselves from near connections often are mentally or sincerely hurt from the need of support that they get. However, gender and age moreover play parts in deciding the impact of an avoidant attachment style, because avoidant females are mentally hurt more in youthful adulthood than they are in later adulthood, but the inverse is genius for guys (Li & Fung, 2014). In general, avoidant attachment is marked by aversion to close relationships as well as isolation.

Along with, avoidant attachment is a type of attachment that occurs in early childhood. It is more prevalent in children who do not receive responsive responses to their needs or emotions. Avoidant attachment children may develop into extremely self-reliant adults, both physically and emotionally (Anna Smith, 2020). As what Crugnole et al., (2011) stated that when the caregiver abuses or neglects the needs of their child will develop avoidant attachment. Because of instances of rejection by their primary object of affective communication, avoidant-attached infants usually learn to control by deactivating their affective system or learning to work without using emotion.

Additionally, Millings et al. (2012) previously discovered that higher levels of attachment avoidance are strongly linked to either an authoritarian or permissive parenting style. Furthermore, both authoritarian and permissive parenting styles

were strongly correlated with low levels of sensitive caregiving, which are avoidant and anxiety attachments that represent individuals who have difficulty attending to the needs of others in an attentive manner

Moreover, when a kindergarten learner has an avoidant attachment style, they have a self-image that is based on contrasting themselves to others because avoidant children can only see themselves in a favorable light by critically judging comparable others. Avoidant are preoccupied with their own personal influence, have hidden feelings of failure and worthlessness, and avoid unpleasant circumstances through social isolation (Ross et al., 2016). Furthermore, avoidant attachment style cause children to avoid their primary caregivers. Because their primary caregiver does not respond sensitively to their needs or discomfort, which lead the child to develop this type of attachment style. Children who have avoidant attachment style may develop a strong sense of self-reliance, both physically and emotionally. Also, these children do not reject parental attention, they also do not seek comfort or interaction from their primary caregivers. Avoidant attachment children have no preference between a parent and a stranger (Simpson & Rholes, 2017).

III. THEORETICAL FRAMEWORK

This study anchored on Parenting Styles of Diana Baumrind (1967). Parenting styles are characterized by primary caregivers' attitudes toward childrearing and parenting, as well as how they communicate with their children. The following parenting styles were coined by Diana Baumrind, a clinical and developmental psychologist: authoritative, authoritarian, and permissive parenting style (Laff & Ruiz, 2019). One of the factors is that children's outcomes in several areas from mental and social to cognitive have been linked to the parenting styles. This theory is best for this study since it discusses the effects and the different types of parenting styles. Primary caregivers raise their children in a variety of ways, depending on their attitudes and behaviors. Primary caregivers' attitudes and behaviors may change in response to their personal characteristics, their social and psychological situations, the child's characteristics, and the child's behavior. All these variables contribute to primary caregivers exhibiting a variety of behaviors that contribute to the development of their parenting style.

On the other hand, it will also anchor to the theory of Attachment Theory. Attachment theory is the joint work of John Bowlby and Mary Ainsworth (1991). This theory focuses on the attachment between primary caregivers and children particularly during infancy, as well as the importance of children remaining close to their primary caregiver in order to protect them from the outside world (Arnett, 2013). In addition, according to McLeod (2017), Bowlby considers the significance of the child's relationship towards their primary caregivers in terms of social, emotional, and cognitive development. This means that the attachment that every child has on their primary caregivers or to any significant person whom the child is attached creates a great impact to the child's development. Moreover, attachment occurs when a child has a secure, consistent, reciprocal relationship with preferred person typically the child's primary caregiver (Moulin et al., 2014). This theory is best for the current study because parenting styles have a major effect on children's attachment patterns. Moreover, attachment is an emotional connection between children and their primary caregivers that is special and lasts a lifetime. Even if their primary caregivers use harsh and abusive parenting, they can still develop whether security, anxiety, and avoidance attachment towards their primary caregiver (Rodrigue & Reeves, 2015).

The conceptual framework of the study is shown in Figure 1. As seen in Figure 1, the independent variable is parenting styles with three indicators: authoritarian parenting style, authoritative parenting style and permissive parenting style. On the other hand, the dependent variable is attachment patterns with three indicators namely: security, anxiety, and avoidance. The arrow connecting the two variables signifies the assumed relationship.



Figure 1. Conceptual Framework of the Study

IV. METHOD

This chapter discussed the research design used in this study, the research locale, the research respondents, research instruments, and ethical consideration. Also, this study elaborated the data gathering procedure as well as the statistical tool that was used in the data analysis, and in interpreting the results of this study

Research Design

This study used non-experimental quantitative research design approach utilizing descriptive correlational approach. Quantitative research entails collecting data to measure information and subject it to statistical analysis to support or refute alternative knowledge statements (Leedy & Ormrod 2001; Williams, 2011). Descriptive study entails identifying characteristics of a phenomenon based on observation or investigating the relationship between two or more phenomena. It doesn't clarify how, when, or why the characteristics developed. Rather, it responds to the issue of what (Patricia and Nandhini, 2013). In this study, descriptive design will be utilized in determining the level of parenting styles in terms of authoritarian, authoritative and permissive styles of parenting, and the level of attachment patterns of learners in kindergarten in terms of security, anxiety, and avoidance attachment patterns.

In the same manner, this study is engaged in correlational design which it is intended to investigate the relationship between the variables. The degree of correlation between two variables is classified in the form of correlation coefficient. This is also supported by Creswell (2012) opinion that in correlational research design, researcher use the correlational statistical test to define and assess the degree of relationship between two or more variables or sets of scores. Specifically, to determine the relationship between parenting styles and attachment patterns of learners in kindergarten and to determine if the parenting styles significantly influence the attachment patterns of learners in kindergarten. The descriptive-correlational method is suited for this study since it intends to investigate the relationship between parenting styles and attachment patterns of learners in kindergarten.

Research Locale

The study was conducted in two of the public schools in Davao del Sur, Region XI particularly in the municipality of Digos City. It is a second class component city and capital of the province of Davao del Sur, Philippines. When the first public school was built, it became easier on the part of the primary caregiver to send their children to school. Learners lessened their expenses of spending transportation fare going to farther school. All the teachers pursued to give quality education though they only have few learners. On the other hand, the second public school, has learning friendly classrooms. There are amenities that ensure quality education for all learners including the school library, computer laboratory, science garden, school clinic, school playgrounds, other sports facilities.

Research Respondents

The researcher used cluster sampling technique in identifying the respondents of this study. The respondents of this study were the primary caregiver of learners in kindergarten. The data that was being collected in preparation for answering the questions and problems raised in this study was statistically computed with 100 samples. Cluster sampling (also known as one-stage cluster sampling) is a technique in which clusters of participants that represent the population are identified and included in the sample (Jackson, 2011). A cluster random sample is a two-step procedure in which the entire population is divided into clusters or groups, which are typically geographic areas or districts such as towns, schools, wards, blocks, and so on (Baridalyne, 2012). This method is ideal for my research because it is frequently applied on geographical basis. The respondents of the study are the primary caregiver of learners in kindergarten in two public schools in Digos City, it can be a mother, father, grandmother, grandfather, auntie, or uncle provided that they are the one taking good care of the child. The researcher identified two schools which has learners in kindergarten who are enrolled for the school year 2020-2021.

Research Instruments

To gather data for the independent variable, which is parenting styles, the researcher modified and adapted the Parental Authority Questionnaire – Revised of Reitman et al., (2001) which is composed of three indicators namely, authoritarian, authoritative, and permissive parenting styles. In evaluating the parenting styles, the researcher used the five-point Likert Scale of the instruments to interpret the data, with five (5) being the highest and one (1) being the lowest. This was used to assess the level of parenting styles. Below are the interpretation of the level of the parenting styles and attachment patterns of learners in kindergarten using the five-point Likert Scale instrument.

Interpretation for the Level of Parenting Styles

Range	Descriptive Level	Interpretation
4.20 – 5.00	Very high	This means that the parenting style is manifested all the time.
3.40 – 4.19	High	This means that the parenting style is observed oftentimes.
2.60 – 3.39	Fair	This means that the parenting style is done used sometimes.
1.80 – 2.59	Low	This means that the parenting style is utilized rarely.
1.00 – 1.79	Very Low	This means that the parenting style is almost not manifested or very little.

To gather data for the dependent variable, which is the attachment patterns of learners in kindergarten, the researcher adapted and modified questionnaire from the book, Nurturing Adoptions: Creating Resilience after Neglect and Trauma (2012). The questionnaire consists of thirty (30) items and there are ten (10) questions in each indicator of attachment styles namely, security, anxiety, and avoidance. In evaluating the attachment styles of learners in kindergarten, the researcher used the five-point Likert Scale of the instruments to interpret the data, with five (5) being the highest and one (1) being the lowest. This was used to assess the extent of learners in kindergarten attachment patterns

Interpretation for the Level of Attachment Patterns of learners in kindergarten

Range	Descriptive Level	Interpretation
4.20 – 5.00	Very high	This means that the attachment pattern of the kindergarten learners is manifested all the time.
3.40 – 4.19	High	This means that the attachment pattern of the kindergarten learners is observed oftentimes.
2.60 – 3.39	Fair	This means that the attachment pattern of the kindergarten learners is used sometimes
1.80 – 2.59	Low	This means that the attachment pattern of the kindergarten learners is utilized rarely
1.00 – 1.79	Very Low	This means that the attachment pattern of the kindergarten learners is very low

In summary, the researcher instrument has a total of sixty (60) Items. Part one (1) for the independent variable will have thirty (30) items and Part two (2) for the dependent variable has another thirty (30) items. These questionnaires were undergone validation by experts. Afterwards, it was being pilot tested to establish reliability.

Data Analysis

The study used the respondents' collected data for analysis. Descriptive Statistics such as Mean, Inferential Statistics such as Pearson R test and Multiple linear regression was used as the statistical tool of the study.

Mean. This was used to answer the study's first two objectives. It was used to define the level of parenting styles and attachment patterns of learners in kindergarten.

Pearson Product-Moment Correlation Coefficient (r-value). This statistical tool was used in determining the relationship between parenting styles, and attachment patterns of learners in kindergarten.

Linear Regression. This statistical method was used to predict which indicator of parenting styles influence the attachment patterns of kindergarten learners.

V. RESULTS AND DISCUSSIONS

This chapter presents the results of the data collated from the two sets of research locale. The table shows the level of the parenting styles and attachment patterns of learners in kindergarten. The discussion focused on the descriptive statistical result of each indicator. The analysis is based on the computed mean and standard deviation of each variable and the corresponding indicators.

Level of Parenting Styles

The first objective of this study is to determine the level of parenting styles of the primary caregivers of learners in kindergarten in two of the public schools in Digos City, Davao del Sur. Below is the table 1 which provides the answer to this objective.

Table 1. Level of Parenting Styles of Primary Caregivers

Indicators	Mean	Description
Authoritative	4.09	High
Authoritarian	4.24	Very High
Permissive	4.35	Very High
Overall	4.23	Very High

The table shows that the level of parenting styles is very high with an overall mean of 4.23 which means that the parenting styles is manifested all the time. Among the three indicators in the parenting styles, respondents perceived that both permissive and authoritarian got the highest mean score of 4.35 and 4.24 with a quantitative description of *very high*. Meanwhile, authoritative got a mean score of 4.09 with a quantitative description of *high*.

Diana Baumrind, a developmental psychologist, identified three distinct parenting styles based on her studies with preschool-aged children and permissive parenting was one of Baumrind's first parenting approaches to be described (Power, 2013). Permissive parents place little restrictions on their children. Their discipline is rare because they have minimal expectations for self-control and maturity from their children (Baumrind, 2013). Moreover, children who are raised under a permissive parenting style exhibit a reluctance to follow rules as a result of a lack of limits at home (Akhtar, 2011).

The second highest indicator is the authoritarian with a mean score of 4.24 with a quantitative description of *very high* which means that the parenting style is manifested all the time. This implies that the primary caregiver of the kindergarten learners of the 2 public school in Digos City, Davao del Sur is practicing authoritarian parenting style all the time. This implies that they emphasize on conformity and obedience and thus anticipate that they are obeyed without explanations in a less warm environment. For example, Chinese mothers used authoritarian parenting style in disciplining their children where they increased their restrictions just to protect their child from any danger. In Chinese culture, authoritarian primary caregiver is expected to govern and care for their children and train them to behave appropriately (L.J. Crockett, R. & Hayes, 2011). In relation to this, children who are raised by authoritarian primary caregiver are obedient and proficient, but they are frequently struggle with low self-esteem, depression, anxiety, and fear, as well as social anxiety in certain situations (Hosokawa & Katsura, 2018).

The last and lowest indicator with a quantitative description of *high*, is the authoritative which gained a mean of 4.09 or *high* which means the parenting style is observed oftentimes. Based on the data result, the primary caregiver of the kindergarten learners who are enrolled in 2 of the public schools in Digos City is practicing authoritative parenting style oftentimes. Based on the data result, authoritative primary caregivers can understand their children's emotions and they also know how to handle their children's behavior. Even though they have high standards for their children's maturity, authoritative parents are generally tolerant of any flaws (Strassen, 2011).

Level of Parenting Styles in terms of Authoritative

The level of parenting styles of learners in kindergarten in terms of authoritative, is shown in Table 1.1. There are 10 statements for this indicator with their corresponding mean and quantitative description.

Table 1.1. Level of Parenting Styles in terms of Authoritative

Authoritative	Mean	Description
1. Once family rules have been made, I discuss the reasons for the rules with my children.	4.43	Very High
2. I always encourage discussion when my children feel family rules and restrictions are unfair.	4.27	Very High
3. I direct the activities and decisions of my children by talking with them and using rewards and punishments.	4.35	Very High
4. My children know what I expect from them, but feel free to talk with me if they feel my expectations are unfair.	3.70	High
5. I tell my children what they should do, but I explain why I want them to do it.	3.66	High
6. I listen to my children when making decisions, but I do not decide something simply because my children want it.	3.75	High
7. I have clear standards of behavior for my children, but I am willing to listen to their concerns and discuss the rules with them.	3.35	Fair
8. I expect my children to follow my directions, but I am always willing to listen to their concerns and discuss the rules with them.	4.55	Very High
9. I set firm guidelines for my children but am understanding when they disagree with me.	4.59	Very High
10. If I make a decision that hurts my children, I am willing to admit that I made a mistake.	4.24	Very High
Overall	4.09	High

When it comes to authoritative style, the primary caregivers are very specific in giving rules as example they set guidelines to their children. It can be seen from the table that the highest mean belongs to the statement “*I set firm guidelines for my children, but I am understanding when they disagree with me*” with a mean of 4.59 and a description of *very high* and the second highest mean that got a description of *very high* belongs to the statement of “*I expect my children to follow my directions, but I am always willing to listen to their concerns and discuss the rules with them*” with a mean of 4.55 and a description of *very high*. This means that the primary caregiver of the kindergarten learners practices a positive parenting style to their children and this kind of parenting styles is a balance of both demandingness and responsiveness in which the extent of parent’s sensitiveness and supportiveness towards their children shows parental responsiveness.

Authoritative primary caregiver has reasonable expectations and a high degree of responsiveness. But even though they have high expectations to their children, they also provide the resources and support necessary for their children to succeed. Similarly, Hoskins (2014) stated that authoritative parents show more demandingness and responsiveness by showing more supportive towards harsh behavior. These parents energize verbal give-and take, express thinking behind rules and utilize control, reason, and shaping to reinforce objective. And they administer fair and consistent discipline when rules are broken. The authoritative primary caregivers explain the reasons why they forced such rules, and it has related to ethical thinking aptitudes. And, when the parents are sensitive and responsive, their children develop stronger problem-solving abilities, attention skills, and school readiness (Yousafzai et al., 2016).

In line with this result, authoritative parenting style has been called inductive discipline and children’s who are raised by authoritative parents are more emphatic, accommodating children’s, scrupulous and kind to other. It may moreover help the child from developing aggressive or unruly behavior and research show that authoritative parenting styles promotes improvement of ethical quality to the child (Patrick & Gibbs, 2016).

On the other hand, the lowest mean for the parenting styles in terms of authoritative is 3.35 with a quantitative description of fair belongs to the statement *“I have clear standards of behavior for my children, but I am willing to listen to their concerns and discuss the rules with them”*. Although this statement has the lowest mean, it is describing as fair which means that this parenting style is done used sometimes. This implies that most of the primary caregivers are still practicing the authoritative parenting style sometimes. In addition, authoritative primary caregivers are receptive to their children's needs, and they provide both love and warmth in addition to boundaries and fair discipline and before reinforcing the rules, the primary caregiver discusses it first to their children. As with permissive parents, authoritative parents are involved, responsive, and nurturing. However, authoritative parents, do not allow their children to get away with bad behavior. Parents who are authoritative take a firm stance, expecting their children to behave responsibly through this, it may aid in the prevention of children developing aggressive or defiant behavior problems (Chloe, 2013).

Level of Parenting Styles in terms of Authoritarian

The level of parenting styles of learners in kindergarten in terms of authoritarian, is shown in Table 1.2. There are 10 statements for this indicator with their corresponding mean and quantitative description.

Table 1.2. Level of Parenting Styles in terms of Authoritarian

Authoritarian	Mean	Description
1. It is for my children's own good to require them to do what I think is right, even if they don't agree.	4.11	High
2. When I ask my children to do something, I expect it to be done immediately without questions.	4.93	Very High
3. I do not allow my children to question the decision that I make.	3.70	High
4. Other parents should use more force to get their children to behave.	3.66	High
5. Smart parents should teach their children early exactly who is the authority in the family.	3.75	High
6. I get very upset if my children try to disagree with me.	3.35	Fair
7. I let my children know what behavior is expected and if they don't follow the rules they get punished.	4.78	Very High
8. Most problems in society could be solved if parents were stricter when their children disobey.	4.82	Very High
9. I often tell my children exactly what I want them to do and how I expect them to do it.	4.70	Very High
10. My children know what I expect of them and do what is asked simply out of respect for my authority.	4.63	Very High
Overall	4.24	Very High

It can be seen from the table that the highest mean belongs to the statements *“When I ask my children to do something, I expect it to be done immediately without questions”* with a mean of 4.93 with a quantitative description of *very high*, *“Most problems in society could be solved if parents were stricter when their children disobey”* with a mean of 4.82 with a quantitative description of *very high* and *“I let my children know what behavior is expected and if they don't follow the rules they get punished”* with a mean score 4.78 with a quantitative description of *very high*. This means that authoritarian primary caregiver assesses, shape and control the attitudes as well as behavior of their children in line with set standards of conduct, known as absolute standard.

This finding is supported by Williams (2013), children who have authoritarian primary caregivers are supposed to follow very strict rules characterized by their primary caregiver and they are expected to adhere to extremely strict rules defined by their primary caregiver considering this absolute standard. Authoritarian parents expect that their children will follow every decision or rules that they will going to implement without questioning the reason behind that decision or rules. When children fail to adhere to such rules, they are punished. This type of parenting style anticipates pleasant behavior from their children without explaining what that behavior is or they frequently fail to provide

rationale for such rules (Cherry, 2015). On the other hand, the lowest mean for the parenting style in terms of authoritarian is 3.35 with a description of *fair* belongs to the statement “*I get very upset if my children try to disagree with me*”. This implies that primary caregivers who practiced this kind of parenting style expects a pleasant behavior of their children without explaining to their child what kind of behavior it is (Williams, 2013). They have high expectation to their children, and they impose extremely strict rules, which they expect their child to follow with no discussion or compromising. Baumrind asserts that these primary caregivers are obedient and status-driven and expect their commands to be followed without explanation (Sooriya, 2017).

Level of Parenting Styles in terms of Permissive

The level of parenting styles of learners in kindergarten in terms of permissive, is shown in Table 1.3. There are 10 statements for this indicator with their corresponding mean and quantitative description.

Table 1.3. Level of Parenting Styles in terms of Permissive

Permissive	Mean	Description
1. In a well-run home child should have their way as often as parents do.	4.20	Very High
2. Children need to be free to make their own decisions about activities, even if this disagrees with what a parent might want to do.	3.56	High
3. My children do not need to obey rules simply because people in authority have told them to.	4.30	Very High
4. I usually don't set firm guidelines for my children's behavior.	4.65	Very High
5. I do what my children want when making family decisions.	4.50	Very High
6. Most problems in society would be solved if parents would let their children choose their activities, make their own decisions, and follow their own desires when growing up.	4.70	Very High
7. I allow my children to decide most things for themselves without a lot of help from me.	4.43	Very High
8. I do not think of myself as responsible for telling my children what to do.	4.31	Very High
9. I allow my children to form their own opinions about family matters and let them make their own decisions about those matters.	4.59	Very High
10. I do not direct the behaviors, activities, or desires of my children.	4.30	Very High
Overall	4.35	Very High

It can be seen from the table that the highest mean belongs to the statements “*Most problems in society would be solved if parents would let their children choose their activities, make their own decisions, and follow their own desires when growing up*” with a mean of 4.70 , “*I usually don't set firm guidelines for my children's behavior*” with a mean of 4.65, “*I allow my children to form their own opinions about family matters and let them make their own decisions about those matters*” with a mean of 4.59 and “*I do what my children want when making family decisions*” with a mean of 4.50. All these statements have quantitative description of *very high*. This means that the primary caregivers allow their children to make their own decision.

Permissive primary caregiver is extremely receptive to the emotional needs of their children. However, they do not establish boundaries or are extremely inconsistent in enforcing them. Primary caregiver who adopts this style place few expectations on their children. Discipline is uncommon among these primary caregivers due to their low expectations for self-control and maturity and they are more responsive than they are demanding. The permissive primary caregivers are nontraditional and lenient in nature, they do not require mature behavior from their children instead they promote self-regulation also, as much as possible they avoid confrontation with their children (Larzelere, 2013). Also, they frequently spoil their children by providing unrestricted freedom which means that they allow their child to make their own decision (Santrock, 2011).

On the other hand, the lowest mean for the parenting style in terms of permissive is 3.56 with a quantitative description of *high* which belongs to the statement “*Children need to be free to make their own decisions about activities, even if this disagrees with what a parent might want to do*” this implies that the primary caregivers of the kindergarten learners who are enrolled in two public schools in Digos City less adhered this idea that children should have a free will to make their own decision or to decide what they want since they are still kindergarten learners and they need more assistance or guidance from their primary caregiver.

Level of Attachment Patterns of Learners in Kindergarten

The second objective of this study was to determine the level of attachment patterns of learners in kindergarten. Table 2 provides the answer to this objective.

Table 2. Level of Attachment Patterns of learners in kindergarten

Indicators	Mean	Description
Secure	4.83	Very High
Anxious	3.80	High
Avoidant	3.66	High
Overall	4.10	High

As shown in Table 2, the level of attachment patterns of learners in kindergarten gets an overall mean of 4.10 or high which means that the attachment patterns of learners in kindergarten is observed oftentimes. This further implies that the attachment patterns refer to the capacity to form emotional attachments with other people. It begins at birth and continues throughout childhood and adolescence. This will serve as the basis on how they will interact with their surroundings. The quality of child-primary caregiver attachment has irreversible consequences for child development, promoting either a self-assured and emotionally stable personality with exceptional learning capacities or an individual with social-emotional, behavioral, and/or cognitive difficulties. Therefore, attachment patterns play a pivotal role in the lives of the children.

This substantiates the idea of (Parenting Today Staff, 2013) stated that when children form healthy attachments and bonds with their parents or caregivers, they establish a strong foundation for future growth. Secure attachments assist children in attaining developmental milestones in cognitive functioning, fine and gross motor skills, language development, and visual development. But when a when children do not form positive attachments to their parents or caregivers, their socio-emotional development suffers, and these children may develop an insecure anxious and avoidant attachment pattern.

Level of Attachment Patterns of learners in kindergarten in terms of Secure

The level of secure attachment pattern of kindergarten learners is shown in Table 2.1. There are ten (10) statements for this indicator with their corresponding mean and quantitative description.

Table 2.1. Level of Attachment Patterns of learners in kindergarten in terms of Secure

Secure	Mean	Description
1. Child clings to parent when uncertain.	4.93	Very High
2. Child references parent's face for cues about the evaluator and/or setting. She is reassured.	4.53	Very High
3. Child follows parent around room with eyes, without being wary.	4.82	Very High
4. Child smiles back at parent.	4.87	Very High
5. Child initiates smile to parent.	4.79	Very High
6. Child initiates or responds to little games, playful interactions with parent.	4.91	Very High
7. Child prefers being within 3 feet of parent rather than alone, while getting used to the observer or space.	4.88	Very High
8. Child looks to parent to share positive effects.	4.84	Very High
9. Child looks to parent when confused and then looks reassured.	4.86	Very High

10.	Child leans against parent and relaxes.	4.90	Very High
Overall		4.83	Very High

It can be seen from the table 2.1 that the highest mean belongs to the statements “*My child clings to me when uncertain*” with a mean of 4.93, “*child leans against parent and relaxes*” with a mean score of 4.90, and “*Child looks to parents when confused and then looks reassured*” with a mean score of 4.86 and these three statements got a quantitative description of *very high*. This means that securely attached children perceive their caregivers as responsive and available, and they use them as a secure base for exploration and as a safe haven to return to in times of distress.

Attachment styles are trait-like dispositions that affect the intrinsic attachment system and are formed via early life interactions with caregivers. In times of need, such as stressful conditions, the child seek proximity with their attachment figures (Beckes, 2014). Being near with their attachment figures like primary caregivers induces a tranquil state in the child, with soothing feelings of warmth and calmness that off-load the tension onto the attachment figure and allow the child to expand and build on their positive emotions.

Level of Attachment Patterns of learners in kindergarten in terms of Anxious

The level of anxious attachment pattern of kindergarten learners is shown in Table 2.2. There are ten (10) statements for this indicator with their corresponding mean and quantitative description.

Table 2.1. Level of Attachment Patterns of learners in kindergarten in terms of Anxious

Anxious	Mean	Description
1. Child looks at parent quickly, and then looks away, carrying some of parent's anxious expression.	3.71	High
2. Child gets frustrated with a problem in play but does not reach out to parent confidently. May say, “you probably won't help me with this.” Complains after parent helps.	3.80	High
3. Child clings to parent but does not settle or regulate better with body contact.	3.83	High
4. Child climbs parent's body roughly, with parent wincing, and with no change in child's expression in relationship to parent's non-verbal cues.	3.70	High
5. Child drums feet against parent when being held.	3.66	High
6. Child asks for items, but then abandons them.	3.75	High
7. Child discontinues gaze with parent in order to better regulate herself.	3.35	Fair
8. Child continues to signal distress long after the transition (whines, complains, bats at parent).	3.85	High
9. Parents makes statements like: “I don't know what you want. I don't know what to do.”	4.44	Very High
10. Parent anxiously talks about self and their point of view during play or transitions without trying to include the child's point of view.	3.95	High
Overall	3.80	High

It can be seen from the table that the highest mean belongs to the statement “*Parents make statements like “I don't know what you want. I don't know what to do”*” with a mean of 4.44 with a quantitative description of *very high*. This means that the attachment patterns of learners in kindergarten are manifested all the time. This further implies that inconsistent parenting may cause the child to develop anxious attachment towards their caregiver specially when their needs are not met in times of distress. Children with anxious attachment pattern may feel anxious when they are separated by their caregiver, but they are also not appearing comforted when their caregiver returned and the reason behind this behavior is because they experience the abuse or rejection towards their primary caregiver.

In children, anxious attachment is one of three insecure attachment patterns known as anxious ambivalent attachment, and it develops in early life. The most common cause of anxious attachment is poor and inconsistent parenting. Anxious attachment develops in children who have a parent who is unpredictable or emotionally insensitive. For

example, the parent will be loving and available one moment and unavailable the next. As a result, a child is left unsure of what to expect and eager for attention and connection (Cassidy, Jones, & Shaver, 2013).

As what Campbell and Marshall (2011) pointed out, anxiety attachment is described by caregivers' inconsistent responses and a child's anxiety and preoccupation with the availability, accessibility, and responsiveness of their caregiver throughout periods of distress. One of the main problems for a child with an insecure relationship style is the fear of being rejected by someone they care for, so they are still on the lookout for signs that this may happen. In addition, early attachment is crucial because it serves as an internal working model for later relationships. For example, a response that is unavailable or cold will lead to an internal working model of the attachment figure as rejecting which will result into anxious attachment (Schofield & Beek, 2014).

Level of Attachment Pattern of learners in kindergarten in terms of Avoidant

The level of avoidant attachment pattern of kindergarten learners is shown in table 2.3. There are ten (10) statements for this indicator with their corresponding mean and quantitative description.

Table 2.3. Level of Attachment Pattern of learners in kindergarten in terms of Avoidant

Avoidant	Mean	Description
1. Child sits outside of social distance from parent throughout observation.	3.68	High
2. Child sits with back to parent.	3.60	High
3. Child stiffens when touched by parent.	3.02	Fair
4. Child gets frustrated with a problem in play but does not reach out to parent confidently. May say, "you probably won't help me with this."	3.91	High
5. Child grabs toys away from parent during play.	3.70	High
6. Child looks at parent quickly, and then looks away.	3.65	High
7. Child persists with negative behaviors that are not allowed.	3.80	High
8. Parent is critical or sarcastic with child.	3.80	High
9. Parent shrugs when child ignores, excludes, or resists parental interaction.	3.49	High
10. Parent does not share time or activity with child.	3.93	High
Overall	3.66	High

It can be seen from the table that the highest mean belongs to the statement "*Parent does not share time or activity with child*" with a mean of 3.93 and a description of *high*. In such a case, parents and children do not have adequate connection. Children with this type of attachment learn to self-soothe and believe that they are the only ones who can help them. This stems from the fact that because they don't get sensitive responses to their needs from their caregiver, they are pushed to not trust others nor seek assistance or support (Lawler & Talbot, 2012). As what Crugnolet et al., (2011) stated that when the caregiver abuses or neglects the needs of their child will develop avoidant attachment. Because of instances of rejection by their primary object of affective communication, avoidant-attached infants usually learn to control by deactivating their affective system or learning to work without using emotion.

On the other hand, the lowest mean for the attachment patterns of learners in kindergarten in terms of avoidance belongs to the statement of "*child stiffens when touched by parent*" with a mean of 3.02 with a quantitative description of *fair*. According to Crugnolet et al. (2011) which stated that when the caregiver abuses or neglects the needs of their child, it will cause the child to develop avoidant attachment style where they will learn to control their own feelings, or they will learn to work without using emotion. Children with avoidant attachment style are preoccupied with their own personal feelings, due to inconsistent parenting and constant rejection that they get from the primary caregiver, they will develop hidden feelings of failure and worthlessness which cause them to avoid interaction with their primary caregivers (Ross et al., 2016).

Relationship between the Level of Parenting Style and Level of Attachment Patterns of Learners in Kindergarten

Table 3 shows the relationship between the level of parenting style and level of attachment patterns of learners in kindergarten. Based on the results, it shows that there is a weak positive correlation between these two variables.

Table 3. Significance on the Relationship between the Level of Parenting Style and Level of Attachment Patterns of Learners in Kindergarten

Parenting Style	Attachment Patterns			
	R	p-value	Decision on H ₀	Interpretation
	0.485	0.000	Reject	There is significant weak positive correlation

As shown in table 3, the p-value of 0.000 is lower than the significant level of 0.05. It gives the decision of rejecting the null hypothesis which means that the relationship between the two-variable is significant. This implies further, that there is a weak significant relationship between parenting styles and attachment patterns of learners in kindergarten. Furthermore, the correlation coefficient of $R = 0.485$ which explains that there is a significant correlation between the two variables.

The researcher used the parenting styles theory of Diana Baumrind which it discussed the effects and the different styles of parenting and the attachment theory of John Bowlby and Mary Ainsworth where it focused more on the attachment between the primary caregiver and the child. This theory is best for the current study because parenting styles have a major effect on children's attachment patterns. According to McLeod (2017), Bowlby considers the significance of the child's relationship towards their primary caregivers in terms of social, emotional, and cognitive development. This means that the attachment that every child has on their primary caregivers or to any significant person whom the child is attached creates a great impact to the child's development. Moreover, attachment occurs when a child has a secure, consistent, reciprocal relationship with preferred person typically the child's primary caregiver (Moulin et al., 2014).

Significant Influence of the Indicators of Parenting Style on the Attachment Patterns of Learners in Kindergarten

Table 4 shows which of the indicator of the independent variable significantly influence the indicator of the dependent variable.

Table 4. Regression Analysis on the Significant Influence of the Indicators of Parenting Style on the Attachment Patterns of Learners in Kindergarten

Parenting Style	Attachment Patterns					
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Decision on H ₀ Interpretation
	B	Std. Error	Beta			
(Constant)	2.684	0.340		7.899	0.000	
Authoritative	0.115	0.058	0.203	2.002	0.048	Reject Significant
Authoritarian	0.260	0.060	0.437	4.316	0.000	Reject Significant
Permissive	-0.037	0.056	-0.054	-0.649	0.518	Accept Not Significant

$R = 0.581$; $R^2 = 0.338$; F-value = 16.334; p-value = 0.000

Table 4 shows the unstandardized coefficient and standardized coefficient of the regression analysis showing the influence of indicators of the parenting styles to the attachment patterns of learners in kindergarten. Also, it shows the overall R-value, R^2 value, F-value and p-value of the independent variable as predictors of the dependent variable which it answers the fourth objective of this study.

The indicators authoritative and authoritarian are shown in the table analysis. The standardized coefficient beta of 0.437 with a p-value of 0.000 and a beta of 0.203 with a p-value of 0.000, are significantly predictors of attachment patterns of learners in kindergarten.

On the other hand, the permissive parenting style with a beta of -0.037 and the p-value of 0.000 is not a significant indicator that predict the dependent variable which is the attachment patterns. However, the two indicators of the independent variable namely authoritarian and authoritative are the indicators that has a significant predictor of the dependent variable. As reflected in the F-value= 16.334 and the p-value= 0.000.

Furthermore, considering the authoritarian parentings style has the highest t-value of 4.316 and permissive parentings style has the lowest t-value of 0.649. That means that there is more significant evidence against the null hypothesis. It is because the highest the absolute value of the t-value and the smaller the p-value is the greater the evidence against the null hypothesis.

In conclusion, the two indicators namely authoritarian and authoritative parenting styles of the two independent variables significantly predict the attachment patterns of the kindergarten learners. The R^2 value of 0.338 or 33.8% of the variance explained authoritarian and authoritative parentings styles contributed significantly to the attachment patterns of learners in kindergarten. Furthermore, as reflected by the F-value of 16.334 and the p-value of 0.000 that the regression analysis is significant.

VI. CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the findings and recommendations derived from the data analysis and the literature review that served as the foundation for this study. Additionally, an overview summarizes the study to remind readers of the investigation's purpose.

Based on the study, the conclusions are as follows:

Parenting styles can bring positive or negative effects to the development of the children. Every parenting style can affect the attachment pattern of a child. Based on the result, authoritarian and authoritative parenting styles can significantly influence the attachment pattern of the learners in kindergarten. When the primary caregiver is attentive and emotionally and physically available to the needs of their child it will help their child to develop a secure attachment pattern.

Attachment is a critical developmental milestone in a child's life that may affect him throughout his life that is why primary caregivers should develop secure attachment patterns for their child because this might affect their development specifically their attachment pattern. Children are considered to be attached to their primary caregiver if they seek proximity to and contact with their specific caregiver during times of distress, illness, or exhaustion.

Accordingly, primary caregivers must be careful in employing a parenting style to their child because this might affect their development specifically, their attachment patterns and children might bring this one when they grow up. That is why, it is important for a primary caregiver to develop the secure attachment patterns of their child.

In conclusion, authoritative and authoritarian parenting styles significantly influence the attachment patterns of the kindergarten learners while the permissive parenting style does not influence the attachment patterns of the learners in kindergarten.

Recommendations

Based on the findings and conclusions, the recommendations are as follows:

The Department of Education Official may conduct a seminar to educate the primary caregivers regarding the effects and how important is the parenting styles to the attachment patterns of learners in kindergarten.

The School Heads may continue to support the program of the Department of Education in conducting a seminar to the primary caregivers of learners in kindergarten and they may give more emphasis to the responsibility and obligations as primary caregiver to their children.

Kindergarten teachers may continue to mentor the primary caregivers regarding their responsibility to their children specifically on how to discipline their children in a proper way. They may also remind the child to be respectful to their primary caregivers through obeying their orders.

Primary Caregivers may attend the seminar offered by the government on how to cope-up with their child's interests and how to develop a healthy secure attachment pattern with their children.

Learners in Kindergarten are encouraged to obey their primary caregivers and their teachers. They are also encouraged to enjoy their childhood by creating memorable memories together with their peers and primary caregivers

Future researchers may continue this study in a wider scale. They may also explore the point of view of the teachers and the primary caregivers to have a wider range of respondents. Furthermore, they may also use this study as a reference so that they will have better understanding about the parenting styles and attachment patterns of learners in kindergarten.

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