

Parenting Styles, Dominant Temperament, And Emotional Competence Among Filipino Senior High School Students

Romeo A. Tomas III

MS Psych, Instructor I- College of Arts and Sciences, Isabela State University, Cauayan City Campus.
Philippines

Abstract:

This research explores the relationship between parenting styles, dominant temperament, and emotional competence among Filipino Senior High School students. The study aims to provide insights into the impact of different parenting practices on the emotional development and temperament of adolescents. Data was collected through a structured questionnaire from 330 Senior High School students attending Cauayan City National High School. The results show that majority of the students were cared for by their mothers, and autonomy granting and demandingness were the most commonly observed parenting styles. The dominant temperament of most students was found to be openness, indicating a curious and imaginative nature. Additionally, the students exhibited a high level of emotional competence, particularly in feelings of joy and love. However, there was no significant difference in dominant temperament and emotional competence based on parenting profiles. Furthermore, no significant relationship was found between dominant temperament and emotional competence.

Keywords: Parenting styles, Emotional competence, Dominant temperament

Introduction

Concepts of temperament were necessary to understand child's personality. Knowing temperament making parents more effective parents. even though researchers have generally studied temperament, effortful manage on anger/ frustration as results of parenting, a few researchers have tested kids's effortful control or associated characteristics and poor emotionality as predictors of parenting with longitudinal data and discovered proof for child-driven outcomes (Lee, 2013)

Emotion-associated individual differences have been theorized as abilities, tendencies or a mix of each have become the baseline of various critical traces of research and rose a few debates on the reputation of emotion-associated individual differences as being traits or abilities. Debates between these conceptions of emotional competence have result in in recommending a version overlaying 3 ranges: expertise, capabilities and tendencies. Emotional competence and indeed seems to influence the maximum critical spheres of life: psychological well-being, physical health, social relationships and professional fulfillment (Brasseur, 2013)

Filipinos are among the top source of human labor around the world. Based on recent studies, female workers outnumbers the male workers going abroad¹. As the result of this trend, children were left to the Philippines to the care of Caregiver like grandmother, relatives and paid *yayas*. Aside from this,

gender equality in the country has been greatly practiced which gave the opportunity to every woman to pursue a career in their chosen field. This pushed the mothers to leave their children to the care of the people who were referred in this study as caregivers. This research was pursued to study the emotional competence and temperament of the child as a result of parenting styles exercised by the mothers and caregivers.

For Filipino community, schooling starts at home with the mother as the first teacher. In the absence of the working mom it was presumed that the Caregivers are the one taking the role of the mother as the first teacher. Research studies conducted were focused only parenting styles. No studies conducted yet with Caregiver.

This study would give every Filipino Parents deeper insight with regard to the emotional competence and temperament of the child living with biological mothers and Caregivers.

Theoretical/Conceptual Framework

This study focused on Child dominant temperament and emotional competence as the researcher try to link the abovementioned into different parenting styles exercise by mothers and caregivers. Over the decades, emotional competence (EC) has obtained increasing interest each from the general public and the scientific community. This idea refers to how people deal with intrapersonal or interpersonal emotional information. More particularly, it refers to how a person identifies, expresses, understands, regulates and makes use of his feelings or those of others (Brasseur, 2013).

In line with Kranenburg, van IJzendoorn, & Juffer (2003) as noted via Russell (2016), growing social-emotional competence is vital for constructing adaptive social relationships throughout early life, and this method is based closely on kids's early experiences with the social world. Several studies have set up significant links among capabilities of early caregiving relationships and attachment protection.

On the other hand, temperament refers to these biologically-based individual differences, which can be classified into two domains: reactivity and regulation. Beginning in infancy, children show observable differences in how they respond and interact with their environment. (Rothbart & Bates, 2006 as cited by Bates (2012) Mary Rothbart recognized three underlying dimensions of temperament. the use of factor analysis on information from 3 -12 month old kids, three extensive factors emerged and had been labelled surgency/extraversion, negative affect, and effortful control.

This study aimed to uncover the parenting styles applied by the mothers and caregivers that will further enrich our understanding and give us a clue on how Filipino mothers and caregivers raise their children.

There were no studies yet conducted among Filipino children in any specific part of the country in this context and this study will address this gap in the literature by studying the differences on multiple temperament traits, levels of emotional competence and rearing styles carried out by the mothers and caregivers to their children.

Operational Framework

This study was based on the theory of the Parenting Style Theory by Diana Baumrind. Baumrind, a leading clinical and developmental psychologist whose work on parenting styles is groundbreaking, even decades after publishing her studies on the effects of various parenting styles on child rearing in 1966, 1967 and 1971. She observed three groups of preschoolers in her study, "Child Care Practices Antecedent Three Patterns of Preschool Behavior," from the American Psychological Association's abstract published

on APA PsychNet. Controlling and non-nurturing parents were mistrustful and unhappy preschoolers. There were demanding but nurturing and communicative parents who were self-reliant and happy preschoolers. Immature and dependent preschoolers had warm, unlimited parents. Baumrind developed the authoritarian, authoritative and permissive styles of parenting on this basis (Baumrind, 2003). With such theory in mind, the researcher aimed to find out whether there were significant difference in parenting style of mothers and caregivers to the dominant temperament and level of emotional competence among Senior High School Students of Cauayan City National High School.

Operational Model

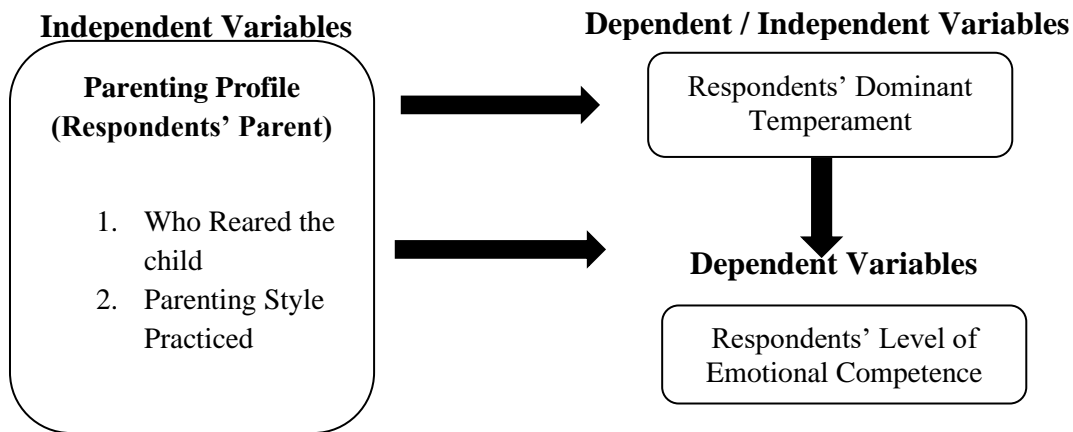


Figure 1. The Operational model showing the difference and relationship among variables.

Statement of the Problem

This aimed to assess the parenting profile, dominant temperament and level of emotional competence among senior high school students in Cauayan City National High School. Especially it sought answers to the following questions:

1. What is the parenting profile of the respondent’s parents in terms of
 - 1.1. Who reared the child and,
 - 1.2. Parenting Style practiced?
2. What is the respondents’ dominant temperament as a result of Big 5 personality inventory?
3. What is the respondents’ level of emotional competence?
4. Is there a significant difference on the respondents’ dominant temperament when grouped according profile and variables?
5. Is there a significant difference on the respondents’ level of emotional competence when grouped according profile of variables?
6. Is there a significant relationship between the respondents’ dominant temperament and their level of emotional competence?

Statement of Hypothesis

This study was based on the following hypothesis:

Ho 1: There is no significant difference on the respondents’ dominant temperament when grouped according profile and variables.

Ho 2: There is no significant difference on the respondents’ level of emotional

competence when grouped according profile of variables.

Ho 3: There is no significant relationship between the respondents' dominant temperament and their level of emotional competence.

Assumptions of the Study

In conducting a study on the child and the rearing practices of their parents and caregivers, the following assumptions were made:

1. Every child has its own dominant temperament which can already been observed through its development beginning from the early stage in life.
2. Children has a different levels of emotional competence depends on its maturity.
3. The respondents werw the Senior Highschool Studets of Cauayan City National HighSchool, who honestly answered the questionnaires provided.

Scope and Delimitation

The study was conducted among Senior High School students of Cauayan National High School with regards to their experiences how they were reared. A sample size of three hundred thirty (330) Senior High School with 5 percent margin of error was subjected for the study. The study was focused on the dominant temperament and the level of emotional competence of the respondents as a result of parenting style practiced by the parents and caregivers.

The significance of the study is of great value to various stakeholders. For Senior High School students, the findings will provide insights into their dominant temperament and level of emotional competence, aiding in their adjustment to the parenting styles employed by their parents. This understanding can contribute to better relationships and emotional well-being (Russell, 2016). CCNHS teachers can also benefit from the study by being informed about and applying appropriate parenting styles when interacting with their students inside the classroom (Havighurst et al., 2013).

Parents stand to gain valuable knowledge about different parenting styles that can further develop their child's high level of emotional competence and well-adjusted dominant temperament, which may lead to a happier and healthier lifestyle during their development (Argyriou et al., 2016). For guidance counselors, the study will enable them to develop programs that inform parents about their children's dominant temperament and emotional competence, thereby facilitating better emotional and psychological health based on the study's results (Laukkanen et al., 2014).

The researcher's contribution to the field is pivotal, as the study will provide an action plan that prompts authorities to encourage healthy and just parenting styles that foster the mental and emotional development of children (González, 2016). Moreover, future researchers can utilize this study as a foundation for further investigations and the implementation of programs that support effective and responsible parenting styles (Symeou et al., 2012).

Review of Related Literatures:

Parenting

As far as psychodynamic psychology is concerned, according to Andreas Sofroniou (2014), Adlerians stress the fundamental importance of childhood in the development of personality and any tendency towards different forms of psychopathology. The best way to inoculate against what is now known as "personality disorders" (what Adler called the "neurotic character") or a tendency towards

different neurotic conditions (depression, anxiety, etc.) is to train a child to be and feel an equal part of the family. The responsibility for the child's optimal development is not limited to the mother or father, but includes more broadly teachers and society. Adler therefore argued that teachers, nurses, social workers, and so on, need parent education training to complement the family's work in fostering a democratic character. When a child does not feel the same and is enacted (abused by pampering or neglect), it is likely that he or she will develop complexes of inferiority or superiority and various concurrent strategies for compensation. He suggests a key role for the school in mankind's "salvation." He sees it as the only institution capable of making the necessary changes to social cooperation. He suggests that teachers should be psychologists and that the school should replace and "correct" the family that is relegated to a lower and clearly unbiblical position in child training (Sofroniou, 2014).

According to Sigmund Freud, during the first five years of life, personality development depends on the interplay between instinct and environment. For normal and abnormal development, parental behavior is crucial. It is usually possible to trace personality and mental health problems in adulthood back to the first five years (McLeod, 2017).

González (2016), conducted a research program guide to the development of emotional, educational and parenting skills as the main intervention tool to promote parenting skills. To analyze its effectiveness, the evaluation tools it includes were used to gather information. The Program Guide is a resource for qualified professionals to improve the parenting skills of parents with children between the ages of 0 and 18. The program content is classified into six dimensions of parenting skills: These dimensions relate to key parenting skills that enable parents to behave effectively in a variety of areas when raising their children, depending on their age and stage of development: supporting the involvement of children in academic tasks, building up co-responsibility for housework, healthy nutrition, leisure and living habits, prevention of drug use, school failure and drop-out premises Results obtained from the Program Guide with children aged 1 to 18 years show that participants perceived themselves to be more competent as parents in all five dimensions analyzed after completing the sessions.

Research on parenting education indicated that parents generally have doubts about the quality of their child's upbringing and are uncertain about how to solve the parental problems they may encounter in family life (Bodenmann et al., 2008, Martínez et al., 2007, Ponzetti, 2016, Rumberger, 2004, Symeou et al., 2012).

Child school failure, absenteeism, dropout from high school, drug use or misbehavior, as described in socio-educational studies and reports (Janosz, Archambault, Morizot, & Pagani, 2008), are social problems associated with children and youth. These problems, together with other factors, are often linked to poor parenting skills and the key role that families play in the upbringing of their children (Martínez et al., 2008, Symeou et al., 2012), as quoted by Raquel Amaya Martínez González, (2016)

Temperament is a fundamental aspect of behavioral functioning, encompassing distinct individual characteristics displayed by individuals of all ages (Friedman et al., 2016). While it remains relatively stable throughout life, it is most noticeable and extensively studied in children. Studies have explored the association between children's temperamental characteristics and maternal parenting styles, with maternal well-being playing a mediating and moderating role (Laukkanen et al., 2014). Low positivity in children is linked to low maternal affection, while negative emotionality is associated with higher psychological and behavioral control attempts by mothers. Parenting styles have been found to be connected to indirect aggression, whereas temperamental characteristics are specifically related to direct aggression in adolescents (Li, 2012). Furthermore, the interplay between negative emotionality and parenting has been

examined, showing that certain temperament and parenting combinations may contribute to the development of internalizing issues in youth (Davis et al., 2014). The influence of child temperament and maternal parenting on child social functioning has also been investigated, with certain temperament traits associated with poorer social functioning (BaerMeghan et al., 2015). Understanding these complex relationships between temperament and parenting styles is crucial for addressing emotional and behavioral issues in children and adolescents.

Emotional Competence

The concept of emotional competence is rooted in the understanding of human being's emotions as normal, useful aspects.

Russell (2016) conducted a longitudinal study using data from the National Institute of Child Health and Human Development (NICHD) Early Child Care and Youth Development Study (SECCYD) to examine the development of social emotional competence, including classroom competence, in children. The study focused on early care environments as predictors of social emotional competence and found that early caregiving environments directly influenced peer relationship satisfaction, oppositional behavior, social skills, and classroom skills. The study revealed that the qualities of caregiving that are important in predicting outcomes during early childhood differ from those that become more prominent in predicting outcomes during primary school.

Havighurst et al. (2013) introduced the Tuning in Kids (TIK) program, a 6-session group parenting program for young children with behavioral problems. The TIK program aims to enhance parent emotional socialization, including emotional awareness, regulatory skills, and emotional coaching. The results of the study showed that parents who participated in the TIK program reported less emotional dismissiveness and reduced child behavioral problems. Moreover, parents in the intervention group demonstrated increased empathy and improved emotional coaching skills, while their children exhibited greater emotional knowledge and fewer teacher-reported behavioral issues.

In their study on parenting styles and emotional intelligence trait in adolescents, Argyriou et al. (2016) provided empirical evidence that parenting styles are related to the Emotional Intelligence trait. Specifically, authoritative parenting was positively associated with Emotional Intelligence, while authoritarian parenting showed a negative association. The study also found that males self-reported higher levels of Emotional Intelligence on average, and adolescents from homes where no parent had completed post-secondary education tended to score lower on the Emotional Intelligence trait scale. However, no evidence of a permissive parenting relationship with Emotional Intelligence trait was found. Understanding emotional competence and its connection to parenting styles is crucial for promoting positive social and emotional development in children and adolescents (Russell, 2016; Havighurst et al., 2013; Argyriou et al., 2016).

Big Five Personality Traits

A character trait of personality is a characteristic pattern of thinking, feeling or behavior that tends to be consistent over time and in relevant situations. The Big Five — Extraversion, Agreeability, Conscientiousness, Neuroticism, and Openness to Experience — are a set of five broad dimensions of bipolar traits that constitute the most widely used model of personality structure. In terms of the Big Five, a significant body of research has examined personality stability and change throughout life, as well as the influence of personality traits on important life outcomes. (Sotto, 2018)

Emotional Competence Inventory

Understanding and dealing with human resources within and across cultures has become an important need in organization, to reach higher efficiency and effectiveness. Until recently human resources focused on individuals' technical skills, there is a gradual shift to emotional competences late in the day. To indicate the above, the word emotional stability, emotional maturity, emotional strength is often used synonymously. Psychologists have tried to measure this concept, even though different names have been used for similar constructs. The items on this factor described an emotional orientation that was generally positive, characterized by the ability to relate well with others, empathy, flexibility, and the nature of adaptation to challenges. Awareness of one's own and others' feelings. Honesty and commitment to emotion. This factor is called emotional competence based on this positive loading (Latha, 2002).

Synthesis of the Reviewed Literature

Understanding the child's emotional competence and dominant temperament along with the Parenting style has become an important need to solve parental problems that may be encountered later in life. The related literature included in this study has a great association. All focus on emotional competences, temperament, and parenting style research. This made the researcher enlightened to look for the continuation of existing studies.

The association of Alfred Adler with Sigmund Freud believes and points out that after the first four to five years of life, a "crystallized pattern of behavior" is set. Parental behavior is crucial for normal and abnormal development, according to Sigmund Freud. González (2016) studied the Development of Emotional, Educational and Parenting Competencies program guide and as a result, parents perceived themselves to be more competent in all five dimensions analyzed. Symeou et al. (2012) parents have doubts about the quality of the upbringing of their children and uncertainty about how to solve parental problems that may be encountered in family life. González, (2016) stated that school failure of children is often social problems associated with poor parenting skills. Russell, (2016) stated that the qualities of the child-child relationship that are important in predicting early childhood outcomes are not the same as the quality of care that moves to the forefront in predicting primary school outcomes. Havighurst, (2013) stressed that parents have less emotional dismissiveness and reduced problems with child behavior in a study of 6 session group parenting program "tuning into children."

Argyriou et al. (2016) found that the Emotional Intelligence trait was positively associated with authoritative parenting, but negatively associated with authoritarian parenting. Laukkanen et., al., al. (2014) found out that the low positivity of children was associated with low maternal affection, whereas the negative emotionality of children was associated with the high psychological and behavioral control attempts of mothers. Helma Festen et., al (2013) on the study of treatment outcome discovered that more maternal negative affect and less emotional warmth as perceived by the child before treatment were related to less favorable treatment outcome. Davis et al. (2014) stated that children with high negative emotions are more likely to belong to groups with high levels of internalizing symptoms if their mothers are highly warm / sensitive. BaerMeghan et. al. (2015) found that child temperament, neither maternal parenting nor the interaction between maternal parenting and child temperament was significantly associated with social functioning.

Gaps Bridged by the Present Study

From the above review of related literature and studies, the following gap was determined as:

1. There were no studies yet conducted that connects the rearing experience to the level of emotional competence and dominant temperament of children being raised by caregivers compared to the biological mother.
2. There were no studies yet conducted involving senior high school students on their emotional competence and dominant temperament particularly in Cauayan city National High School area and their rearing experiences as well.

In view of the gaps identified, the study attempted to determine the parenting profile, emotional competence and dominant temperament of the Senior High School Students of Cauayan City National High School in Cauayan City Isabela.

The study employed a descriptive research method to investigate the relationship between a child's dominant temperament, emotional competence level, and parenting style. The primary data sources consisted of Senior High School students from Cauayan City National High School, while secondary data sources included scholarly journals, books, articles, theses, and other relevant materials from the internet. From a total population of 1886 Senior High School students, 330 respondents were selected using stratified random sampling. Data collection was carried out using a structured questionnaire, which underwent validation by experts in psychology and a statistician to ensure its reliability.

The structured questionnaire was divided into three parts: one to measure parenting style based on the Parenting Style Inventory II (PSI-II), another to assess dominant temperament using the Big Five Inventory Questionnaire, and the third to evaluate emotional competence based on the "Emotional Competence Scale: Development and Initial Validation" research study. The respondents' emotional competence was scored based on assigned points corresponding to different ranges, ranging from very low to very high emotional competence.

Data gathering procedures involved obtaining permission and approval from the Principal of Cauayan City National High School to administer the questionnaires to the Senior High School respondents. The researcher personally conducted the data collection and provided clear instructions to the respondents, ensuring their understanding of the significance of their honest answers while guaranteeing confidentiality.

For statistical data processing, the study utilized weighted mean to determine the level of emotional competence among respondents. T-tests were employed to identify significant differences between respondents' dominant temperament and emotional competence when grouped according to parenting profile variables. Additionally, the Chi-square test was used to explore potential relationships between dominant temperament and emotional competence.

Overall, the results of this study are expected to yield valuable insights into the interplay between parenting profiles, dominant temperament, and emotional competence among Senior High School students, contributing to a better understanding of adolescent development and potential implications for parenting and education strategies

The data collection and its subsequent analysis had six (6) ultimate goals as a basis. These objectives were to determine the profile of the parent and the child's rearing experiences practiced by the parents; to highlight the dominant temperament of the respondents and the level of emotional competence as well; to develop a knowledge base on the significant difference in temperament and emotional competence when grouping into variables and to highlight the possible relationships

Results and discussions

1. Parenting Profile of the Respondents

**Table 1
Parenting Profile of the Respondents**

Parenting Profile		Frequency	Percentage
Who reared them? Who reared them?	Mother	269	81.50
	Caregiver	61	18.50
Child rearing practices Parenting Style experience Experienced	Responsiveness	93	28.20
	Autonomy granting	119	36.10
	Demandingness	118	35.80
Total Number of Respondents = 330			

Table 1 shows the frequency and percentage profile of the parents and the rearing practices they exercised. 269 students or 81.5 percent of the total respondents were being cared by their mother and only 61 students or 18.5 percent were cared by the caregiver. Majority of the child respondents experienced an autonomy granting and Demandingness style of parenting. Autonomy granting had a score of 36.10 percent which were the highest score followed by 35.80 percent for the demandingness and 28.20 percent for responsiveness as shown in frequency distribution in the table 1.

Research on parenting education has pointed out that parents generally have doubts about the quality of the upbringing of their children and are uncertain about how to solve the parental problems they may encounter in their family life (Bodenmann et al., 2008, Martínez et al., 2007, Ponzetti, 2016, Rumberger, 2004, Symeou et al., 2012). González (2016) conducted a research guide to the development of emotional, educational and parenting skills as the main intervention tool to promote parenting skills.

2. Dominant Temperament as a Result of Big 5 Personality Inventory

**Table 2
Respondents' Dominant Temperament as a Result
of Big 5 Personality Inventory**

Dominant Temperament	Frequency	Percentage
Extraversion	55	16.70
Neuroticism	34	10.30
Openness	165	50.00
Agreeableness	1	0.30
Conscientiousness	56	17.00
Introversion	2	0.60
Closeness to experience	5	1.50
Antagonism	10	3.00
Lack of direction	2	0.60
Total	330	100.00

Table 2 presents the dominant temperament of the respondents. The highest score in frequency distribution as shown in Table 2 was Openness. Out of 330 respondents, 165 of them fell into Openness type of

temperament that was 50 percent half of total senior high school respondents. This means that half of the respondents were adventurous and open to a new experiences. Only 16.70 percent were on extraversion and 17 percent in conscientiousness. 10.30 percent of the respondents has a tendency on neuroticism while 3 percent on antagonism. The lowest score in the frequency distribution were agreeableness and lack of direction which only has 0.6 percent as shown in table 2.

This means that majority of the respondents has a dominant temperament of openness. According to Laukkanen et., al (2014), the effects of low positivity levels of children and high levels of activity on psychological control of mothers were mediated through maternal well-being: the more active and the less positive a mother perceived her child to be, the lower was her well-being and, consequently, the more psychological control she applied. There were no findings of moderating effects of psychological well-being. It does not, however, support the Laukkanen and this group in this study. It emerged that the dominant temperament of the child was not affected by any of the parenting style

Respondents Level of Emotional Competence

Table 3
The Respondents’ Level of Emotional Competence

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I behave quite well with others	3.12	high	3
2. I have no difficulty in sharing my knowledge and skills with others	2.86	high	10
3. I am able to feel Joy & love.	3.47	high	1
4. When the situations are tensed & unpredictable I remain cool	2.75	high	11.5
5. I am good at helping people to sort out their feelings	3.24	high	2
6. People state they feel comfortable in my presence	3.09	high	4.5
7. I feel easy to keep promises and commitments to oneself	3.07	high	6
8. Even when other person is highly emotional, I can remain calm and controlled	2.95	high	8
9. I am in control I am able to assess their feelings	2.99	high	7
10. People say I am the person who can be counted upon	2.89	high	9

11. People often rely on me because they can depend on me	2.73	high	13.5
12. Day to day hassles do not affect me enjoying life	2.73	high	13.5
13. When I have hurt another person I have no difficulty in apologizing	2.71	high	15
14. I can take lot of peessure without complaining	2.64	high	16
15. Noise and inconvenience do not upset me	2.33	low	18
16. Even if situation are not under control, I can still remain cool	2.57	high	17
17. At times I can be able to interact with strangers	2.75	high	11.5
18. I am able to control feelings and emotions so well, that others are not aware	3.09	high	4.5
Average	2.89	high	

Table 3 shows the respondents’ level of emotional competence or their emotional adjustment in dealing with own self, with others and its immediate environment. Though almost all of the parameters scored high, the highest or the majority of the respondents positively reacted to question number three (3) as shown in table 3, that was, “I am able to feel love” which has the highest weighted mean of 3.47 that falls under rank number 1. This means most of the respondents were well adjusted in terms of their emotional attachment towards people around them especially people close to them. 2nd to the ranks falls on question number 5 “I am good at helping people to sort out their feelings” which has a weighted mean of 3.24. This means that most of the respondents were good in helping others adjust or resolve emotional situations of some sort. 3rd in rank falls on the question number 1 “I have no difficulty in sharing my knowledge and skills with others” which means most of the respondents were well adjusted in communicating and working with others. Obviously only one parameter scored low as shown in table 3 which falls under question number 15 “Noise and inconvenience do not upset me”. This means most of the respondents has a low tolerance on noise or they cannot concentrate or work well in a noisy environment. Most of the respondents may become upset or react negatively on noise pollution. The average weighted mean of **2.89** revealed that the respondents has a high level of emotional competence. This means that the respondents were able to fell joy and love which is the manifestation of healthy emotionality.

This supports the study of Latha et. al (2014).The most important component of competence in dealing with emotions are, knowing one’s own emotional feelings and behaviors, an ability to empathize with others' feelings and reactions, an ability to manage ones’ own emotions and also a competence to restore to normalcy and resort to repair when there is an emotional damage.

3. Difference on the Respondents’ Dominant Temperament when grouped according to Parenting Profile Variables

Table 4
Difference on the Respondents’ Dominant Temperament
when grouped according to Parenting Profile Variables

Parenting Profile		Mean	Test statistics	Interpretation
Who reared them?	Mother	3.20	0.954	Not Significant
	Caregiver	3.33		
Parenting Style experienced	Responsiveness	3.06	0.0594	Not Significant
	Autonomy granting	3.27		
	Demandingness	3.31		
Significance level @ 0.05				

As shown in Table 4, there was no significant difference in the respondents’ dominant temperament when grouped according to their parenting profile. The probability values of 0.954 for who reared them and 0.0594 for child rearing practices experience were greater than the 0.05 significance level. This means that the respondents’ dominant temperament is the same regardless of who reared them and their child rearing practices experience.

The result of the test on 330 senior high school respondents as shown in table 4 supports the study of Julie Baer Meghan et., al (2015). They examined child temperament, maternal parenting, and the effects of their interactions with each other on child social functioning. She found that neither maternal parenting nor the interaction between maternal parenting and child temperament was significantly linked to social functioning when accounting for child temperament. However, the interaction between maternal positive involvement and harm avoidance tended toward meaning, so that more extreme levels of maternal positive involvement were related to lower levels of social functioning at higher levels of harm avoidance.

On the other hand, the study of Laukkanen et., al. (2014), does not support the result obtained by the researcher. According to Laukkanen et et., al.(2014), their study to examine the associations between the temperamental characteristics of children and the parenting styles of mothers, al.(2014) found that low positivity of children was associated with low maternal affection, whereas negative emotionality of children was associated with high psychological and behavioral control attempts of mothers. There were no findings of moderating effects of psychological well-being.

It also contradicts the study Helma Festen et., al (2013), in which he examines the predictive role of child temperament, parent temperament, and parenting style in treatment outcome. They found that more maternal negative effects and less emotional warmth as perceived by the child prior to treatment were associated with less favorable treatment outcome.

4. Difference on the Respondents’ Level of Emotional Competence when grouped according to Parenting Profile Variables

As shown in Table 5, there was no significant difference in the respondents’ level of emotional

Table 5
Difference on the Respondents’ Level of Emotional Competence when grouped according to Parenting Profile Variables

Parenting Profile		Mean	Test statistics	Interpretation
Who reared them?	Mother	2.88	0.443	Not Significant
	Caregiver	2.90		
Parenting style practiced?	Responsiveness	2.82	0.100	Not Significant
	Autonomy granting	2.90		
	Demandingness	2.92		
Significance level @ 0.05				

competence when grouped according to their parenting profile. The probability values of 0.443 for who reared them and 0.100 for child rearing practices experience were greater than the 0.05 significance level. This means that the respondents’ level of emotional competence is the same regardless of who reared them and their child rearing practices experience.

The result contradicts the study conducted by Havighurst et., al. (2013), a 6-session group parenting program, Tuning in Kids (TIK), as treatment was conducted for young children with behavioral problems. Parents reported less dismissive emotion and reduced problems with child behaviour. They also reported increased empathy and improved emotional coaching skills; their children had increased knowledge of emotion and reduced behavioral problems reported by teachers.

6. Relationship between the Respondents’ Dominant Temperament and their Level of Emotional Competence

Table 6
Relationship between the Respondents’ Dominant Temperament and their Level of Emotional Competence

Indicator	Chi-square test	p-value	Interpretation
Respondents’ Dominant Temperament and their Level of Emotional Competence	11.184	0.798	Not Significant
Significance level @ 0.05			

As shown in the table, there was no significant relationship between the respondents’ dominant temperament and their level of emotional competence. The probability value of 0.798 was greater than the 0.05 significance level which indicated a not significant relationship. This means that the level of emotional competence of the respondents is not dependent on their dominant temperament.

This study was based on the data collected from the questionnaires of the respondents. A content analysis was done using statistical tools such as frequency distribution, weighted mean, ranking, Pearson r correlation, chi square testing, and T - testing. This study determined the moral foundation, level of self-esteem and level of psychopathy of drug users. Specifically, this study sought answers to the following questions:

This study aims to assess child rearing practices of mothers and Caregivers in emotional competence and dominant temperament of a child. Specifically, it sought to answer the following questions:

1. What is the parenting profile of the respondent’s parents in terms of
 - 1) Who reared the child and,
 - 2) Parenting Style practiced?
2. What is the respondents’ dominant temperament as a result of Big 5 personality inventory?
3. What is the respondents’ dominant temperament as a result of Big 5 personality inventory?
4. What is the respondents’ level of emotional competence?
5. Is there a significant difference on the respondents’ dominant temperament when grouped according profile and variables?
6. Is there a significant difference on the respondents’ level of emotional competence when grouped according profile of variables?
7. Is there a significant relationship between the respondents’ dominant temperament and their level of emotional competence?

Based on the results presented in Chapter 4, the researchers found the following as answers to the statement of the problem.

1. Parenting Profile of the Respondents

269 students or 81.5 percent of the respondents were being cared by the mothers and only 18.5 percent were being cared by the caregivers. Most of the respondents experienced an autonomy granting and Demandingness style of parenting. Autonomy granting has a score of 36.10 percent which were the highest

score followed by 35.80 percent for the demandingness and only 28.20 percent for responsiveness as shown in frequency distribution in the table 1.

2. Respondents' Dominant Temperament

50 percent of the total respondents had openness as a dominant temperament

3. Respondents' Level of Emotional Competence

The average weighted mean of 2.89 was revealed that the respondents' had high level of emotional competence.

4. Significant difference on the respondents' dominant temperament when grouped according profile and variables

There was no significant difference in the respondents' dominant temperament when grouped according to their parenting profile.

5. Significant difference on the respondents' Level of emotional competence when grouped according profile and variables

There was no significant difference in the respondents' level of emotional competence when grouped according to their parenting profile.

5. Significant relationship between the respondents' dominant temperament and their level of emotional competence

There was no significant relationship between the respondents' dominant temperament and their level of emotional competence.

Conclusions

In the light of the above findings of the study, the following conclusions were derived that:

1. Majority of the children were being cared by mothers but only 28 percent of them experienced responsiveness type of parenting.
2. Half of the Senior High school respondents has the characteristics such as imaginative and insight. They tend to have a broad range of interest and curios about the world and other people.
3. Most of the respondents were able to feel joy and love which is the manifestation of healthy emotionality.
4. Regardless of who reared these senior high school respondents and what type of rearing practices they experienced, their dominant temperament still remains the same.
5. Rearing practices of the mothers and caregivers has nothing to do with the level of emotional competence. Regardless of who reared them and what type of rearing experience they encountered, the level of emotional competence still high which means they still feel joy and love.
6. Regardless of what dominant temperament the respondents have, the level of emotional competence were still high.

Recommendations

The following recommendations are offered:

1. Since majority of the respondents are being cared by their own parents particularly the mother, the researcher recommends that there should still be a proper education on responsible parenting and nurturing to develop the full potential of the child.
2. Though 50 percent of the respondents has an adaptive or well-adjusted behavior, there are obviously 4 respondents that needed help. 2 of them from introversion and the other 2 from lack of direction. It

is recommended that the guidance and counseling office of the school shall identify these kind of students so that they could extend help to them and be able to guide them through that course of their adjustment and development.

3. Respondents scored high level in emotional competence however, it appears that respondents have low tolerance on noise, it is therefore recommended that maintaining a healthy silent environment conducive for learning is necessary for these senior high school students in order to maximize learning potentials.
4. Since the rearing practices or parenting styles exercised by the mothers and caregivers has nothing to do with the child's dominant temperament, it is recommended that the parents to have proper education in nurturing their children not only in cultivating the child's behavior but also in developing their full potential in their field of interest.
5. Since parenting profile have no connection with the Level of emotional competence, I suggest that even though the senior high school students already have high emotional competence they should still be given trainings/seminars which could further develop and maintain their high emotional competence.
6. Since there is no significant relationship between the two variables on nurture part, another field of research interest for future exploration could be the nature part or the relationship between the dominant temperament and level of emotional competence of the parent to the child itself. The researcher would try to establish the connection between genetic make-up on child's dominant temperament and level of emotional competence through heredity.

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