

Assessment on the Behavior and Attitude of the Preschoolers of La Consolacion University Philippines as Perceived by their Teachers

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Abstract— The preschool years are the prime physical, emotional, and intellectual learning years of life. At their best, preschoolers are curious, inventive, eager and independent. At their worst, they are obstinate, inhibited, and clinging. Both their chameleon like personalities and their inability to use adult logic make them tough customers for those selling life's behavior and attitude lessons. This study aims to look into the attitudes and behavior of preschoolers in La Consolacion University Philippines. A survey questionnaire was conducted to assess on their behavior and attitude as perceived by their teachers. The results shows that majority of the preschooler respondents were 4 ½ years old, and mostly were girls, second child and have less than two number of siblings. The level of behavior of the preschooler as regard to their self, family, study habits and friends were "often". However, the behaviors in school were "always". The level of attitude of the preschooler as regards to their teacher and peers were assessed as "often" while in terms of their fairly it was rated as "sometimes". On the relationship between the behavior of the preschoolers when grouped according to their profile were significant on self and ordinal position in the family, school and sex, study habits and age, sex and ordinal position in the family with regard to attitude they were significant on family, teacher, peers and sex. Recommendations have also been included considering the findings of the study.

Index Terms—life's behavior, attitude lessons, Preschoolers

1 INTRODUCTION

Well-planned and adequately funded preschool education programs have been found to influence attitudes and behaviors with respect to school, family, work, and community. These benefits occur not just during the early years of life, but persist into adulthood.

There are multiple pathways through which preschool programs may produce these outcomes, including direct and indirect effects on children and their parents. The strongest effects are likely to be produced by educational practices that directly influence children's dispositions, attitudes, thinking, and knowledge across all the developmental domains. Preschool teaching practices can address cognitive, social, and emotional development simultaneously and these domains are intertwined and interactive.

Reports of rather low or non-significant relations between attitudinal predictors and behavioral criteria have been accumulating for more than 40 years

These negative findings led many investigators to reconsider the nature of the attitude-behavior relation. In a parallel development, it was possible to discern a growing disenchantment with the attitude concept, and the general consensus was that measures of attitude have little value for the prediction of overt behavior.

Recently, however, social psychology has been witnessing a revival of interest in the relationship between attitude and action. The emerging position seems to be that attitude is only one of many factors determining behavior. Although this position reaffirms the importance of attitudes, it leads to the expectation that attitudes will often be unrelated to behavior.

A person's attitude toward an object influences the overall pattern of his responses to the object, but that it need not predict any given action. According to this analysis, a single behavior is de-

termined by the intention to perform the behavior in question. A person's intention is in turn a function of his attitude toward performing the behavior and of his subjective norm. It follows that a single act is predictable from the attitude toward that act, provided that there is a high correlation between intention and behavior. These arguments can be incorporated within a more general framework that focuses on the question of correspondence between measures of attitude and behavior. A theoretical analysis of the correspondence between attitudinal predictors and behavioral criteria is followed by a review of pertinent empirical research. It is shown that people's actions are found to be systematically related to their attitudes when the nature of the attitudinal predictors and behavioral criteria are taken into consideration.

According to Martin, Y. (2005) young children begin to experience peer influences in the preschool years through structured and unstructured play, which in turn helps them to develop social behaviors, peer-related preferences, relationships, and either positive or negative dispositions and demeanors in peer interactions. On the other hand, the author in "Handbook of child psychology" (Estella, 2008) mentions that negative peer interactions in early childhood have detrimental behavioral outcomes such as limited classroom engagement, peer rejection, and problems for the future development of teacher-child interactions found that aggressiveness in children was fairly stable from kindergarten to grade two, and children who were aggressive in kindergarten experienced peer rejection, victimization, friendlessness, and interaction problems with teachers and peers in early school grades. In addition, children who experienced peer rejection at an early age tended to have depression, display aggressive behaviors, experience loneliness, and drop out of school in later ages.

Objectives of the Study

The study aims to assess behavior and attitude of the Preschoolers' of La Consolacion University Philippines during School Year 2013-2014 by answering the following questions:

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- What is the profile of teacher respondents in terms of age, sex, educational attainment, and number years of teaching?
- What is the level of the preschoolers' behavior with regards to self, family, school, study habit and friends?
- What is the level of preschoolers' behavior with regards to family factor, teacher factor, peer factor?
- Is there a significant relationship between the behavior when grouped according to teachers' profile?
- Is there a significant relationship between the attitude when grouped according to teachers' profile?

2 METHODS

The descriptive survey method of research is the basic design that will be used in this study. According to Adanza et al. (2009) this design uses a questionnaire prepared by the researcher to generate data. It is used to gather relatively limited data from relatively large number of cases. The purpose is to gather information about prevailing conditions or about the variables under study. Survey research generally serves the purpose of describing current on prevailing conditions, characteristics of a group of people or objects opinions, attitudes and impressions of people. It is essentially getting data or information from a variety of subjects taken purposively, but one should know how to limit the interpretation.

The respondents of this study were taken from preschoolers (Nursery from St. Setiel, Kinder from St. Judiel, and Preparatory from St. Raphael) of La Consolacion University of the Philippines. They were selected through stratified random sampling.

TABLE 1
RESPONDENTS OF THE STUDY

Respondents	Total	Percentage
Preparatory (St. Raphael)	10	28.57 %
Nursery (St. Setiel)	10	28.57 %
Kinder (St. Judiel)	15	42.86%
Total	35	100.00 %

The researcher made instrument will be the main tool in gathering data. The instrument prepared by the researcher was validated by the adviser and expert in research based on clarity, adequacy, relevance, objectivity and brevity.

Wherein part I of the tool was designed to gather personal data such as age, sex, ordinal position in the family and number of sibling. Part II and Part III was designed to gather data regarding level of behavior in terms of self, family, school, study habit, friends and level of attitudes in terms of family factor, teacher factor and peer factor.

A five-point Likert Scale will be used in describing their perception about online gaming. The scale and meaning is listed on the next page. The means of the respondents in the research instruments were also given equivalents which served as basis for the interpretation of the findings. The means were categorized into a set of ranges that approximately the distribution on a nor-

mal curve that follows summarizes the verbal equivalents of the responses and the verbal interpretations of the means of the responses.

The researcher sought permission from the BED Principal as soon as conduct of the study was approved by the panel of oral examiners. A letter of approval to pursue data collection was obtained from the abovementioned office. This gave the researcher the go signal to initiate the study.

Data on age and gender were obtained from the respondents' advisers, specifically from the School Register (Form 1). Data on the respondents' GPA were obtained with permission from the University Registrar's Office. The researcher reclassified and organized these data. Data were tallied and organized for analysis and interpretation.

For the survey, the respondents would be asked to choose a response from "Always (A)" to "Never (N)". To properly indicate their responses the study would utilize the following descriptive equivalents as shown in Table 1 for its interpretation hereafter.

TABLE 2
DESCRIPTIVE EQUIVALENTS FOR THE
SURVEY RESULTS INTERPRETATION

Descriptive Equivalent	Score	Range Scale
Always (A)	5	4.20 – 5.00
Often (O)	4	3.40 – 4.19
Sometimes (So)	3	2.60 – 3.39
Seldom (Se)	2	1.80 – 2.59
Never (N)	1	1.00 – 1.79

The results would be analyzed via mean and standard deviation values, and a Chi-Square was used to test the independence of one variable from another variable. In aid of computation, the study will utilize the MEGASTAT and Statistical Package for Social Sciences (SPSS) software to analyze the data following the test and the survey.

3 RESULTS AND DISCUSSION

3.1. What is the Profile of the Preschooler Respondents?

The following shows the profile of the respondents in order to answer the first specific problems of the study.

TABLE 3
FREQUENCY AND PERCENTAGE DISTRIBUTION
OF RESPONDENTS ACCORDING TO AGE

Age	Frequency	Percentage
3 ½ Years Old	4	11.40
4 Years Old	7	20.00
4 ½ Years Old	14	40.00

5 Years Old	7	20.00
5 ½ Years Old	3	8.60
Total	35	100.00

Table 3 revealed the frequency and percentage distribution of the respondents by age. Majority of the preschooler respondents were 4 ½ years old with a frequency of 14 or 40.0 percent. Seven or 20.0 percent each were 4 and 5 years old. Four or 11.4 percent were 3 ½ years old.

The remaining 3 or 8.6 percent respondents were 5 ½ years old. The table implied that most of the preschooler respondents were just on the right age of their year level.

TABLE 4
FREQUENCY AND PERCENTAGE DISTRIBUTION
OF RESPONDENTS ACCORDING TO SEX

Sex	Frequency	Percentage
Boy	17	48.60
Girl	18	51.40
Total	35	100.00

Table 4 revealed the frequency and percentage distribution of the respondents by sex. Majority of the student respondents were girls with a frequency of 18 or 51.4 percent. Only 17 or 48.6 percent were boys. The table implied that majority of the respondents were girls.

TABLE 5
FREQUENCY AND DISTRIBUTION OF RESPONDENTS
ACCORDING TO ORDINAL POSITION IN THE FAMILY

Ordinal Position in the Family	Frequency	Percentage
1 st Child	10	28.60
2 nd Child	17	48.60
3 rd Child	7	20.00
4 th Child	1	2.90
Total	35	100.00

Table 5 revealed the frequency and percentage distribution of the respondents according to their ordinal position in the family. Majority of the preschooler respondents were born 2nd in the family with a frequency of 17 or 48.6 percent. Ten or 28.6 percent were born 1st in the family. Seven or 20.0 percent were born 3rd in the family. Only 1 or 2.9 percent were born 4th in the family.

The table implied that majority of the respondents were 2nd child in the family.

TABLE 6
FREQUENCY AND PERCENTAGE DISTRIBUTION
OF RESPONDENTS ACCORDING TO NUMBER OF SIBLINGS

Number of Siblings	Frequency	Percentage
0	8	22.90
1-2	21	60.00
3-4	4	11.40
5-6	2	5.70
Total	35	100.00

Table 6 revealed the frequency and percentage distribution of the respondents according to their number of siblings. Majority of the preschooler respondents have 1-2 numbers of siblings with a frequency of 21 or 60.0 percent. Eight or 22.9 percent were only child. Four or 11.4 percent have 3-4 numbers of siblings. Only two or 5.7 percent have 5-6 numbers of siblings.

The table implied that the average number of siblings of the preschoolers were less than 2.

3.2. What is the level of the preschoolers' behavior?

TABLE 7
THE LEVEL OF PRESCHOOLERS BEHAVIOR IN TERMS OF THEIR SELF

A. Indicators	5	4	3	2	1	0	X	V.I.
1. I am healthy. (Ako ay malusog).	35	0	0	0	0	0	5.00	A
2. I dress up well. (Ako ay maayos magdamit).	6	29	0	0	0	0	4.17	O
3. I hide real feelings. (Itinatago ko ang tunay na damdamin).	1	14	5	15	0	0	3.03	So
4. I show sense of humor. (Ako ay nagpapakita ng "sense of humor").	1	19	10	4	1	0	3.43	O
5. I am careless. (Ako ay pabaya).	0	0	4	6	25	0	1.40	N
Over-all Mean	3.41						Often	

Range of Means:

4.20 – 5.00

3.40 – 4.19

2.60 – 3.39

1.80 – 2.59

1.00 – 1.79

Verbal Interpretation:

Always (A)

Often (O)

Sometimes (So)

Seldom (Se)

Never (N)

Table 7 shows that "I am healthy. (Ako ay malusog)" has a weighted mean of 5.00 or "Always". Majority of the respondent favored it as "Always" with a frequency of 35. None of them favored it as "Often", "Sometimes", "Seldom" and "Never". While, "I dress up well. (Ako ay maayos magdamit)" has a weighted mean of 4.17 or "Often". Majority of the respondent favored it as "Often" with a frequency of 29. Six of them favored it as "Al-

ways". None of them favored it as "Sometimes", "Seldom" and "Never".

On the other hand, "I show sense of humor. (Ako ay nagpapakita ng "sense of humor")" has weighted mean of 3.43 or "Often". Majority of the respondent favored it as "Often" with a frequency of 19. Ten of them favored it as "Sometimes". Four of them favored it as "Seldom" and two of them favored it as "Always" and "Never" each.

While, "I hide real feelings. (Itinatago ko ang tunay na damdamin)" has weighted mean of 3.03 or "Sometimes". Majority of the respondent favored it as "Seldom" with a frequency of 15. Fourteen of them favored it as "Often". Five of them favored it as "Sometimes". One of them favored it as "Always" and none of them believed of it as "Never". However, "I am careless. (Ako ay pabaya)" has weighted mean of 1.40 or "Never". Majority of the respondents favored it as "Never" with a frequency of 25. Six of them favored it as "Seldom" and four of them believed it to be "Sometimes". Thus, overall, the behavior of the preschoolers in terms of their self had an over-all weighted mean of 3.41 or "Often".

weighted mean of 5.00 or "Always". Majority of the respondent favored it as "Always" with a frequency of 35. None of them favored it as "Often", "Sometimes", "Seldom" and "Never".

Then, "I enjoy time spent on my parent. (Ako ay Masaya sa piling ng aking pamilya)" has a weighted mean of 3.97 or "Often". Majority of the respondents favored it as "Always" with a frequency of 15. Ten of them favored it as "Often". Six of them favored it as "Seldom." Four of them favored it as "Sometimes" and none of them believed it to be "Never". On the other hand, "I disobey my parents. (Ako ay sumusuway sa aking mga magulang)" has a weighted mean of 3.26 or "Sometimes". Majority of the respondents favored it as "Often" with a frequency of 16. Fifteen of them favored it as "Seldom". Four of them favored it as "Always." None of them believed it to be "Sometimes" and "Never".

Same with "I am dependent on my parents. (Ako ay pala-asa sa magulang)" has a weighted mean of 3.03 or "Sometimes". Majority of the respondents favored it as "Seldom" with a frequency of 15. Fourteen of them favored it as "Often". Five of them favored it as "Sometimes." One of them favored it as "Always" and none of them believed it to be "Never". Positively, "I am quarrelsome with other siblings. (Ako ay palaaway sa mga kapatid)" has a weighted mean of 1.80 or "Seldom". Majority of the respondents favored it as "Seldom" with a frequency of 18. Twelve of them favored it as "Never". Five of them favored it as "Sometimes." None of them believed it to be "Always" and "Often". Thus, the behavior of the preschoolers in terms of their family had an over-all weighted mean of 3.41 or "Often".

TABLE 8
THE LEVEL OF PRESCHOOLERS BEHAVIOR
IN TERMS OF THEIR FAMILY

B. Indicators	Always	Often	Sometimes	Seldom	Never	X	V.I
6. My family has harmonious relationship. (May magandang pagsasamahan ang aking pamilya).	35	0	0	0	0	5.00	A
7. I disobey my parents. (Ako ay sumusuway sa aking mga magulang).	4	16	0	15	0	3.26	So
8. I am dependent on my parents. (Ako ay pala-asa sa magulang).	1	14	5	15	0	3.03	So
9. I enjoy time spent on my parent. (Ako ay Masaya sa piling ng aking pamilya).	15	10	4	6	0	3.97	O
10. I am quarrelsome with other siblings. (Ako ay palaaway sa mga kapatid).	0	0	5	18	12	1.80	Se
Over-all Mean	3.41	Often					

Table 8 shows that "My family has harmonious relationship. (May magandang pagsasamahan ang aking pamilya)" has a

TABLE 9
THE LEVEL OF PRESCHOOLERS BEHAVIOR
IN TERMS OF THEIR SCHOOL

C. Indicators	Always	Often	Sometimes	Seldom	Never	X	V.I
1. I am proud to be a student in my school. (Ikinararangal ko ang pagiging isang mag-aaral sa aking paaralan.)	19	16	0	0	0	4.54	A
2. I like to perform assigned tasks in school. (Ikinasaya kong tupdin ang mga gawaing pampaaralan.)	20	15	0	0	0	4.57	A
3. I would like to become more intelligent. (Nais kong maging mas matalino.)	21	14	0	0	0	4.60	A

4.	I cooperate with my classmates. (Ako ay nakikipagtulungan sa aking mga kaklase.)	25	10	0	0	0	4.71	A
5.	My classmates values my ideas (Pinahahalagahan ng mga kaibigan ko ang aking mga paniniwala.)	21	14	0	0	0	4.60	A
Over-all Mean		4.60	Always					

Table 9 shows that "I cooperate with my classmates. (Ako ay nakikipagtulungan sa aking mga kaklase.)" has a weighted mean of 4.71 or "Always". Majority of the respondent favored it as "Always" with a frequency of 25. Ten of them favored it as "Often". None of them believed it as "Sometimes", "Seldom" and "Never". Same with, "I would like to become more intelligent (Nais kong maging mas matalino.)" and "My classmates values my ideas (Pinahahalagahan ng mga kaibigan ko ang aking mga paniniwala.)" has a weighted mean of 4.60 or "Always". Majority of the respondent favored it as "Always" with a frequency of 21. Fourteen of them favored it as "Often". None of them believed it as "Sometimes", "Seldom" and "Never".

In addition, "I like to perform assigned tasks in school. (Ikinasasaya kong tupdin ang mga gawaing pampaaralan.)" has a weighted mean of 4.57 or "Always". Majority of the respondent favored it as "Always" with a frequency of 20. Fifteen of them favored it as "Often". None of them believed it as "Sometimes", "Seldom" and "Never".

And "I am proud to be a student in my school (Ikinararagal ko ang pagiging isang mag-aaral sa aking paaralan.)" has a weighted mean of 4.54 or "Always". Majority of the respondent favored it as "Always" with a frequency of 19. Sixteen of them favored it as "Often". None of them believed it as "Sometimes", "Seldom" and "Never". Thus, the behavior of the preschoolers in terms of their school had an over-all weighted mean of 4.60 or "Always".

TABLE 10
THE LEVEL OF PRESCHOOLERS BEHAVIOR IN TERMS OF THEIR STUDY HABITS

D. Indicators	5	4	3	2	1	X	V.I
1. I have good study habits.	34	1	0	0	0	4.97	A
2. I am slow in making decisions.	0	6	29	0	0	3.17	So
3. I like to perform assigned tasks in school.	0	33	2	0	0	3.94	O
4. I ask member of the family to do my assignments.	0	6	28	1	0	3.14	So
5. I read books at home.	0	5	8	2	0	3.09	So

Over-all Mean	3.66	Often
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Table 10 shows that "I have good study habits" has a weighted mean of 4.97 or "Always". Majority of the respondent favored it as "Always" with a frequency of 34. One of them favored it as "Often". None of them believed it as "Sometimes", "Seldom" and "Never". however, "I like to perform assigned tasks in school." has a weighted mean of 3.94 or "Often". Majority of the respondent favored it as "Often" with a frequency of 33. Two of them favored it as "Sometimes". None of them believed it as "Always", "Seldom" and "Never".

Moreover, "I am slow in making decisions." has a weighted mean of 3.17 or "Sometimes". Majority of the respondent favored it as "Sometimes" with a frequency of 29. Six of them favored it as "Often". None of them believed it as "Always", "Seldom" and "Never". Same with "I ask member of the family to do my assignments." has a weighted mean of 3.14 or "Sometimes". Majority of the respondent favored it as "Sometimes" with a frequency of 28. Six of them favored it as "Often". One of them believed it as "Seldom". None of them believed it as "Always" and "Never". And "I read books at home." has a weighted mean of 3.09 or "Sometimes". Majority of the respondent favored it as "Sometimes" with a frequency of 28. Five of them favored it as "Often". Two of them believed it as "Seldom". None of them believed it as "Always" and "Never". Thus, the behavior of the preschoolers in terms of their study habits had an over-all weighted mean of 3.66 or "Often".

TABLE 11
THE LEVEL OF PRESCHOOLERS BEHAVIOR IN TERMS OF THEIR FRIENDS

E. Indicators	5	4	3	2	1	X	V.I.
1. I have no real close friends.	0	0	34	1	0	2.97	So
2. I make friends and adjust to people easily.	1	33	1	0	0	4.00	O
3. My friends value my ideas.	1	33	1	0	0	4.00	O
4. I borrow from my friends.	2	6	27	0	0	3.29	So
Over-all Mean	3.57	Often					

Table 11 shows that "I make friends and adjust to people easily" and "My friends value my ideas" has a weighted mean of 4.00 or "Often". Majority of the respondent favored it as "Often" with a frequency of 33. One of them favored it as "Always" and "Sometimes". None of them believed it as "Seldom" and "Never". While, "I borrow from my friends" has a weighted mean of 3.29 or "Sometimes". Majority of the respondent favored it as "Sometimes" with a frequency of 27. Six of them favored it as "Often". Two of them favored it as "Always". None of them believed it as "Seldom" and "Never". Same with "I have no real close friends" has a weighted mean of 2.97 or "Sometimes". Majority of the respondent favored it as "Sometimes" with a frequency of 34. Two of them favored it as "Seldom". None of them believed it as "Always", "Often" and "Never". Thus, the behavior of the pre-

schoolers in terms of their friends had an over-all weighted mean of 3.57 or "Often."

3.3. What is the level of the attitude of the preschoolers?

TABLE 12
LEVEL OF THE PRESCHOOLERS ATTITUDE WITH
RESPECT TO FAMILY FACTOR

A. Indicators	5 (A)	4 (O)	3 (S)	2 (N)	1 (Z)	X	V.I
1. Talk things over with my family. (Bukas makipag-usap sa kapamilya).	35	0	0	0	0	5.00	A
2. Envious with achievements of other siblings. (Naiinggit sa tagumpay ng mga kapatid).	0	0	0	2	33	1.06	N
3. Arrogant with other siblings (Mayabang sa ibang mga kapatid).	0	0	0	2	33	1.06	N
4. Moody while at home (Sumpungin kapag nasa bahay).	0	0	0	2	33	1.06	N
5. Shares food with other siblings. (Binabahagian ng pagkain ang mga kapatid).	34	1	0	0	0	4.97	A
Over-all Mean	2.63	Sometimes					

Table 12 shows that "Talk things over with my family (Bukas makipag-usap sa kapamilya)" has a weighted mean of 5.00 or "Always". Majority of the respondent favored it as "Always" with a frequency of 35. None of them believed it as "Often", "Sometimes", "Seldom" and "Never". The same with the item: "Shares food with other siblings (Binabahagian ng pagkain ang mga kapatid)" has a weighted mean of 4.97 or "Always". Majority of the respondent favored it as "Always" with a frequency of 34. One of them favored it as "Often". None of them believed it as "Sometimes", "Seldom" and "Never".

Positively, "Arrogant with other siblings (Mayabang sa ibang mga kapatid)", "Moody while at home (Sumpungin kapag nasa bahay)" and "Envious with achievements of other siblings (Naiinggit sa tagumpay ng mga kapatid)" has the lowest weighted mean of 1.06 or "Never". Majority of the respondent favored it as "Never" with a frequency of 33. One of them favored it as "Seldom". None of them believed it as "Always", "Often" and "Sometimes". Thus, the attitudes of the preschoolers in terms of their family had an over-all weighted mean of 2.63 or "Sometimes."

TABLE 13
LEVEL OF THE PRESCHOOLERS ATTITUDE
WITH RESPECT TO TEACHER FACTOR

C. Indicators	5 (A)	4 (O)	3 (S)	2 (N)	1 (Z)	X	V.I
1. Shares things with friends. (Binabahagian ang mga bagay-bagay sa mga kaibigan).	35	0	0	0	0	5.00	A
2. Compares self with others. (Hinahambingang sarili sa iba).	4	5	0	0	26	1.60	N
3. Cooperates with others. (Nakikipagtulungan sa iba).	31	0	0	0	4	4.54	A
4. Honest in dealing with others. (Tapat sa pakikitungo sa kaibigan).	35	0	0	0	0	5.00	A
5. Hurts friend unintentionally. (Nakakasakit ng kaibigan ng hindi sinasadya).	5	0	0	0	30	1.57	N
Over-all Mean	3.54					Often	
B. Indicators	5 (A)	4 (O)	3 (S)	2 (N)	1 (Z)	X	V.I
1. Wants to be flattered by teacher. (Gustong magpapuri sa guro).	35	0	0	0	0	5.00	A
2. Helpful and accommodating to teachers. (Matulungin at mapagbigay sa guro).	33	1	0	0	1	4.86	A
3. Easily discourages by the teachers. (Madaling masiraan ng loob ng mga guro).	1	1	0	2	31	1.23	N
4. Trusts by the teachers (Pinagkakatiwalaan ng mga guro).	33	0	0	0	2	4.77	A
5. Enjoys time spent with the teachers. (Masaya sa piling ng guro).	34	0	0	0	1	4.89	A
Over-all Mean	3.75					Often	

Table 13 shows that "Wants to be flattered by teacher. (Gustong magpapuri sa guro)" has a weighted mean of 5.00 or "Always". Majority of the respondent favored it as "Always"

with a frequency of 35. None of them believed it as "Often", "Sometimes", "Seldom" and "Never". And "Enjoys time spent with the teachers (Masaya sa piling ng guro)" has a weighted mean of 4.89 or "Always". Majority of the respondent favored it as "Always" with a frequency of 34. One of them favored it as "Never". None of them believed it as "Often", "Sometimes" and "Seldom."

Same with the item, "Helpful and accommodating to teachers (Matulungin at mapagbigay sa guro)" has a weighted mean of 4.86 or "Always". Majority of the respondent favored it as "Always" with a frequency of 33. One of them favored it as "Often." One of them favored it as "Never." None of them believed it as "Sometimes" and "Seldom." And "Trusts by the teachers (Pinagkakatiwalaan ng mga guro)" has a weighted mean of 4.77 or "Always". Majority of the respondent favored it as "Always" with a frequency of 33. Two of them favored it as "Never." None of them believed it as "Often", "Sometimes" and "Seldom."

However, "Easily discourages by the teachers (Madaling masiraan ng loob ng mga guro)" has a weighted mean of 1.23 or "Never". Majority of the respondent favored it as "Never" with a frequency of 31. Two of them favored it as "Seldom." One of them favored it as "Always." One of them favored it as "Often." None of them believed it as "Sometimes". Thus, the attitudes of the preschoolers in terms of their teacher had an over-all weighted mean of 3.75 or "Often".

TABLE 14
LEVEL OF THE PRESCHOOLERS ATTITUDE
WITH RESPECT TO PEER FACTOR

Table 14 shows that "Shares things with friends (Binabahaginan ang mga bagay-bagay sa mga kaibigan)" and "Honest in dealing with others (Tapat sa pakikitungo sa kaibigan)" has a weighted mean of 5.00 or "Always". Majority of the respondent favored it as "Always" with a frequency of 35. None of them believed it as "Often", "Sometimes", "Seldom" and "Never". The same with the item: "Cooperates with others (Nakikipagtulungan sa iba)" has a weighted mean of 4.54 or "Always". Majority of the respondent favored it as "Always" with a frequency of 31. Four of them favored it as "Never". None of them believed it as "Often", "Sometimes" and "Seldom".

Positively, "Compares self with others (Hinahambingan ang sarili sa iba)" has a weighted mean of 1.60 or "Never". Majority of the respondent favored it as "Never" with a frequency of 26. Five of them favored it as "Often". Four of them favored it as "Always". None of them believed of it as "Sometimes" and "Seldom". And "Hurts friend unintentionally (Nakakasakit ng kaibigan ng hindi sinasadya)" has a weighted mean of 1.57 or "Never". Majority of the respondent favored it as "Never" with a frequency of 30. Five of them favored it as "Always". None of them believed it as "Often", "Sometimes" and "Seldom". Thus, the attitudes of the preschoolers in terms of their peers had an over-all weighted mean of 3.54 or "Often".

3.4. Is there a Significant Relationship between the Level of Preschoolers Behavior When Grouped According to Their Profile?

TABLE 15
SIGNIFICANT RELATIONSHIP BETWEEN THE LEVEL OF PRESCHOOLERS BEHAVIOR IN TERMS OF SELF WHEN GROUPED ACCORDING TO PROFILE USING CHI-SQUARE

Profile	Chi-square	p	df	Description	Decision
Age	210.00	36	.000	Reject Ho	Significant
Sex	16.71	12	.161	Accept Ho	Not Significant
Ordinal Position in the Family	40.02	18	.002	Reject Ho	Significant
Number of Siblings	26.51	18	.089	Accept Ho	Not Significant

The Behavior of the Preschoolers in terms of Self and Age. It is revealed from the table that the chi-square resulted to 210.00. Since the probability value (.000) is less than the level of significance (.05), the null hypothesis was rejected. The data implied that the behavior of the preschoolers in terms of self was affected by their age.

The Behavior of the Preschoolers in terms of Self and Sex. As shown in the table, the computed value of 16.71 resulted to a probability value of (.161). Since the probability value is greater than the level of significance (.05), the null hypothesis was accepted. The data implied that the behavior of the preschoolers in terms of self was not affected by their sex.

The Behavior of the Preschoolers in terms of Self and Ordinal Position in the Family. As indicated in the table, the chi-square resulted to 40.02. Since the probability value (.002) is less than the level of significance (.05), the null hypothesis was rejected. The data implied that the behavior of the preschoolers in terms of self was affected by their ordinal position in the family.

The Behavior of the Preschoolers in terms of Self and Number of Siblings. It is revealed from the table that the chi-square resulted to 26.51. Since the probability value (.089) is greater than the level of significance (.05), the null hypothesis was accepted. The data implied that the behavior of the preschoolers in terms of self was not affected by their age.

TABLE 16
SIGNIFICANT RELATIONSHIP BETWEEN THE LEVEL OF PRESCHOOLERS BEHAVIOR IN TERMS OF FAMILY WHEN GROUPED ACCORDING TO PROFILE USING CHI-SQUARE

Profile	Chi-square	p	df	Description	Decision
Age	45.44	36	.135	Accept Ho	Not Significant
Sex	17.58	12	.129	Accept Ho	Not Significant

Ordinal Position in the Family Number of Siblings	22.06	18	.229	Accept Ho	Not Significant
	21.86	18	.238	Accept Ho	Not Significant

The Behavior of the Preschoolers in terms of Family and Age. It is revealed from the table that the chi-square resulted to 45.44. Since the probability value (.135) is greater than the level of significance (.05), the null hypothesis was accepted. The data implied that the behavior of the preschoolers in terms of family was not affected by their age.

The Behavior of the Preschoolers in terms of Family and Sex. As shown in the table, the computed value of 17.58 resulted to a probability value of (.129). Since the probability value is greater than the level of significance (.05), the null hypothesis was accepted. The data implied that the behavior of the preschoolers in terms of family was not affected by their sex.

The Behavior of the Preschoolers in terms of Family and Ordinal Position in the Family. As indicated in the table, the chi-square resulted to 22.06. Since the probability value (.229) is greater than the level of significance (.05), the null hypothesis was accepted. The data implied that the behavior of the preschoolers in terms of family was not affected by their ordinal position in the family.

The Behavior of the Preschoolers in terms of Family and Number of Siblings. It is revealed from the table that the chi-square resulted to 21.86. Since the probability value (.238) is greater than the level of significance (.05), the null hypothesis was accepted. The data implied that the behavior of the preschoolers in terms of family was not affected by their age.

TABLE 17

SIGNIFICANT RELATIONSHIP BETWEEN THE LEVEL OF PRESCHOOLERS BEHAVIOR IN TERMS OF SCHOOL WHEN GROUPED ACCORDING TO PROFILE USING CHI-SQUARE

Profile	Chi-square	p	df	Description	Decision
Age	43.42	30	.054	Accept Ho	Not Significant
Sex	36.12	10	.000	Reject Ho	Significant
Ordinal Position in the Family	15.52	15	.415	Accept Ho	Not Significant
Number of Siblings	12.39	15	.650	Accept Ho	Not Significant

The Behavior of the Preschoolers in terms of School and Age. It is revealed from the table that the chi-square resulted to 43.42. Since the probability value (.054) is greater than the level of significance (.05), the null hypothesis was accepted. The data implied that the behavior of the preschoolers in terms of school was not affected by their age.

The Behavior of the Preschoolers in terms of School and Sex. As shown in the table, the computed value of 36.12 resulted to a probability value of (.000). Since the probability value is less than the level of significance (.05), the null hypothesis was rejected.

ed. The data implied that the behavior of the preschoolers in terms of school was affected by their sex.

The Behavior of the Preschoolers in terms of School and Ordinal Position in the Family. As indicated in the table, the chi-square resulted to 15.52. Since the probability value (.415) is greater than the level of significance (.05), the null hypothesis was accepted. The data implied that the behavior of the preschoolers in terms of school was not affected by their ordinal position in the family.

The Behavior of the Preschoolers in terms of School and Number of Siblings. It is revealed from the table that the chi-square resulted to 12.39. Since the probability value (.650) is greater than the level of significance (.05), the null hypothesis was accepted. The data implied that the behavior of the preschoolers in terms of school was not affected by their age.

TABLE 18

SIGNIFICANT RELATIONSHIP BETWEEN THE LEVEL OF PRESCHOOLERS BEHAVIOR IN TERMS OF STUDY HABITS WHEN GROUPED ACCORDING TO PROFILE USING CHI-SQUARE

Profile	Chi-square	p	df	Description	Decision
Age	83.67	30	.000	Reject Ho	Significant
Sex	24.83	10	.006	Reject Ho	Significant
Ordinal Position in the Family	39.42	15	.001	Reject Ho	Significant
Number of Siblings	19.97	15	.173	Accept Ho	Not Significant

The Behavior of the Preschoolers in terms of Study Habits and Age. It is revealed from the table that the chi-square resulted to 83.67. Since the probability value (.000) is less than the level of significance (.05), the null hypothesis was rejected. The data implied that the behavior of the preschoolers in terms of study habits was affected by their age.

The Behavior of the Preschoolers in terms of Study Habits and Sex. As shown in the table, the computed value of 24.83 resulted to a probability value of (.006). Since the probability value is less than the level of significance (.05), the null hypothesis was rejected. The data implied that the behavior of the preschoolers in terms of study habits was affected by their sex.

The Behavior of the Preschoolers in terms of Study Habits and Ordinal Position in the Family. As indicated in the table, the chi-square resulted to 39.42. Since the probability value (.001) is less than the level of significance (.05), the null hypothesis was rejected. The data implied that the behavior of the preschoolers in terms of study habits was affected by their ordinal position in the family.

The Behavior of the Preschoolers in terms of Study Habits and Number of Siblings. It is revealed from the table that the chi-square resulted to 19.97. Since the probability value (.173) is greater than the level of significance (.05), the null hypothesis was

accepted. The data implied that the behavior of the preschoolers in terms of study habits was not affected by their age.

TABLE 19
SIGNIFICANT RELATIONSHIP BETWEEN THE LEVEL OF PRESCHOOLERS BEHAVIOR IN TERMS OF FRIENDS WHEN GROUPED ACCORDING TO PROFILE USING CHI-SQUARE

Profile	Chi-square	p	df	Description	Decision
Age	32.61	24	.113	Accept Ho	Not Significant
Sex	37.58	8	.000	Reject Ho	Significant
Ordinal Position in the Family	13.42	12	.339	Accept Ho	Not Significant
Number of Siblings	5.77	12	.927	Accept Ho	Not Significant

The Behavior of the Preschoolers in terms of Friends and Age. It is revealed from the table that the chi-square resulted to 32.61. Since the probability value (.113) is greater than the level of significance (.05), the null hypothesis was accepted. The data implied that the behavior of the preschoolers in terms of friends was not affected by their age.

The Behavior of the Preschoolers in terms of Friends and Sex. As shown in the table, the computed value of 37.58 resulted to a probability value of (.000). Since the probability value is less than the level of significance (.05), the null hypothesis was rejected. The data implied that the behavior of the preschoolers in terms of friends was affected by their sex.

The Behavior of the Preschoolers in terms of Friends and Ordinal Position in the Family. As indicated in the table, the chi-square resulted to 13.42. Since the probability value (.339) is greater than the level of significance (.05), the null hypothesis was accepted. The data implied that the behavior of the preschoolers in terms of friends was not affected by their ordinal position in the family.

The Behavior of the Preschoolers in terms of Friends and Number of Siblings. It is revealed from the table that the chi-square resulted to 5.77. Since the probability value (.927) is greater than the level of significance (.05), the null hypothesis was accepted. The data implied that the behavior of the preschoolers in terms of friends was not affected by their age.

3.5. Is there a Significant Relationship Between the Level of Preschoolers Attitude When Grouped According to Their Profile?

TABLE 20
SIGNIFICANT RELATIONSHIP BETWEEN THE LEVEL OF PRESCHOOLERS ATTITUDES IN TERMS OF FAMILY FACTOR WHEN GROUPED ACCORDING TO PROFILE USING CHI-SQUARE

Profile	Chi-square	p	df	Description	Decision
Age	8.37	12	.756	Accept Ho	Not Significant
Sex	35.94	4	.000	Reject Ho	Significant
Ordinal Position in the Family	2.25	6	.896	Accept Ho	Not Significant
Number of Siblings	1.41	6	.965	Accept Ho	Not Significant

The Attitudes of the Preschoolers in terms of Family and Age. It is revealed from the table that the chi-square resulted to 8.37. Since the probability value (.756) is greater than the level of significance (.05), the null hypothesis was accepted. The data implied that the attitude of the preschoolers in terms of family was not affected by their age.

The Attitudes of the Preschoolers in terms of Family and Sex. As shown in the table, the computed value of 35.94 resulted to a probability value of (.000). Since the probability value is less than the level of significance (.05), the null hypothesis was rejected. The data implied that the attitude of the preschoolers in terms of family was affected by their sex.

The Attitudes of the Preschoolers in terms of Family and Ordinal Position in the Family. As indicated in the table, the chi-square resulted to 2.25. Since the probability value (.896) is greater than the level of significance (.05), the null hypothesis was accepted. The data implied that the attitude of the preschoolers in terms of family was not affected by their ordinal position in the family.

The Attitudes of the Preschoolers in terms of Family and Number of Siblings. It is revealed from the table that the chi-square resulted to 1.41. Since the probability value (.965) is greater than the level of significance (.05), the null hypothesis was accepted. The data implied that the attitude of the preschoolers in terms of family was not affected by their age.

TABLE 21
SIGNIFICANT RELATIONSHIP BETWEEN THE LEVEL OF PRESCHOOLERS ATTITUDES IN TERMS OF TEACHER FACTOR WHEN GROUPED ACCORDING TO PROFILE USING CHI-SQUARE

Profile	Chi-square	p	df	Description	Decision
Age	10.64	12	.560	Accept Ho	Not Significant
Sex	13.39	4	.010	Reject Ho	Significant
Ordinal Position in the Family	5.59	6	.471	Accept Ho	Not Significant
Number of Siblings	1.06	6	.668	Accept Ho	Not Significant

The Attitudes of the Preschoolers in terms of Teachers and Age. It is revealed from the table that the chi-square resulted to 10.64. Since the probability value (.560) is greater than the level of significance (.05), the null hypothesis was accepted. The data implied that the attitude of the preschoolers in terms of teachers was not affected by their age.

The Attitudes of the Preschoolers in terms of Teachers and Sex. As shown in the table, the computed value of 13.39 resulted to a probability value of (.010). Since the probability value is less than the level of significance (.05), the null hypothesis was rejected. The data implied that the attitude of the preschoolers in terms of teachers was affected by their sex.

The Attitudes of the Preschoolers in terms of Teachers and Ordinal Position in the Family. As indicated in the table, the chi-square resulted to 5.59. Since the probability value (.471) is greater than the level of significance (.05), the null hypothesis was accepted. The data implied that the attitude of the preschoolers in terms of teachers was not affected by their ordinal position in the family.

The Attitudes of the Preschoolers in terms of Teachers and Number of Siblings. It is revealed from the table that the chi-square resulted to 4.06. Since the probability value (.668) is greater than the level of significance (.05), the null hypothesis was accepted. The data implied that the attitude of the preschoolers in terms of teachers was not affected by their age.

TABLE 22
SIGNIFICANT RELATIONSHIP BETWEEN THE LEVEL OF
PRESCHOOLERS ATTITUDES IN TERMS OF PEERS FACTOR
WHEN GROUPED ACCORDING TO PROFILE USING CHI-SQUARE

Profile	Chi-square	p	df	Description	Decision
Age	16.18	18	.580	Accept Ho	Not Significant
Sex	40.68	6	.000	Reject Ho	Significant
Ordinal Position in the Family	5.54	9	.785	Accept Ho	Not Significant
Number of Siblings	5.33	9	.804	Accept Ho	Not Significant

The Attitudes of the Preschoolers in terms of Peers and Age. It is revealed from the table that the chi-square resulted to 16.18. Since the probability value (.580) is greater than the level of significance (.05), the null hypothesis was accepted. The data implied that the attitude of the preschoolers in terms of peers was not affected by their age.

The Attitudes of the Preschoolers in terms of Peers and Sex. As shown in the table, the computed value of 40.68 resulted to a probability value of (.000). Since the probability value is less than the level of significance (.05), the null hypothesis was rejected. The data implied that the attitude of the preschoolers in terms of peers was affected by their sex.

The Attitudes of the Preschoolers in terms of Peers and Ordinal Position in the Family. As indicated in the table, the chi-square resulted to 5.54. Since the probability value (.785) is greater than the level of significance (.05), the null hypothesis was accepted. The data implied that the attitude of the preschoolers in terms of peers was not affected by their ordinal position in the family.

The Attitudes of the Preschoolers in terms of Peers and Number of Siblings. It is revealed from the table that the chi-square resulted to 5.33. Since the probability value (.804) is greater than the level of significance (.05), the null hypothesis was accepted.

ed. The data implied that the attitude of the preschoolers in terms of peers was not affected by their age.

4 CONCLUSION AND RECOMMENDATIONS

At the end of the study, the following were concluded:

- Majority of the preschooler respondents were 4 ½ years old, and mostly were girls, second child and have less than two number of siblings.
- The level of behavior of the preschooler as regard to their self, family, study habits and friends were "often". However, the behaviors in school were "always".
- The level of attitude of the preschooler as regards to their teacher and peers were assessed as "often" while in terms of their fairly it was rated as "sometimes".
- On the relationship between the behavior of the preschoolers when grouped according to their profile were significant on self and ordinal position in the family, school and sex, study habits and age, sex and ordinal position in the family with regard to attitude they were significant on family, teacher, peers and sex.

In lieu of these findings, the study opens up several insights to recommend for further investigation and discussion.

For the Preschoolers

- Teachers should know their needs, problems and interest.
- Their ideas should be respected in order to enhanced a healthy and meaningful pupils.
- Teachers should use simple, easy to understand words and be
- Straight to the point.

For the Teacher

- Preschooler teachers should attend orientation seminars, training and workshops for a diversified values capability enhancement and improve instructional modeling behavior.
- Quality instruction should be give to their pupils.
- Teachers should have an increased awareness and best practices regarding the attitude and behavior of their pupils.

For the Parents

- Invite parents to attend conference, seminar, workshop on attitude and behavior of preschoolers.
- Provide a room for understanding the attitude and behavior of their children.

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