

## Parenting Styles and Academic Performance of Senior High School Students

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**ABSTRACT:** The district-wide survey study examined the parenting styles and academic performance among Grade 12 learners in Social Science amidst the CoViD-19 pandemic. The study involved two hundred forty-four (244) parents as respondents. The study used descriptive research design through survey questionnaires as the main instrument in gathering the required data. Descriptive and Inferential statistics were employed in the computation, analysis, and interpretation of data. Results of the study revealed that most parent-respondents are female, in their middle adulthood, with a minimum family and a number of children. Parents agree on the parenting styles they do. The mean academic performance of Grade 12 learners in Social Science was "Very Satisfactory". There was a significant difference in parents' parenting styles as to authoritarian style when respondents were grouped according to age and family monthly income. There was a significant difference in parents' parenting styles as to permissive style when respondents were grouped according to age. There was a significant difference in parents' parenting styles as to authoritative style when respondents were grouped according to the number of children in the family. There was a very low positive correlation between the parenting styles of parents and the academic performance of Grade 12 learners in Social Science. Based on the study's findings, parents may consider exploring appropriate parenting styles to motivate their children, and parents are encouraged not to spoil their children. Parents are encouraged to attend any PTA meetings to show support for their children's learning. The parents may consider equally practiced parenting styles as authoritarian, permissive, and authoritative regardless of their profile. It may be possible to undertake a comparative study with a bigger sample size of participants from various places to validate and enhance the generalizability of the results.

**KEYWORDS :** *academic performance, parenting style, senior high school students, Botolan, Zambales*

### I. INTRODUCTION

Teaching, guiding, and developing kids to become resilient, strong community members is the traditional responsibility of parents [1]. It is well recognized that parents serve as a child's first instructor from birth. As soon as they start sending their children to school, most parents hand over a large chunk of their child's formal education to the school. The role of parents as providers of formal education becomes more active. Unless parents have taken full responsibility for homeschooling their children, ensuring that kids get the resources and assistance they need to access education and learning [2], [3], parents are now assisting their children with their homework and domestic duties more since the pandemic started.

The researcher believed in the same scenario that parents engaged themselves in their children's learning process at home in Botolan District. Since no teachers are beside them, they guide their children to read the Self-Learning Modules (SLMs) and answer the Learning Activity Sheets. Nowadays, parents are active and constantly communicating their children's concerns via text, phone calls, Facebook Messenger, and group chat. This is a new challenge for the parents because they will teach their children all day. Parents spend more time on their children concerning their studies, not the teachers. Since parents have a positive outlook in these trying times, they have to accept the reality and adopt the changes in the paradigm shift of educational setting brought about by the coronavirus crisis.

Regardless of the educational level of teenagers, parental methods, according to Masud, Jamil, and Ahmad [4], are crucial for improving and successful academic performance. Families, especially parents, directly impact the social and intellectual life of adolescents and early children. With the support of their parents and families, teenagers succeed in all facets of their social and academic lives. Depending on the culture, different parenting styles may affect children's academic success [5].

Since the public policy has practical and ethical bounds, the fundamental role of parents in expanding opportunity is also difficult. It is challenging enough to raise the standard of public education, let alone that of private parents. Strong moral arguments are also raised against intrusive parenting interventions. Families function largely as private entities in a free society. Parents are free to handle things however they see fit, even if it is hopeless, excluding severe neglect or abuse. Therefore, parents are mostly private agents whose activities significantly negatively affect the public regarding welfare, education, crime, mobility, and productivity. This does not imply that policymakers are powerless in their decisions.

The implementation of policies is still possible even within the bounds of pragmatism and philosophy. The question is if they work. Public policy frequently falls into one of two categories to reduce the parenting gap: improving parental capabilities or supporting their efforts. The former set aims to make parents better, while the latter set aims to diminish their importance. The main goals of skill-building strategies are to enhance parenting practices and relationships between parents and children. This first group of interventions includes the majority of parenting programs. The goal is to help the parent perform their role better so they can help the child live a better life. Interventions to encourage parental efforts frequently include scholarships, mentoring programs, and increased educational and financial aid (especially in the early years). This second group of early childhood programs includes the majority of them. To make up for abilities that aren't learned at home, Frank Furstenberg asserts that "the main line of attack must involve better schools outfitted with more skilled teachers that provide a more extensive program of education with longer days and summer months" [6]. There are things we can do and, therefore, things we should do to better the possibilities for our least fortunate children. The idea is, in effect, to divorce the child's opportunities from the parents' talents. On that list is addressing the parental gap.

Not because it is quick or simple; it takes time and patience. We must be sincere. The quality of parenting improvement programs today is, at best, spotty. Many appear to be a waste of taxpayer dollars at a time when every penny counts and must be justified. Others, though, have been demonstrated to be effective—not as miracle treatments but rather as genuine contributions to a society that is more equitable and healthier [7].

This is why the researcher decided to examine the parenting style and academic performance of the Grade 12 learners in Social Science amidst COVID-19 pandemic in Botolan District.

### Statement of the Problem

The purpose of this study was to examine the parenting styles and academic performance among Grade 12 learners in Social Science amidst the COVID-19 pandemic in Botolan District.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of sex, age, family's monthly income, and number of siblings in the family?
2. What is the parent's authoritarian, permissive, and authoritative parenting style?
3. What is the academic performance of the Grade 12 Social Science learners in the Botolan district?
4. Is there a significant difference in the parenting styles of parents across profiles?
5. Is there a significant relationship between the parenting style of the parents and the academic performance of the Grade 12 learners in Social Science?
6. What intervention program can be proposed to improve parenting styles?

### Theoretical Framework

The Baumrind Theory of Parenting Styles is the foundation of this study. Parenting practices might change daily within and from one family to the next. Every parent makes decisions for their kids, some of which may be more forgiving than others. However, most of the time, one's parenting style fits into one of three categories. These parenting philosophies are authoritative, authoritarian, and permissive.

**Authoritative.** Responsible parents attend to their children's needs and welcome their inquiries. These parents have high expectations for their kids, but they treat them well and give them constructive feedback. These parents are less demanding and more forgiving when their children don't live up to expectations. They are aggressive without being oppressive or limiting. Instead of being severe, their methods of discipline are encouraging. They desire their children to exhibit self-control, cooperation, assertiveness, and social responsibility. Children of authoritative parents benefit from support and expectations as they learn independence, self-control, and self-regulation skills [8].

**Authoritarian.** Unreasonable demands and poor attentiveness characterize authoritarian Parenting. Authoritarian parents place remarkably high standards on their kids while giving them little affection or sage advice. Mistakes are typically met with harsh punishment. When it does, the feedback is typically adverse. Yelling and corporal punishment are common under the authoritarian approach. Authoritarian parents demand strict adherence to their rules at all costs and have high expectations for their children. According to Baumrind, these parents "are obedience and status-oriented, and expect their orders to be obeyed without explanation."

Typically, this approach to Parenting substitutes punishment for correction. They are unable or unwilling to explain why their rules are necessary. The authoritarian strategy is the most limiting. The authoritarian parent puts deference to authority above teaching children self-control and self-regulation. The authoritarian parent refuses to encourage positive behavior and only provides feedback in the form of negative consequences for misbehavior [9].

Permissive. Permissive parents are indulgent and do not wish to interfere with their child's developing sense of self. Usually, neither regulations nor penalties apply to them. They could make their child reject logical or natural findings to protect them from imagined injury, sorrow, or hurt feelings. A child's rebellious or inappropriate behavior may cause permissive parents to lose their temper, even though they are normally loving and compassionate. Permissive parents typically do nothing to control their child's behavior despite their annoyance as long as he won't experience any physical harm. The Cornell University Cooperative Extension warns that permissive Parenting may produce teenagers and young adults who lack self-control or are egotistical [10].

### Conceptual Framework

Figure 1 illustrates the study's Independent Variable- Dependent Variable (IV- DV) framework. The independent variable (IV) illustrates the parental styles of authoritarian, permissive, and authoritative. The dependent variable (DV) is the academic performance of the Grade 12 learners in Social Science.

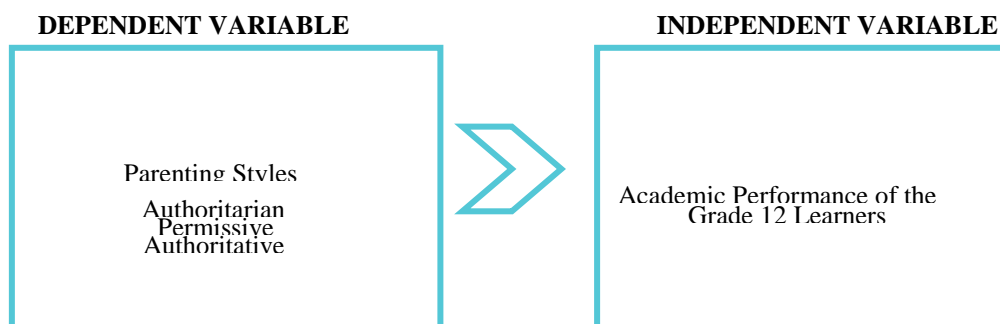


Figure 1 : Paradigm of the Study

### Hypotheses

1. There is no significant difference in the parenting styles of parents across profiles.
2. There is no significant relationship between the parenting style of the parents and the academic performance of the Grade 12 learners in Social Science.

## II. METHODOLOGY

### Research Design

A descriptive-correlational research design was used in the study to analyze parenting styles and define the demographic profile of the respondents. Additionally, to investigate the connection between Grade 12 students' academic success in Social Science and their parenting practices in the context of the COVID-19 pandemic in the Botolan District.

Descriptive language is utilized when little is known about a given phenomenon [11], [12]. The researcher examines, describes, and records a phenomenon from several perspectives. No cause-and-effect analysis or variable manipulation is performed on the phenomenon. Descriptive designs categorize the information, establish its frequency, and describe what exists. Instead of focusing on direct cause-and-effect correlations, correlational designs systematically explore the existence of interactions or relationships between and across variables. Designs for correlations are frequently cross-sectional. Correlational studies commonly employ cross-sectional designs [11]; [12].

### Participants and Location

Parents of the Grade 12 students in Social Science are the study's respondents. There are 244 parents in the population of parents. The study was conducted in Botolan District. The Grade 12 students from Polytechnic College of Botolan, Lyceum of Western Zambales Inc., and New Taugtog National High School.

### Instruments

The researcher used the Parenting Style and Task Performance of Students item from Paler, J.N., Batiller, K.B., Valiente, & Moneva [13]. Part 1 focuses on the respondents' profiles regarding sex, age, grade level, monthly household income, and the number of siblings. The parenting philosophies of authoritarian, authoritative, and permissive are covered in Part 2. The researcher will use a 4-Likert scale with the following options : 4-strongly agree, 3-agree, 2-disagree, and 1-strongly disagree.

### Data Collection

Before conducting the study, the researcher asked the Superintendent of the Schools Division of the DepEd Division of Zambales and the school principals for permission. The researcher herself distributed the questionnaire. The primary goal of this study will be explained to the respondents by the researcher. After a week, the researcher collected the respondents' completed questionnaires to tabulate, analyze, and interpret the data.

### Data Analysis

Using SPSS, the researcher used the following statistical methods to analyze and interpret the data collected. Frequency and Percentage Distribution were employed to count the frequency of the respondents' profile and get the percentage in the demographic profile of the parents. Weighted Mean was employed in the computation of the average on the parenting style of the parents and the school level of schools. F- test was utilized to test the significant difference in parents' parenting styles when grouped according to demographic profile. Pearson Product-Moment Correlation was used to investigate whether there was a link between Grade 12 students' academic success in Social Science and their parents' parenting practices.

## III. RESULTS AND DISCUSSION

### 1. Profile of the Respondents

Table 1 displays the frequency, percentages, and mean distributions for the profile variables of sex, age, monthly family income, and the number of children living in the home.

**Table 1**

<b>Frequency and Percentage Distribution on the Parent-respondents' Profile Variables</b>			
<b>Profile Variables</b>		<b>Frequency</b>	<b>Percentage</b>
<b>Sex</b>	Male	114	46.70
	Female	130	53.30
<b>Total</b>		<b>244</b>	<b>100.00</b>
<b>Age (Years)</b> <b>Mean= 39.19 or</b> <b>39 years old</b>	61 & above	15	6.20
	51-60	22	9.00
	41-50	61	25.00
	31-40	86	35.20
	21-30	60	24.60
<b>Total</b>		<b>244</b>	<b>100.00</b>
<b>Family</b> <b>Monthly Income</b> <b>Mean = Php 9,186.00</b>	Php 25,000-Php 29,999	1	0.40
	Php 20,000-Php 24,999	13	5.30
	Php 15,000-Php 19,999	35	14.30
	Php 10,000-Php 14,999	37	15.20
	Php 5,000-Php 9,999	90	36.90
	Php 1,000-Php 4,999	55	22.50
	Php 999 & below	13	5.40
<b>Total</b>		<b>244</b>	<b>100.00</b>
<b>No. of Children in the</b> <b>Family</b> <b>Mean = 3.61 or 4</b>	9 & Above	15	6.10
	6-8	32	13.10
	3-5	103	42.20
	0-2	94	38.60
<b>Total</b>		<b>244</b>	<b>100.00</b>

**Sex.** Most parent respondents—130, or 53.30%—are female, compared to 114, or 46.70%—men. More responses are from mothers than fathers. One of the most significant roles a woman may ever play is mother. Mothers significantly impact their children's lives by providing for, adoring, educating, and so much more [14].

**Age.** The majority of parent responses, with 86 or 35.20%, are between the ages of 31 and 40; 61, or 25.00%, are between the ages of 41 and 50; 60, or 24.60%, are between the ages of 21 and 30; 22 or 9.00% are between the ages of 51 and 60; and 15 or 6.20% are 61 and older. The parent respondents calculated mean age was 39.19, or 39 years old. Simpson (2018) defined later adulthood as occurring in the mid-20s and beyond.

**Family Monthly Income.** The family monthly income of most respondents ranges from Php 5,000 - Php 9,999 with 90 or 36.90%; 55 or 22.50% whose family monthly income ranges from Php 1,000 – Php 4,999; 37 or 15.20% whose family monthly income ranges from Php 10,000 – Php 14,999; 35 or 14.30% whose family monthly income ranges from Php 15,000 – Php 19,999; 13 or 5.30% whose family monthly income ranges from Php 20,000 – Php 24,999 and Php 999 & below, respectively; and 1 or 0.40% whose family monthly income ranges from Php 25,000 – Php 29,999. The respondents' computed mean monthly household income was Php 9,186.00. According to the Philippine Institute for Development Studies (PIDS) 2018 classification of social classes, anyone earning less than P10, 957.00 per month is considered poor [15].

**No. of Children in the Family.** Most parent respondents, 103 or 42.20, have 3-5 children, 94 or 38.60% have 0–2 children, 32 or 13.10% have 6–8 children and 15 or 6.10% have 9 or more children. The family's computed mean number of children was 3.61 or 4. Families in the Philippines can be classified as Extra Small, Small, Medium, Large, and Very Large (or simply XS, S, M, L, and XL). According to all four quarterly SWS surveys conducted in 2011 [16], 12.4% of households in the Philippines had one or two people (XS), 37.2% had three or four people (S), 31.2% had five or six people (M), 13.4% had seven or eight people (L), and 5.8% had nine or more people (XL).

## 2. Parenting Style

### 2.1 Authoritarian

The parental style of parents in terms of Authoritarian is shown in Table 2.

**Table 2**  
**Parental Style of Parents in Terms of Authoritarian**

	Authoritarian	WM	DR	Rank
1	I support my child in their school activities often.	3.60	Strongly Agree	1
2	I got upset when my child did not meet my expectations of high grades.	2.74	Agree	6
3	I use punishments for my child so they will do the assignments and projects.	2.48	Disagree	9
4	I only attend PTA meetings when it is needed.	2.89	Agree	5
5	I only contribute fees in a partial amount.	2.90	Agree	4
6	I use criticism to make my child improve their grades.	2.64	Agree	7
7	I use threats as a form of punishment with little or no justification.	2.47	Disagree	10
8	I remind my child of everything I am doing and have done for them for motivation.	3.29	Strongly Agree	2
9	I punish my child by withholding emotional expressions (e.g., kisses and cuddles).	2.99	Agree	3
10	I burst into anger towards my child once they have low grades.	2.52	Agree	8
<b>Overall Weighted Mean</b>		<b>2.85</b>	<b>Agree</b>	

The parent-respondents perceived "Strongly Agreed" that "1. They often support their child on their school activities" with a rating of 3.60 (rank 1) while "7. They use threats as a form of punishment with little or no justification" had the lowest Mean of 2.47 interpreted as "Disagree" (rank 10). The result denotes that parents are actively participating in the different school activities. Parent engagement happens when parents volunteer their help at home and school and when teachers invite them to school meetings or events. This is how they connect themselves. Parents and teachers commit to listening to one another and emphasizing their children's educational goals [17].

Overall, parent-respondents "Agreed" with their authoritarian parenting style, with a mean rating of 2.85.

### 2.2 Permissive

Table 3 shows the parental style of parents in terms of permissive.

The parent-respondents perceived "Strongly Agreed" that "1. They care about their children's school activities." with a rating of 3.60 (rank 1), while "6. They spoil their child." had the lowest Mean of 2.12, interpreted as "Disagree" (rank 10). The result denotes that children's education matters during this COVID-19. Parents are updated on the activities, whether academic or non-academic, in8 their group chat and other communication tools.

**Table 3 : Parental Style of Parents in Terms of Permissive**

	Permissive	WM	DR	Rank
1	I do care about my children's school activities.	3.60	Strongly Agree	1
2	I am after the grades of my children.	3.02	Agree	4.5
3	I have expectations for my children's assignments, quizzes, and projects.	3.02	Agree	4.5
4	I am active in participating in the PTA meeting.	3.08	Agree	3
5	I care about paying for the voluntary school contributions of my child.	3.10	Agree	2
6	I spoil my child.	2.12	Disagree	10
7	I find it difficult to establish study habits for my child.	2.64	Agree	8
8	I ignore my child's bad behavior at home and school.	2.48	Disagree	9
9	I give into my child when they cause a commotion about something.	2.89	Agree	6
10	I am reliant on my child's teachers.	2.66	Agree	7
<b>Overall Weighted Mean</b>		<b>2.86</b>	<b>Agree</b>	

According to a 2016 survey, fewer parents today believe that close communication between parents and teachers is beneficial [18]. Nowadays, parents are less likely to participate in extracurricular events or parent-teacher conferences because they favor remote contact options like online student portals. This transition is sudden and concerning because of what it means for parent engagement. Even while technology can keep families informed, pupils suffer when parents don't contribute their time and resources [18].

Overall, parent-respondents "Agreed" with their permissive parenting style, with a mean rating of 2.86.

### 2.3 Authoritative

Table 4 presents the parental style of parents in terms of authority.

The parent-respondents perceived "Strongly Agreed" that "1. They always support their child in their school activities." with a rating of 3.79 (rank 1). At the same time, "4. They are always present in any PTA meetings." had the lowest Mean of 3.30, interpreted as "Strongly Agreed" (rank 10).

**Table 4 : Parental Style of Parents in Terms of Authoritative**

	Authoritative	WM	DR	Rank
1	I always support my child in their school activities.	3.79	Strongly Agree	1
2	I always monitor the grades of my child.	3.62	Strongly Agree	4
3	I help my child in doing their projects.	3.52	Strongly Agree	6.5
4	I am always present in any PTA meetings.	3.30	Strongly Agree	10
5	I always assure them that they have already paid voluntary school contributions.	3.48	Strongly Agree	8
6	I respect my child's opinions and encourage them to express them.	3.52	Strongly Agree	6.5
7	I provide my child's reasons for the expectations I have for them in their studies.	3.46	Strongly Agree	9
8	I gave compliments to my child if they got high grades.	3.57	Strongly Agree	5
9	I have a clear policy on the schooling of my child.	3.68	Strongly Agree	3
10	I keep reminding my children of the proper behavior at home and school.	3.74	Strongly Agree	2
<b>Overall Weighted Mean</b>		<b>3.57</b>	<b>Strongly Agree</b>	

Overall, parent-respondents "Strongly Agreed" with their authoritative parenting style, with a mean rating of 3.57. This denotes that the parents are hands-on and always encourage their children in school activities. The results are similar to the findings. Sheldon (2021).

### 3. Academic Performance

Table 5 presents the frequency and percentage distribution of the academic performance of Grade 12 learners in Social Science.

**Table 5 : Frequency and Percentage Distribution on the Academic Performance of Grade 12 Learners in Social Science**

Descriptive Equivalent	Academic Performance Rating	Frequency	Percentage
<b>Outstanding</b>	95-100	11	4.50
<b>Very Satisfactory</b>	90-94	182	74.60
<b>Satisfactory</b>	85-89	30	12.30
<b>Fairly Satisfactory</b>	80-84	18	7.40
<b>Poor</b>	75-79	3	1.20
	<b>Total</b>	<b>244</b>	<b>100.00</b>
<b>Mean = 90.71 (Very Satisfactory)</b>			

The academic performance of 182 (or 74.60%) learners ranged from 90-94, indicating "Very Satisfactory" performance; 30 (or 12.30%) learners with academic performance ranged from 85-89, indicating "Satisfactory" performance; 18 (or 7.40%) learners with academic performance ranged from 80-84 indicating "Fairly Satisfactory" performance; 11 (or 4.50%) learners with academic performance ranged from 95-100 indicating "Outstanding" performance; and 3 (or 1.20%) learners with academic performance ranged from 75-79 indicating poor performance. The average grade 12 student's academic performance in social science was 90.71, which is considered "Very Satisfactory" performance. Teachers saw that these parents' kids had a greater desire to learn and behaved better at school, consistent with the study's finding that parents were incredibly happy to be involved [19].

### 4. Test of Difference on the Parenting Style Across Profile

When parents are grouped according to profile criteria, Table 6 shows the analysis of variance to test for variations in their parenting views.

**Table 6 : Analysis of Variance to test the difference in Parenting Styles of Parents Across Profile**

Grouping Variables		F- Value	Sig.	Decision ( $\alpha = 5\%$ )
Authoritarian	Sex	0.055	0.815	Accept Ho (Not Sig)
	Age	4.841	0.001	<b>Reject Ho (Sig)</b>
	Family Monthly Income	8.473	0.000	<b>Reject Ho (Sig)</b>
	No. of Children in the Family	1.65	0.189	Accept Ho (Not Sig)
Permissive	Sex	1.756	0.186	Accept Ho (Not Sig)
	Age	2.594	0.037	<b>Reject Ho (Sig)</b>
	Family Monthly Income	1.477	0.187	Accept Ho (Not Sig)
	No. of Children in the Family	1.023	0.383	Accept Ho (Not Sig)
Authoritative	Sex	2.647	0.105	Accept Ho (Not Sig)
	Age	0.264	0.901	Accept Ho (Not Sig)
	Family Monthly Income	1.943	0.075	Accept Ho (Not Sig)
	No. of Children in the Family	2.656	0.049	<b>Reject Ho (Sig)</b>

**Authoritarian.** There is a statistically significant difference in the authoritarian parenting styles of parents when respondents are divided by age (Sig. = 0.001) and family monthly income (Sig. = 0.000). The null hypothesis is rejected because the calculated significance values (Sig.) fell below the 0.05 alpha level of significance. Many nations' data have shown a clear correlation between income and child outcomes. According to the findings, there is minimal proof that income impacts behavioral-emotional scores. The absence of parenting style from the models was found to have no impact on the anticipated income effect, despite parenting style being repeatedly found to impact child outcomes [20]. Due to their financial circumstances, children from lower-income households have less access to essential enrichment opportunities. They have fewer books, laptops, and instructional games.

Coursework and extracurricular activities. All of these factors, according to studies, have favorable long-term effects on finances and academic performance. Parents in communities like Cabin Creek do not have the means to provide these basic options, unlike high-income families like those in Bethesda [21].

Adequate emotional support early in life is a major determinant of both academic success and financial security later in life, according to the scale of evaluation, which was created to estimate the quality of home life for children in the United States. Families with high salaries frequently have much spare time to spend with their children because of their financial flexibility. This helps them to provide their children with the necessary emotional support [21].

On the other hand, the calculated significance value (Sig.) for sex (Sig. = 0.815) and the number of children in the home (Sig. = 0.189) were both greater than ( $>$ ) 0.05 alpha level of significance. The results indicate no statistically significant difference in parents' parenting styles regarding an authoritarian style when respondents were divided according to sex and the number of children living in the household. Therefore, the null hypothesis is accepted.

**Permissive.** There is a statistically significant difference in the permissive parenting styles of parents when respondents are divided by age (Sig. = 0.037). The computed significance value (Sig.) was less than the 0.05 alpha significance level, therefore rejecting the null hypothesis. Although psychological maturity is not age-related, the results showed that older parents are often seen as being more mature and credible. Baumrind [22] found that permissive parents are more receptive than severe ones. They don't demand adult behavior, are unusual and lenient, offer significant self-regulation, and defuse tension. Permissive parents typically assume a friend-like position than a parent, showing their children love and openness in general [23].

The determined significance value (Sig.) for gender (Sig. = 0.186), family monthly income (Sig. = 0.187), and household size (Sig. = 0.383) were all higher than ( $>$ ) 0.05 alpha level of significance. The results indicate no statistically significant difference in parents' parenting styles regarding permissive style when respondents were divided into groups according to sex, family monthly income, and the number of children in the household. Therefore, the null hypothesis is accepted.

**Authoritative.** There was a significant difference in the parents' parenting styles when it came to an authoritative approach when respondents were grouped depending on the number of children in the household (Sig. = 0.049). The computed significance value (Sig.) was less than the ( $>$ ) 0.05 alpha significance level, therefore rejecting the null hypothesis. The conclusion suggests that the parenting style influences a family's number of children. Children receive much emotional support from their parents, who also want them to be responsible and cooperative. According to Cherry [23], authoritative parents are responsive to their children's needs and willing to answer queries. Although they treat them well and offer them constructive criticism, these parents have high expectations for their children. When their children fall short of expectations, these parents are more compassionate and understanding than strict. These parents "watch and impart specific norms for their children's behavior. They are aggressive without being oppressive or limiting. Instead of being severe, their methods of discipline are encouraging. They want their children to exhibit self-control, cooperation, assertiveness, and social responsibility.

Additionally, all computed significance values (Sig.) for sex (Sig. = 0.105), age (Sig. = 0.901), and family monthly income (Sig. = 0.075) were above the threshold of significance of 0.05. The results reveal no statistically significant difference in parents' authoritative parenting styles when respondents are divided by sex, age, and family monthly income. Therefore, the null hypothesis is accepted.

## 5. Test of Correlation between Parenting Style and Academic Performance of the Students

The Pearson product-moment coefficient of correlation to determine the relationship between parents' parenting styles and the academic performance of Grade 12 learners in Social Science is presented in Table 11.

**Table 7 : Pearson Product Moment Coefficient of Correlation to Determine Relationship of Parenting Styles of Parents and Academic Performance of Grade 12 Learners in Social Science**

Source of Correlation		Values		Decision
Parenting Style	Academic	Pearson r	0.058	Accept Ho
	Performance	Sig. (2-tailed)	0.363	Not Significant
		N	244	

The calculated Pearson r value of 0.058 indicates a weak positive association between parental parenting practices and students' academic achievement in social science in grade 12. The null hypothesis is accepted because the calculated P-value of 0.363 is above the threshold of significance of ( $>$ ) 0.05. The outcome shows no correlation between parents' parenting practices and their children's academic achievement in social science in grade 12. Similar to the study by Necsio et al., [24], this one contends that parental practices do not consistently predict students' academic achievement. According to Ashiona and Mwoma [25], an authoritarian parenting style was associated with poor child performance. Parenting style does not seem to affect students'



academic performance significantly, in contrast to the conclusions of various research [24] ; [26] ; [27]; [28]. Studies show that parental involvement in their children's education has a consistent, positive relationship with student outcomes [29].

## 6. Proposed Intervention Program

The parenting approach refers to a family's methods for raising its children[13]. There are three different parenting philosophies: authoritative, authoritarian, and permissive. The proposed intervention program was created to help parents be more effective as parents. Based on the study's findings, this intervention program was created.

**Table 7 : Proposed Intervention Program**

Areas of Concern	Objectives	Strategies	Programs/ Activities	Funding	Performance Indicators	Involved Persons	Time Frame	Expected Output
Authoritative Parenting Style	To capacitate the parents on attending Parents Teachers Association meetings.	Coordinate with the school heads, teachers and resource speaker on the proposed activity	Lecture and discussion	Maintenance and Other Operating Expenses (MOOE)	90% participation in the conduct of lectures/ discussion, seminar and demonstration	Class Adviser School Head Resource Speaker	1 day (8 Hours)	Parents have been capacity on attendance and participate on PTA meetings.
	To actively participate the parents during Parents Teachers Association (PTA) meetings		Seminar Open Forum					

## Conclusion

According to the summary of the findings, the researcher concluded that most parent-respondents are mothers in their early adulthood stage, earning a minimum monthly family income with a small number of children. The parent-respondents perceived they "Agreed" with their parenting styles. The academic performance of Grade 12 learners in Social Science was "Very Satisfactory". There was a significant difference in parenting styles of parents in terms of authoritarian style when respondents were grouped according to age and monthly family income, significant in terms of permissive style when respondents were grouped according to age, and significant in terms of authoritative style when respondents are grouped according to a number of children in the family. There was no significant relationship between parents' parenting styles and the academic performance of Grade 12 learners in Social Science. The recommended intervention program was created to help parents become better parents.

## Recommendation

Based on the summary of findings and the conclusions, the researcher suggested that the parents may consider exploring appropriate parenting styles to motivate their children in their academic performance in Social Science amidst Covid-19. Parents are encouraged not to spoil their children and to attend PTA meetings to support their children's learning. Other Teachers may consider alternative measures to increase further the academic performance of Grade 12 learners in Social Science. Parents may also consider equally practiced parenting styles as Authoritarian, Permissive, and Authoritative regardless of their profile. An intervention program may be implemented for the parents of Grade 12 learners in Social Science.

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