

**RELATIONSHIP BETWEEN PARENTING STYLES AND ACADEMIC
PERFORMANCE OF THE GRADE TWELVE SRTUDENTS OF
DR. RAMON DE SANTOS NATIONAL HIGH SCHOOL
AT CUYAPO NUEVA ECIJA**

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by

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THESIS ABSTRACT

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7.1 Rationale/Background

Parenting styles have a significant impact on a child's development and learning, including their academic performance. Different styles of parenting, such as authoritative, authoritarian, permissive, and uninvolved, have distinct effects on a child's personality, values, behavior, and academic achievement. Authoritative parenting, characterized by high expectations and a supportive environment, is associated with better academic performance, while authoritarian and permissive parenting styles can lead to decreased academic success. Parenting practices and dimensions, such as communication, discipline, expectations, and support, play important roles in shaping a child's academic outcomes. Understanding and utilizing effective parenting strategies can contribute to improved academic performance in children.

7.2 Summary

The research aims to explore the impact of parenting styles on a child's development by addressing the following questions: 1.) What is the demographic profile of the respondents in terms of gender and age?; 2.) How can the socio-demographic profile of the parents be described in terms of their educational attainment, ethnicity, age, and occupation?; 3). What are the various parenting styles employed by the parents of the respondents?; 4). How is the level of academic behavior among the respondents perceived based on their form 137 (academic records)?; 5.) Is there a significant relationship between the parenting styles utilized by parents and the level of academic behaviors exhibited by the respondents?

The research design used in this study is descriptive-correlational. The research was conducted at Dr. Ramon De Santos National High School in Cuyapo, Nueva

Ecija, focusing on 12th-grade students. Purposive sampling was employed to select 100 participants from different academic strands. The research instrument used was a questionnaire developed by Robinson et al. (2015) to assess parenting styles. Academic performance data were obtained from the students' form 137 records. Data analysis involved frequency counts, percentages, and the Pearson Product Moment Correlation. Ethical considerations were taken into account, including participant consent, privacy, confidentiality, and voluntary participation.

7.3 Major Findings

The correlational analysis between parenting styles and academic performance yielded the following findings:

Authoritative Style (Table 3.1): There was a slight positive relationship, but it was not statistically significant.; Authoritarian Style (Table 3.2): A slight positive relationship was found, but it was not statistically significant.; Permissive Style (Table 3.3): A fair positive relationship was identified, and it was statistically significant.; Uninvolved Style (Table 3.4): A fair positive relationship was noted, but it was not statistically significant. In summary, no significant relationship was found between academic performance and authoritative, authoritarian, or uninvolved parenting styles. However, a significant positive relationship was observed between academic performance and permissive parenting style.

7.4 Conclusions

The following conclusions were drawn based on the findings cited above:

1. Majority of the student-respondents are currently enrolled in grade 12, relatively young, with good academic living with their biological parents.
2. The majority of respondents reported that their parents are responsive to their feelings and needs, take their wishes into consideration, and explain their feelings about their behavior often.
3. Authoritarian parents also yell and explode in anger when they disapprove of their children's behavior, but punishments such as spanking or withholding emotional expressions are rare. The overall parenting style is described as "sometimes" based on the weighted mean of 2.83.
4. Permissive parents allow their children to give input into family rules and sometimes give punishment when the child causes a commotion. However, they find it difficult to discipline their children and sometimes spoil them. The overall parenting style is described as "rarely" based on the weighted mean of 2.50.
5. Authoritative parents treat their children as an equal member of the family. The overall parenting style is described as "Often" based on the weighted mean of 3.41.

In conclusion, the data suggests that the majority of respondents experience authoritative parenting, characterized by high levels of support, involvement, and open communication. While some aspects of authoritarian, permissive, and uninvolved parenting were reported, they generally occur less frequently. Furthermore, there is no significant relationship found between the examined parenting styles and academic performance.

7.5 Recommendations

1. Encourage the promotion of authoritative parenting style. The data shows that students whose parents exhibit authoritative parenting style tend to have better academic performance. Therefore, it is recommended to promote this parenting style, which involves being responsive to the child's needs, providing explanations for expectations, and treating the child as an equal member of the family. Parenting programs and workshops can be conducted to educate parents on the benefits and strategies of authoritative parenting.

2. Provide support and education for parents with authoritarian parenting style. The data indicates that authoritarian parenting style, characterized by strict rules and punishment, does not significantly correlate with academic performance. However, it is important to provide support and education to parents who exhibit authoritarian tendencies. They can benefit from learning alternative disciplinary methods that focus on open communication, positive reinforcement, and setting appropriate boundaries.

3. Raise awareness about the negative impacts of permissive and uninvolved parenting styles. The data suggests uninvolved parenting styles have a negative impact on academic performance. It is crucial to raise awareness among parents about the potential consequences of these styles, such as a lack of discipline, insufficient involvement, and limited expectations. Parenting workshops, literature, and counseling services can help parents understand the importance of setting boundaries, being actively engaged in their child's life, and maintaining reasonable expectations.

4. Foster a supportive and collaborative home environment. Regardless of the specific parenting style, creating a supportive and collaborative home environment is essential for a child's academic success. Encourage parents to establish open lines of communication, provide emotional support, and actively engage in their child's educational journey. This can include regular discussions about school progress, involvement in extracurricular activities, and creating a conducive study environment at home.

5. Further research on the complex relationship between parenting styles and academic performance While the current study did not find significant correlations between parenting styles and academic performance, it is

important to note that these relationships are multifaceted and can be influenced by various factors. Further research should explore additional variables that may interact with parenting styles, such as socio-economic background, cultural influences, and the role of teacher-student relationships. This would provide a more comprehensive understanding of the dynamics between parenting styles and academic performance.

Overall, the recommendations aim to promote positive parenting practices, enhance parental involvement, and create a nurturing environment that supports academic success. By implementing these recommendations, schools, educators, and policymakers can contribute to the overall well-being and educational outcomes of students.

7. Translated Abstract (Filipino):

Abstrak: Sinusuri ng pag-aaral na ito ang epekto ng mga estilo ng pagpapalaki ng magulang sa pagganap sa akademiko ng mga bata sa paaralan. Ginamit ang pagsusuri ng kuantitatibong datos at pagsusuri ng mga literatura upang tuklasin ang ugnayan sa pagitan ng iba't ibang mga estilo ng pagpapalaki at ang mga pagsasapamuhay sa edukasyon ng mga mag-aaral. Ang mga natuklasan ay nagpapakita na ang istilo ng awtoridad sa pagpapalaki, na kadalasang kinabibilangan ng responsibilidad, pagsasalarawan ng mga inaasahan, at pantay na paggalang, ay nauugnay sa mas mahusay na pagganap sa akademiko. Gayunpaman, ang mga epekto ng mga istilong otoritaryan, pabaya, at walang pakikisangkot sa pagpapalaki sa pagganap sa akademiko ay magkakaiba. Inirerekomenda ng pag-aaral na palakasin ang istilong awtoridad sa pagpapalaki sa pamamagitan ng mga programa sa edukasyon at pagbibigay ng suporta sa mga magulang na nagsasagawa ng otoritaryan na pagpapalaki. Binibigyang-diin din nito ang negatibong epekto ng mga istilong pabaya at walang pakikisangkot sa pagpapalaki at nagmungkahi ng pagtaas ng kamalayan at pagbibigay ng mga mapagkukunan upang magpatibay ng mga hangganan at palakasin ang pakikilahok ng mga magulang. Sa kabila ng istilo ng pagpapalaki, mahalagang lumikha ng isang suportadong at nagtutulungang tahanan. Nagtatapos ang pag-aaral sa pagsasaalang-alang sa pangangalagang panlipunan-kabuhayan, impluwensya ng kultura, at ugnayan ng guro-mag-aaral. Ang mga iminungkahing rekomendasyon ay naglalayong mapabuti ang mga positibong praktika sa pagpapalaki, pakikilahok ng mga magulang, at mga kapaligirang nagpapalago ng pagganap sa akademiko. Ang pagpapatupad ng mga rekomendasyong ito ay maaaring mag-contribyute sa mas magandang mga resulta sa edukasyon at kabuuang kagalingan ng mga mag-aaral.

8.1 Rasyonale

Ang mga istilo ng pagpapalaki ng magulang ay may malaking epekto sa pag-unlad at pag-aaral ng isang bata, kasama na ang kanilang pagganap sa

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LIST OF ABBREVIATIONS

ABM: Accounting Business and Management (ABM) and

AWM: Average Weighted Mean

Et al.: The term "et al." is an abbreviation of the Latin phrase "et alia," which translates to "and others" in English.

GWA: General Weighted Average

HUMSS: Humanities and Social Sciences (HUMSS)

N: Sample Size

P Value: The p-value is a statistical measure used in hypothesis testing to determine the significance of the results. It quantifies the strength of evidence against the null hypothesis and helps in making conclusions about a population based on sample data.

PAQ: Parental Authority Questionnaire

PSS: Parenting Styles Scale

Pearson R: The Pearson correlation coefficient, often denoted as " r ," is a statistical measure that quantifies the strength and direction of the linear relationship between two continuous variables.

QD: Qualitative Description

SPSS: Statistical Package for the Social Sciences

STEM: Technologies, Engineering, and Mathematics

TVL: Technical Vocational Livelihood

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