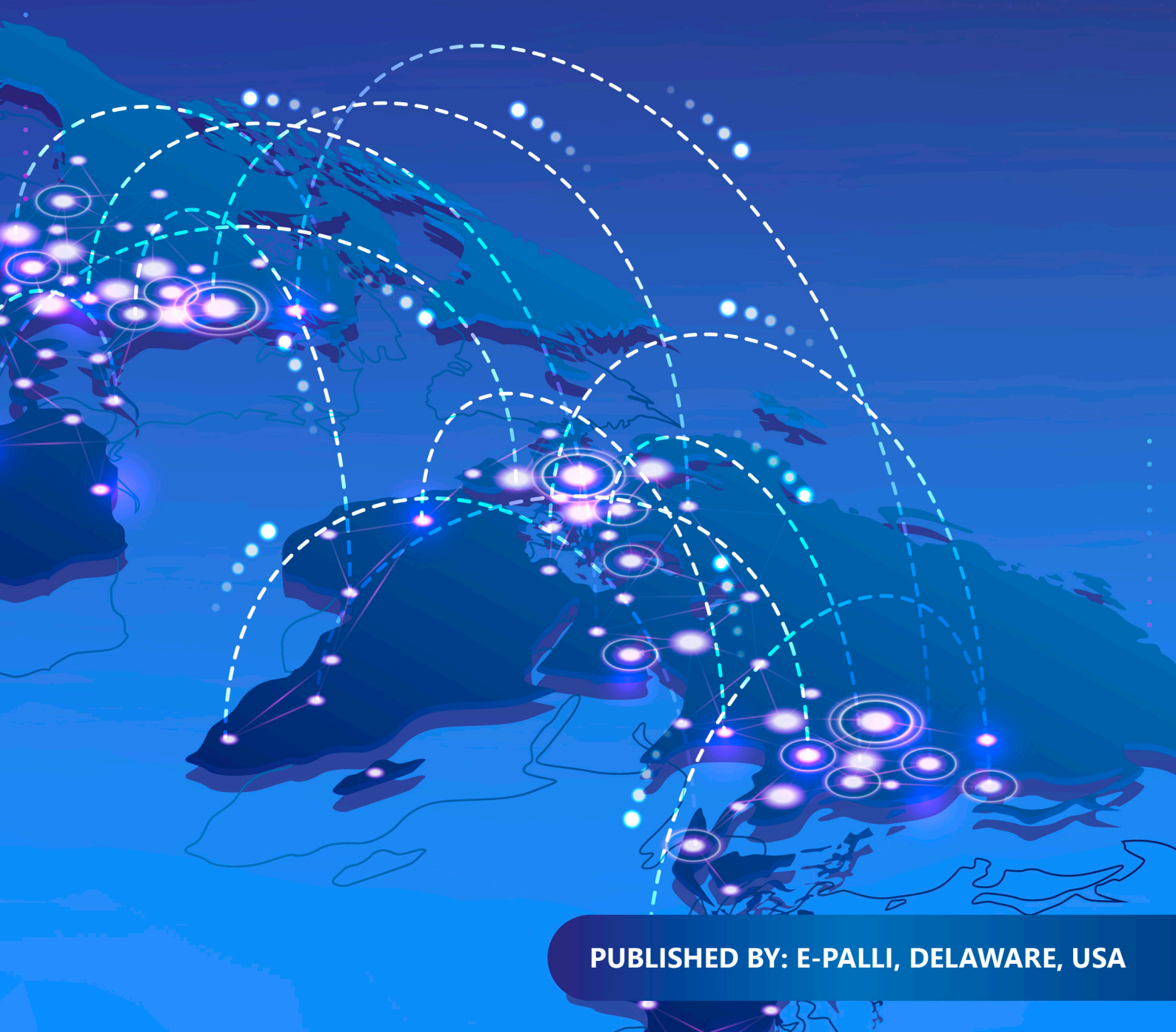




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Perceived Parenting Style and Academic Performance of Grade Vi Learners in One Elementary School in Iloilo Province, Philippines

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ABSTRACT

This study aimed to find out the influence of parenting style on the academic performance of Grade VI learners of Batuan Elementary School in the District of Carles, Division of Iloilo, Philippines. The respondents of the study were twenty-nine (29) grade six learners. A standardized Parenting Style Questionnaire developed by Robinson et.al (2015) was used. The academic performance of Grade VI learners was gathered through DepEd Form 137-E. Statistical tools used were mean and standard deviation for descriptive and Mann-Whitney, Kruskal Wallis, and spearman rho for inferential. Findings revealed that the most preferred parenting style of the mothers as perceived by the learners when taken as a whole and classified as to household size and educational attainment was “authoritative”. The academic performance of the learners exhibited an “approaching proficiency” when taken as an entire group. When grouped as to parenting style, learners whose mothers were authoritarian had exhibited a “developing” performance while those having permissive mothers exhibited “proficiency” and those having authoritative mothers exhibited an “approaching proficiency” performance. It was noted that there were no significant differences in the parenting styles preferred by mothers as perceived by the learners when they were classified as household size and educational attainment. Hence, a significant difference was noted in their academic performance when they were classified as to the parenting style and this significant difference existed between Authoritarian vs. Authoritative. And further, the results show no significant relationship between the parenting style of the mother as perceived by the learner and the learner’s academic performance.

INTRODUCTION

Parents play a vital role in fostering their children’s growth and development. Many writers have noted that the broad pattern of parenting is essential in predicting a child’s well-being. Parents may differ in how they try to control or socialize their children and the extent to which they do so. It is the overall pattern of interactions rather than one single act that shapes a child’s behavior. Parents develop various styles of interacting with their children. Research has identified a typology of four parenting styles: authoritarian, authoritative, permissive, and uninvolved, each of which influences how the child develops. These varying parenting styles greatly influence how a child develops and socializes and how they learn. The different styles dictate how children adapt to teaching approaches and methods in schools and how they interact in the classroom (Berk, 2015).

There is considerable evidence that the way a child has been raised and reared has a significant consequence on his behavior in later years and particularly in his behavior and interactions at school. Parenting style has been found to predict child well-being in social competence, academic performance, psychosocial development, and problem behavior (Berk, 2015).

In most elementary schools in the Division of Iloilo, classrooms are made up of children from various backgrounds. As observed by the researchers, these children differ in attitude and behavior, how they interact in class, and their academic performance. Some of them have excellent academic standing in all their subjects, while

most of them appear problematic. These situations create a big question mark on the researchers mind and make them think that these differences might be attributed to the kind of parenting that these children are accustomed to in their homes.

Over the past few years, the relationship between parenting characteristics and academic performance has been examined in elementary pupils, but inconsistent results have been found. With a great desire to satisfy their curiosity, the researchers were motivated to conduct a study to determine the influence of maternal parenting style on elementary school pupils’ academic performance. Specifically, it sought to identify the mothers’ parenting style in rearing their child as perceived by the learner and the learner’s academic performance as categorized according to household size and mother’s educational attainment, hence, this study was conducted.

LITERATURE REVIEW

Parenting is a complex activity that includes many specific behaviors that work individually and together to influence child outcomes. Although specific parenting behaviors, such as spanking or reading aloud, may influence child development, looking at any specific behavior in isolation may be misleading. Many writers have noted that specific parenting practices are less influential in predicting child well-being than the broad parenting pattern. Most researchers who attempt to describe this broad parental milieu rely on Diana Baumrind’s parenting style concept. Developmental psychologist Diana Baumrind identified

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three main parenting styles in early child development: authoritarian, permissive, and authoritative. Moreover, it later expanded to four, including an uninvolved style. These four parenting styles involve combinations of acceptance and responsiveness on the one hand and demand and control on the other. Authoritarian is a parenting style where the parent is demanding but not responsive. Authoritarian parenting, also called strict parenting, is characterized by high expectations of conformity and compliance to parental rules and directions while allowing little open dialogue between parents and children. (Baumrind, 2017) Permissive is a parenting style where the parent is responsive but not demanding. Permissive parenting also called indulgent, nondirective, or lenient, is characterized as having few behavioral expectations (Warash, 2017). While authoritative is a parenting style where the parent is demanding and responsive. When this style is systematically developed, it grows to fit the descriptions of propogative parenting and concerted cultivation (Warash, 2017). According to Baumrind (2017), children of authoritative parents tend to have happier dispositions, have reasonable emotional control and regulation, develop good social skills, and are self-confident about their abilities to learn new skills. And the uninvolved parenting style is a style where the parent is neither demanding nor responsive. Uninvolved parenting is also called neglectful, detached, dismissive, or hands-off (Steinberg, Lamborn, Darling, Mounts & Dornbusch, 2019).

Parenting styles have several effects on child development outcomes. Researchers have conducted numerous studies that have led to several conclusions about the impact of parenting styles on children. Authoritarian parenting styles generally lead to obedient and proficient children, but they rank lower in happiness, social competence, and self-esteem (Baumrind, 2015). Authoritative parenting styles tend to result in happiness, being capable, and being successful (Maccoby, 2012). Permissive parenting often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school (Baumrind, 2017). Uninvolved parenting styles rank lowest across all life domains. These children lack self-control, have low self-esteem, and are less competent than their peers (Maccoby, 2012).

Meanwhile, most people know that academic performance generally refers to how well a student is accomplishing their tasks and studies. It is also considered the outcome of education - the extent to which a student, teacher, or institution has achieved their educational goals, but several factors determine the level and quality of students' academic performance (<http://www.ehow.co.uk/>). Indeed, the most well-known academic performance indicator is the grades or the pupil's "score" for their classes and overall tenure. Childhood academic performance varies concerning age and length of time in poverty, parents' occupation and income source, parents' educational attainment, cognitive stimulation, physical

environment, neighbors' influence, physical well-being, and parenting style (Powers, 2016).

Studies that examined how parenting styles influenced the cognitive development of young elementary-aged children are rare (e.g., Chen, Liu, & Li, 2018), and no studies were found that used a standardized assessment of cognitive ability. In a study of adolescents, Dornbusch et al. (2017) found that authoritarian and permissive parenting styles were negatively associated with higher grades, whereas the authoritative parenting style was positively associated with higher grades. Radziszewska, Richardson, Dent, and Flay (2016) found similar results in their study of 15-year-olds. Another study of adolescents (Leung & Kwan, 2018) found that academic performance was negatively related to authoritarianism. A study of adolescent minority students (Park & Bauer, 2018) found that adolescents who perceived their parents authoritatively engaged in more effective learning and studying strategies.

Others would say that one of the best predictors of childhood academic performance is the child's parents (Bradley & Corwyn, 2018). Research shows that one's parents' low academic performance often becomes cyclical and may also influence the child's low academic performance. This may be due to a lack of encouragement from the parent. Another strong predictor of academic failure is the parenting style the child is accustomed to. Better parenting is correlated with higher levels of children's academic performance, while poor parenting leads to lower levels of academic performance (Bradley & Corwyn, 2018).

Finally, family status variables such as parents' level of education have been regarded as predictors of children's academic performance. Increasingly, research has suggested that, rather than having a direct association with children's academic performance, parents' level of education is part of a larger constellation of psychological and sociological variables influencing children's school outcomes (Clark, 2015).

Theoretical Framework

This study was anchored on Baumrind's Theory of Parenting, which asserts that parenting styles are meant to capture normal parental variations who attempt to socialize their children. Parenting styles can be supportive and unsupportive in their tone, affecting developmental outcomes and personality development consequences.

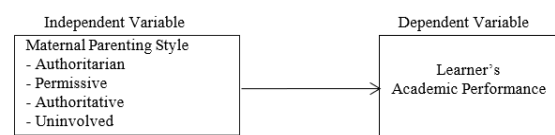


Figure 1: A Paradigm Showing the Relationship Between Maternal Parenting Styles and Academic Performance of Grade VI Learners

MATERIALS AND METHODS

Research Design and Respondents

The researchers employed the descriptive-correlational method of research to determine the influence of

parenting styles on learners' academic performance among grade VI learners. The respondents of this study were a total of 29 Grade VI learners of Batuan Elementary schools in the District of Carles, Division of Iloilo, Philippines.

Instrument

This study made use of a standardized Parenting Style Questionnaire developed by Robinson, Mandleco, Olsen, and Hart (2015) to determine the mother's preferred parenting style as perceived by the Grade VI learners. This instrument consisted of 52, four-point Likert scale items that covered four basic parenting styles, namely: (1) Authoritarian, (2) Permissive, (3) Authoritative, and (4) Uninvolved. To answer the instrument, the Grade VI learners were asked to indicate their perceived parenting style as preferred by their mother using the 4-point Likert scale response format: 1- Never, 2- Sometimes, 3- Frequently, and 4- Always.

The grades in Form 137-E or the permanent record form was used to determine the academic performance of Grade VI learners. The general average of learners in all their subjects for the academic year 2018-2019 was used to determine their academic performance. A scale of ratings prescribed under DepEd Order No. 8, s. 2015 was used to interpret the pupils' academic performance.

Validity and reliability of the data gathering instruments

The Parenting Style Questionnaire was pilot tested among 30 pupils in another elementary school, to ensure comparability of the participants. Results of the pilot test were subjected to validity and reliability assuring the administrability and acceptability of the data-gathering instruments for the purpose intended. Results of the jury's validation of the instrument revealed that all of the 52 items in the Parenting Style Questionnaire were found to be acceptable.

Procedure

Before gathering the data, the researchers obtained a study permit from the office of the Principal of Batuan Elementary School. In addition, permission to secure a copy of the grades of learners was likewise requested. Furthermore, in conducting this study, all ethical issues were addressed by the researchers. Before gathering data, the researchers send written consent to the mothers of the learners. They also informed the mothers about the nature and description of the study and the methods used. Likewise, they also assure that the learners' participation is voluntary and that they can withdraw at any given time if they wanted to. They are also allowed to ask questions and the assurance that all the responses were treated with the utmost confidentiality and that the study results will not harm their children.

The researchers personally administer the research instrument to the respondents. During the instrument's administration, the researchers explained to the respondents how to respond to the instrument. They also explained the instrument's contents, and they did the necessary translation in Hiligaynon/Kiniray-a for those

who find it difficult to understand. The data gathering was done in just a week.

Data Analysis

The gathered data in this study were interpreted using the following statistical tests: (1) to determine the preferred parenting style of mothers and pupils' academic performance, the Mean and Standard Deviation were used; (2) to find out the significant difference in the mother's parenting style when they are classified as household size, Mann Whitney U test was used; (3) to find out the significant difference in the mother's parenting style when they are categorized as to educational attainment. Furthermore, to find out the significant difference in the academic performance of Grade VI learners when they are classified according to the parenting style, the Kruskal Wallis H test was used; and (4) to find out the significant relationship between maternal parenting styles such as authoritarian, permissive, authoritative, and uninvolved and academic performance of pupils, Spearman Rank-Order Coefficient of Correlation (Pearson r) was used. The .05 alpha level will be used as the criterion for accepting or rejecting the null hypothesis. All statistical computations are processed through the use of Statistical Package for Social Sciences (SPSS) software.

RESULTS AND DISCUSSION

Parenting Style Preferred by Mothers

The parenting style preferred by mothers of Grade VI pupils in rearing their child as perceived by the learner when they were taken as an entire group and when they were classified according to household size and educational attainment, as determined by mean and rank.

Entire Group

As revealed in Table 1, generally, the mothers of Grade VI pupils in this study used authoritative as their most preferred parenting style ($M=2.90$, $SD=.49$). Other parenting styles used by mothers in this study were authoritarian ($M=2.31$, $SD=.36$), permissive ($M=1.89$, $SD=.22$), and uninvolved ($M=1.81$, $SD=.27$). This result implies that the mothers of Grade VI pupils rely on positive reinforcement and seldom use punishment in disciplining their children. They are aware of their children's feelings and capabilities and support the development of their children's autonomy within reasonable limits. This result affirms Muñoz's (2017) findings that authoritative was the dominant parenting style used by parents when taken as an entire group.

Household size

In terms of household size, both groups of mothers with 5 or less children and more than 5 children preferred an authoritative parenting style ($M=2.73$ and $M=3.08$, respectively). This result implies that regardless of the family's size, mothers of Grade VI pupils use assertive democratic or balanced parenting in rearing their children. This affirms Muñoz's (2017) findings that authoritative is the dominant parenting style used by parents when they were classified as household size. Table 2 presents the data.

Educational Attainment

In terms of educational attainment, mothers who are elementary, high school, and college graduates preferred an authoritative parenting style (M=2.66, M=3.03, and M=3.46, respectively). This result implies that regardless of the level of education attained by mothers of Grade VI pupils, assertive democratic or balanced parenting in rearing their children is used. This affirms Muñoz's (2017) findings that authoritative is the dominant parenting style

Table 1. Parenting Style Preferred by Mothers Taken as an Entire Group

Parenting Styles as Entire Group	Mean	SD
Authoritarian	2.31	.36
Permissive	1.89	.22
Authoritative	2.90	.49
Uninvolved	1.81	.27

Table 2. Parenting Style Preferred by Mothers Taken as to Household Size

Parenting Styles as to	Household Size	
	With 5 or Less Children	With more than 5 Children
Authoritarian	2.46	2.16
Permissive	1.90	1.88
Authoritative	2.73	3.08
Uninvolved	1.93	1.68

Table 3. Parenting Style Preferred by Mothers Classified as to Educational Attainment

Parenting Styles as to	Educational Attainment		
	Elementary	High School	College
Authoritarian	2.35	2.38	2.02
Permissive	1.88	1.92	1.87
Authoritative	2.66	3.03	3.46
Uninvolved	1.84	1.86	1.58

used by parents when they were classified as to their level of education. Table 3 presents the data.

Academic Performance of Grade VI Pupils

The academic performance of Grade VI pupils in Batuan Elementary School in the District of Carles, Division of Iloilo, Philippines for the academic year, 2018-2019 was determined by computing the mean grades.

Entire Group

Data presented in Table 4 show that generally, the Grade VI pupils in this study have approaching proficiency in academic performance with an obtained mean grade of 80.24. This result implies that the Grade VI pupils perform well in all their academic subjects.

Maternal Parenting Style

When classified as maternal parenting style, pupils reared by their mothers through an authoritarian parenting style have developing academic performance (M=77.60). In contrast, those pupils who are reared by their mothers through permissive parenting styles have proficient academic performance (M=85.00), and those pupils who are reared by their mothers through authoritative, have approaching proficiency academic performance (M=80.61, respectively). Moreover, as perceived by the pupils, no mother preferred an uninvolved maternal parenting style. This result implies that the permissive

style of maternal parenting seems to be more effective in improving pupils' academic performance compared to authoritarian and authoritative styles of maternal parenting. In other words, pupils with permissive mothers achieved better academic performance than pupils with authoritative mothers. Similarly, pupils with authoritative mothers achieved better academic performance than authoritarian mothers. This result affirmed Camino's

Table 4. Academic Performance of Grade VI Learners

Category	Mean	SD	Description
A. Entire Group	80.24	3.44	Approaching Proficiency
B. Parenting Style			
Authoritarian	77.60	2.88	Developing
Permissive	85.00	0.00	Proficient
Authoritative	80.61	3.29	Approaching Proficiency
Uninvolved	0	0	-

(2017) findings that students from permissive parenting had better performance than students from other parenting styles. Table 4 presents the data.

Differences in the Parenting Styles

Household Size

To ascertain the significance of the differences in mothers' parenting styles when classified as household size, the Mann-Whitney U test was used. Alpha level was set at .05.

As shown in Table 5, the Mann-Whitney U test results revealed no significant difference existed in mothers' parenting style in rearing their child as perceived by the learners when classified as household size ($z=-0.764$, $p=0.445$), $p < .05$. This result implies that mothers of Grade VI pupils in this study have similar rearing of their children when their household size is considered.

Table 5. Difference in Parenting Styles Preferred by Mothers classified as to Household Size

Category	z-value	p-value	Decision
Household Size	-0.764	0.445	Not Significant

This finding confirms Rodriguez's (2019) findings that no significant differences were noted in the parents' parenting styles when classified as to household size. Table 5 presents the data.

Educational Attainment

To ascertain the significance of the differences in mothers' parenting styles when they were classified as to pupils' educational attainment, the Kruskal-Wallis H test was used. Alpha level was set at .05.

As shown in Table 6, the Kruskal-Wallis H test results revealed that there was no significant difference existed in the parenting style preferred by mothers in rearing their child as perceived by the learner when they were classified as to educational attainment, ($X^2(1)=0.584$, $p=0.445$), $p > .05$. This result implies that mothers of Grade VI pupils

Table 6. Difference in Parenting Styles Preferred by Mothers classified as to Educational Attainment

Category	Chi-Square Value	df	p-value	Decision
Educational Attainment	0.584	1	0.445	Not Significant

have similar rearing children when educational attainment was considered. This finding affirmed Rodriquez's (2019) study that no significant differences were noted in the parents' parenting styles when classified as to educational attainment. Table 6 presents the data.

Differences in the Academic Performance of Grade VI learners classified according to the Parenting Styles

To ascertain the significance of the differences in the academic performance of Grade VI pupils when they were classified as to the parenting style of mothers in rearing their child as perceived by the learner, the Kruskal-Wallis H test was used. Alpha level was set at .05.

Kruskal-Wallis H test results in Table 7 show that there was a significant difference in the academic performance of Grade VI learners when they were classified as to the parenting style of mothers in rearing their child as perceived by the learner ($X^2(2)=6.728, p=0.043, p > .05$).

This result suggests that the academic performance of Grade VI learners differs when the parenting style adopted by their mothers is considered. This affirmed Markos' (2016) findings that there is a noticeable difference in the academic performance of students who rated their

Table 7. Difference in the Academic Performance of Learners as to Parenting Styles Preferred by Mothers

Category	Chi-Square Value	df	p-value	Decision
Parenting Style	6.728	2	0.043	Significant

parents as authoritarian, permissive, and authoritative. It is also consistent with the findings of Kim and Rohner (2015) that there was a significant difference between students' G.P.A. and maternal parenting styles. Table 7 presents the data.

Since Significant Differences existed in the Parenting Style, Post Hoc Test Using Mann-Whitney Comparison

Table 8. Post Hoc Test in the Academic Performance of Learners as to Parenting Styles Preferred by Mothers

Category	z-value	p-value	Decision
Authoritarian vs. Permissive	-1.514	0.130	Not Significant
Authoritarian vs. Authoritative	-2.168	0.030	Significant
Authoritative vs. Permissive	-1.212	0.225	Not Significant

was Utilized. Table 8 shows that there was a significant difference between Authoritarian vs. Authoritative, $z=-2.168, p=0.030$. This means that under authoritative learners as a parenting style have better academic performance than those under authoritarian.

Relationship between Parenting Styles of Mother and Academic Performance of Grade VI learners

Spearman rho shows that there was no significant relationship between the parenting style of mothers in rearing their child as perceived by the learner and academic performance of learners, ($r=0.224, p=0.242, p > .05$). These results imply that the parenting style of mothers does not influence the academic performance of pupils. These results confirmed the results of the study of Roopnarine, Krishnakumar, Metindogan, and Evans

(2015); Torres-Villa (2018), and Abesha (2017) that there was no relationship between maternal parenting style and students' academic performance and the findings of Dornbusch et al. (2017) and Quing (2016) that there was no significant relationship between authoritative and permissive parenting style and academic performance.

On the other hand, it runs counter to the findings of the study of Seyed, Nayereh, Hossein, Mohammad, Padideh, and Mahmood (2017) that maternal parenting style was significantly correlated with adolescents' school grades and that is, maternal authoritative parenting style was positively correlated with school grades. While the maternal permissive parenting style was negatively

Table 9. Relationship between Parenting Styles Preferred by Mothers and the Academic Performance of Learners

Category	r-value	p-value	Decision
Parenting Style	0.224	0.242	Not Significant

correlated with school grades performance and Hess and Holloway (2014), parenting styles are related to academic performance. Table 9 presents the data.

This study generated the following summary of findings:

1. The mothers of Grade VI learners in Batuan Elementary School in the District of Carles, Division of Iloilo, Philippines used authoritative as their most preferred parenting style in rearing their children as perceived by the learners when they were taken as an entire group and when they were classified as to household size and educational attainment.

2. The Grade VI learners exhibited an approaching proficiency performance when they were taken as an entire group. When grouped as to maternal parenting style, learners whose

mothers are authoritarian had exhibited a developing academic performance while learners whose mothers are permissive had exhibited a proficiency academic performance, and learners whose mothers are authoritative had exhibited an approaching proficiency performance.

3. There were no significant differences noted in mothers' parenting styles in rearing their child as perceived by the learners when they were classified as to household size and as to educational attainment.

4. A significant difference was noted in Grade VI learners' academic performance when they were classified as to the parenting style of mothers in rearing their child as perceived by the learners. This significant difference has existed between Authoritarian vs. Authoritative, which means that under authoritative learners as a parenting style have better academic performance than those under authoritarian.

5. There was no significant relationship between the parenting style of mothers in rearing their child as perceived by the learner and the academic performance of learners.

CONCLUSIONS

In view of the foregoing findings, the following

conclusions were drawn:

1. Learners in Batuan Elementary School in the District of Carles, Division of Iloilo, Philippines adopt assertive democratic or balanced parenting in rearing their children, wherein they rely on positive reinforcement and seldom use punishment in disciplining their children. They understand how their children are feeling, and they teach them how to regulate their feelings. They often help their children find appropriate outlets to solve problems and encourage them to be independent, but they still place controls and limits on their actions.

2. The Grade VI learners in this study performed well in all their academic subjects. However, pupils reared by their permissive parents have better performance in all their academic subjects than those who are reared by authoritarian and authoritative parents.

3. Regardless of household size and educational attainment, mothers of Grade VI learners in this study, have similar preferred parenting styles. This means that mothers with big and small household sizes and those who are elementary, high school, and college graduates have similar parenting styles in rearing their children.

4. The Grade VI pupils differ in their academic performance when mothers' parenting style in rearing their child as perceived by the learners is considered. This means that pupils' academic performance is influenced to some extent by their authoritative parenting style more than the authoritarian parenting style. These suggest that the more authoritative mothers are in rearing their children, the better is their children's academic performance. In contrast, the more authoritarian the mothers are in rearing their children, the lower is their children's academic performance.

5. The mothers' parenting styles have no direct influence on the academic performance of Grade VI learners. This study revealed that the parenting style of mothers was not significantly related to the academic performance of their children. These suggest that no matter what the mother prefers parenting style, this will not affect the learner's academic performance.

Recommendation

Based on the findings and conclusions, the following recommendations are presented:

1. The parents of Grade VI learners of Batuan Elementary School in the District of Carles, Division of Iloilo, Philippines should continue adopting the authoritative parenting style in rearing their children because it was found to have positive effects on children's school performance. The authoritative parenting style is the most recommended style of parenting by child-rearing experts, and this style is also the most beneficial when parenting children (Warash, 2017).

2. Grade VI learners should improve or elevate their present levels of academic performance. This is only possible if their parents are adopting the right parenting style. Since learners who are under authoritative as a parenting style have better academic performance than those under authoritarian, parents should adopt an

authoritative parenting style to enhance their children's optimal school performance. The school should also create structures and strengthen the existing ones that would provide parent training intervention.

3. To further delineate that the mothers' parenting style does not directly influence learners' academic performance, a significant difference has been shown in learners' academic performance when classified into the mothers' parenting styles. It is suggested that similar research with relevant research methodology should be used in researching other districts or divisions to ascertain the degree of conformity that this research has on the influence of parenting style on learners' academic performance.

4. It is also suggested to conduct research on father and mother parenting styles to ascertain their relation to the academic performance of the learners and to find the difference between the paternal and maternal parenting styles.

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