

Parenting Styles and Academic Performance of Grade 12 Social Science Students Amidst Covid- 19 in Selected Schools in Botolan

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Abstract

The district-wide survey study aimed to examine 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 a descriptive research design through a survey questionnaire 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. A similar study with a larger group of respondents from different localities may be conducted to validate and improve the generalizability of the findings.

Keywords: *Academic Performance, Authoritarian Parenting Style, Authoritative Parenting Style, Demographic Profile, Parenting Style, Permissive Parenting Style*

Introduction

Parents have been known to be a child's first teachers from the moment a child is born. As they mature into adults, the traditional role of parents involves teaching, guiding, and raising children to become strong-standing members of their communities (Azubuike & Aina, 2020). As children begin formal schooling, most parents allow the school to take on a significant part of their formal education. Where formal education is concerned, parents are more providers. Ensuring that children have the needed provision and support to access education and learning, except in cases where parents have taken full responsibility for home-schooling their children (Ceka & Murati, 2016; Emerson, Fear, Fox, &

Sanders, 2012). Since the pandemic started, parents are now taking on a more support-oriented role by supporting their children as they take on assignments and home projects.

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. Parents are active and constantly communicate 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 crying times, they have to accept the reality and adopt the changes in the paradigm shift of educational setting brought about by the coronavirus crisis.

The central role of parenting in promoting opportunity is challenging, too, since there are practical and moral limits to the reach of public policy. It is difficult enough to improve public schools' quality, let alone private parents' quality. There are also solid moral objections to heavy-handed interventions in the domain of parenting. In a free society, families operate as most private institutions. Except in extreme cases of neglect or abuse, parents are at liberty to do things their way—even when their way is hopeless. Parents are primarily private agents whose actions have dramatic public consequences for education, crime, welfare, mobility, and productivity. This does not mean that policymakers have no role to play. There is scope for implementing policies even within the limits of practicality and philosophy. The question is whether they work. Public policy to address the parenting gap falls into one of two broad camps: building the skills of parents or providing services to supplement their efforts. The first set seeks to make parents better, the latter to make them less relevant. Skill-building approaches focus on improving parental styles and behavior and strengthening the relationship between parent and child. Most parenting programs fall into this first category of intervention. The goal is to help the parent do a better job and help the child have a better life. Interventions that seek to supplement the efforts of parents typically take the form of extra educational investment (especially in the early years), mentoring schemes, scholarships, and others. Most early childhood programs fall into this second category.

The goal is, in effect, to detach the child's opportunities from the parents' abilities, but there are things we can do, and therefore things we should do to improve the prospects for our most minor lucky children. Tackling the parenting gap is on that list. Not because it is quick or easy; it is slow, patient work. We have to be honest. Programs to improve parenting currently need to improve in quality, at best. Many are a waste of public money at a time when every dollar counts and must be accounted for. Nevertheless, others are proven to work: not as miracle cures, but as original contributions to a healthier and fairer society. (Reeves, 2013).

This study aimed 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 parenting style of the parents in terms of Authoritarian; Permissive; and Authoritative?
3. What is the academic performance of the Grade 12 learners in Social Science amidst COVID-19 pandemic in Botolan District?
4. Is there a significant difference on the parenting styles of parents when grouped according to demographic profile as cited in problem 1?
5. Is there a significant relationship on 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 the parenting styles?

The following null hypotheses below were tested:

1. There is no significant difference on the parenting styles of parents when grouped according to demographic profile as cited in problem 1.
2. There is no significant relationship on the parenting style of the parents and the academic performance of the Grade 12 learners in Social Science.

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.

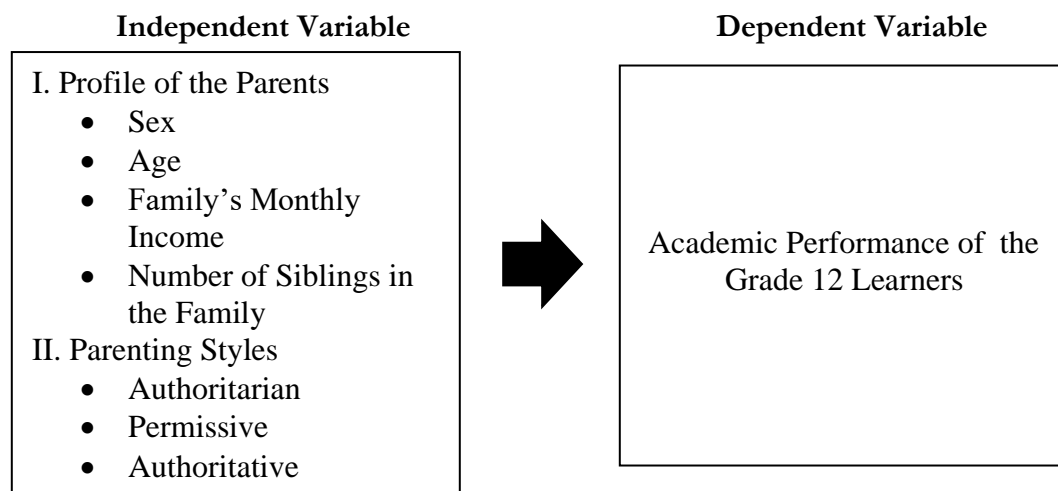


Figure 1. Paradigm of the Study

Methods

Descriptive- correlational research design was employed in the study to describe the demographic profile of the respondents and examine their parenting styles. Also, to examine the relationship between parenting styles and academic performance among Grade 12 learners in Social Science amidst the COVID-19 pandemic in Botolan District.

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, focusing on the Grade 12 students from Polytechnic College of Botolan, Lyceum of Western Zambales Inc., and New Taugtog National High School.

To analyze and interpret the gathered data, the researcher employed the following statistical tools using the SPSS: 1. Frequency and Percentage Distribution. These tools were employed to count the frequency of the respondents' profiles and get the percentage in the demographic profile of the parents. 2. Weighted Mean, this tool was employed in the computation of the average on the parenting style of the parents and the school level of schools. 3. F- test, this tool was utilized to test the significant difference in parents' parenting styles when grouped according to demographic profile. 4. Pearson Product- Moment Correlation, this tool was employed to test the significant relationship between the parenting style of the parents and the academic performance of the Grade 12 learners in Social Science.

Results and Discussion

Profile of Parent-respondents

Sex. Most parent-respondents, 130 or 53.30%, are female, while 114 or 46.70%, are male. The composition of mother and father respondents is evident. Being a mother is one of the most important roles a woman can ever play. Mothers play a huge role in their children's lives, caring for them, loving them, teaching them, and so much more (Healthway Medical, 2020).

Age. Most of the parent-respondents, 86 or 35.20%, are from the age group 31-40 years old; 61 or 25.00% are from the age group 41-50 years old; 60 or 24.60% are from the age group 21-30 years old; 22 or 9.00% are from age group 51-60 years old; and 15 or 6.20% are from age group 61 & above. The computed mean age of parent-respondents was 39.19 or 39 years old. Simpson (2018) categorized later adulthood as mid-20s and older.

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 computed mean family monthly income of respondents was Php 9,186.00. As of 2018, the Philippine Institute for Development Studies (PIDS) identified social classes according to the bracket below P10, 957.00 is poor (Domingo, 2020).

No. of Children in the Family. The majority of the parent-respondents, 103 or 42.20 have 3-5 no. of children in the family; 94 or 38.60%, have 0-2 no. of children in the family; 32 or 13.10% with 6-8 no. of children in the family; and 15 or 6.10% with 9 & above no. of children in the family. The

computed mean no. of children in the family was 3.61 or 4. Filipino families come in various sizes, called Extra Small, Small, Medium, Large, and Very Large, or XS, S, M, L, and XL for short. Taking into account all four quarterly SWS surveys of 2011—henceforth to be shortened to 2011—12.4 percent of households in the Philippines consisted of one or two persons (XS), 37.2 percent had three or four persons (S), 31.2 percent had five or six persons (M), 13.4 percent had seven or eight persons (L), and 5.8 percent had nine or more persons (XL) (Mangahas, 2012).

Parenting Style of the Parents in terms of Authoritarian, Permissive, and Authoritative

Parental Style of Parents in Terms of **Authoritarian**, the parent-respondents perceived “Strongly Agreed” that “1. They often support their child in their school activities” with a rating of 3.60 (rank 1), the result denotes that parents are actively participating in the different school activities. Parent engagement happens when teachers involve parents in school meetings or events, and parents volunteer their support at home and school. In this way, they commit. Parents prioritize their child’s educational goals, and teachers commit to listening and providing a space for collaboration with parents (Waterford.org, 2018). Overall, parent-respondents “Agreed” with their authoritarian parenting style, with a mean rating of 2.85.

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), the result denotes that the education of the children matters during this COVID- 19. Parents are updated on the activities, whether academic or non-academic, in 8 their group chat and other communication tools. Parents now prefer remote methods of communication, like online student portals, and they are less likely to attend parent-teacher conferences or school activities. This shift is sudden and concerning due to what it means for parent engagement.

Parental Style of Parents in Terms of **Authoritative**, the parent-respondents perceived “Strongly Agreed” that “1. They always support their child on their school activities.” with a rating of 3.79 (rank 1), this denotes that the parents are hands on and always encourage their children on the school activities. The results are similar to the findings Sheldon (2021).

Academic Performance of Grade 12 Learners in Social Science amidst Covid-19 Pandemic in Botolan District

The mean academic performance of Grade 12 learners in Social Science was 90.71, indicating “Very Satisfactory” performance. Similar to the result that parents involved in the study expressed great satisfaction in being involved, and teachers reported that the children of these parents showed an increased keenness for learning and were better behaved at school (Department for Education and Skills, 2020)

Test of Difference on Parenting Styles of Parents when Grouped According to Profile in terms of Authoritarian, Permissive, and Authoritative

There was a significant difference in parents' parenting styles regarding **Authoritarian** style when respondents were grouped according to age and family monthly income. The computed significance values (Sig.) were less than ($<$) 0.05 alpha level of significance. Therefore, null hypothesis is rejected. The results indicate no significant difference in parents' parenting styles regarding authoritarian style when respondents were grouped according to sex and no. of children in the family. Therefore, the null hypothesis is accepted.

There was a significant difference in parents' parenting styles regarding **Permissive** style when respondents were grouped according to age. The computed significance value (Sig.) was less than ($<$) 0.05 alpha level of significance.

Therefore, null hypothesis is rejected. The result denoted that older parents are generally perceived as more mature and possess greater credibility; one's age does not determine psychological maturity. Moreover, the computed significance value (Sig.) for sex (Sig. = 0.186), family monthly income (Sig. = 0.187), and no. of children in the family (Sig. = 0.383) were all greater than ($>$) 0.05 alpha level of significance. The results indicate no significant difference in parents' parenting styles in terms of permissive style when respondents were grouped according to sex, family monthly income, and no. of children in the family. Therefore, the null hypothesis is accepted.

There was a significant difference on parenting styles of parents in terms of **Authoritative** style when respondents are grouped according to no. of children in the family (Sig. = 0.049). The computed significance value (Sig.) was less than ($<$) 0.05 alpha level of significance, therefore null hypothesis is rejected. The result denotes that the parenting style has effects on the number of children in the family. Parents expects maturity and cooperation, and offers children lots of emotional support. Furthermore, the computed significance value (Sig.) for sex (Sig. = 0.105), age (Sig. = 0.901), and family monthly income (Sig. = 0.075) were all greater than ($>$) 0.05 alpha level of significance. The results indicate that there was no significant difference on parenting styles of parents in terms of authoritative style when respondents are grouped according to sex, age, and family monthly income. Therefore, the null hypothesis is accepted.

Test of Relationship of Parenting Styles of Parents and the Academic Performance of Grade 12 Learners in Social Science

The computed Pearson r value denotes a very low positive correlation between the parenting styles of parents and the academic performance of Grade 12 learners in Social Science. The computed P-value is greater than ($>$) 0.05 level of significance; therefore, the null hypothesis is accepted. The result signifies no significant relationship between parents' parenting styles and the academic performance of Grade 12 learners in Social Science. Similar to the study of Masud, H., Ahmad, M. S., Jan, F. A., & Jamil, A. (2016) argue that parenting styles do not predict students' academic performance. Ashiona

and Mwoma (2013) showed that the authoritarian parenting style was negatively correlated to children's performance.

However, contrary to the result that parenting style has a significant relationship with students' academic performance (Schmuck, 2011) and academic performance (Taran, Kalantari, Dahaghin and Abhari, 2015; Shute, Hansen, Underwood and Razzouk, 2011; Necsoi, Porumbu, and Beldianu, 2013). Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes (Sheldon, 2021).

Table 1. 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 Seminar Open Forum	Maintenance and other Operating Expenses (MOOE)	90% participation in the conduct of lecture/discussion, seminar and demonstration	Class Adviser School Head Resource Speaker	1 day (8 hours)	Parents have been capacitated on attendance and participation on PTA meetings.
	To actively participate the parents during Parents Teachers Association (PTA) meetings.							

Based on the summary of the findings, the researcher concluded that:

1. Majority of the parent-respondents are mothers, in their early adulthood stage, earning a minimum monthly family income with small number of children in the family.
2. The parent-respondents perceived they “Agree” on their parenting styles.
3. The academic performance of Grade 12 learners in Social Science was “Very Satisfactory”.
4. There was a significant difference on parenting styles of parents in terms of authoritarian style when respondents are grouped according to age and monthly family income; significant in terms of permissive style when respondents are grouped according to age; and significant in terms of authoritative style when respondents are grouped according to number of children in the family.
5. There was no significant relationship on parenting styles of parents and academic performance of Grade 12 learners in Social Science.
6. The proposed intervention program was developed for parents to improve their parenting styles.

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