

Parenting Styles and Pupils' Academic Performance

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Abstract

This study aimed to determine parenting styles and pupils' academic performance. It sought to determine the level of parenting styles of the Grade IV pupils as to authoritarian, authoritative, permissive and uninvolved; find the level of academic performance of Grade VI pupils for the First Grading School Year 2022-2023; and determine the relationship between parenting styles and pupils' academic performance. It was conducted at Lagonglong District, Division of Misamis Oriental, among ten elementary schools. The respondents were the two hundred twenty-one (221) Grade VI pupils. The questionnaire was adapted and modified from the study of Cartagena (2020). Descriptive Statistics such as mean, and standard deviation were used, and Pearson Product Moment Correlation Coefficient (r) analysis was utilized to determine the relationship between parenting styles and pupils' academic performance. The study found that parents are authoritative, the pupils showed Very Satisfactorily in their academic performance, and there is a significant relationship between the authoritarian and authoritative toward pupils' academic performance; thus, the null hypothesis was rejected. However, permissive and uninvolved showed no significant relationship; thus, the null hypothesis is accepted. It is recommended that parents should make more efforts to monitor the activities of their children and be consistent with their responsibilities as parents.

Keywords: Parenting Style, Academic Performance, Authoritative, Authoritarian, Permissive, Uninvolved

1. Introduction

Family is the fundamental structure of society that has an important role in one's life and society. The importance of the family as a social structure is something undeniable. The influence of the family on the child and its roles in the creativity, cultural, social, and moral aspects are very great and important. The relationship of parents with children or parenting style serves multiple purposes. Moral and psychological training, identification, growth, and development of children's talents and skills, and familiarization with the rules and norms of society from the perspective of parents are among these purposes.

Children go through numerous stages in life, so parents establish their own parenting philosophies based on various elements that change over time as children come into their own as individuals. Parents attempt to adapt to a new lifestyle as they attach and acclimate to their new baby during the stage of infancy. Developmental psychologists distinguish between the parent-child tie, also known as attachment, and the interaction between the parent and child, also known as bonding. In addition, parents face new difficulties throughout the adolescent stage due to teenagers' desire for and search for freedom.

The child is one of the country's most valuable resources, so every effort should be made to advance their welfare and increase their chances of leading fulfilling lives. A child's unique qualities and attitudes should be encouraged to the utmost extent possible as long as they do not interfere with the well-being of others. Children's moral development has recently become an intriguing research topic. Parenting is one of the many factors that can influence how morally mature children become (Masitah, 2021).

This parenting is essential in Philippine society because the family is considered one of the centers of

one's social world (Bartolome et al., 2017). Furthermore, the Philippine Constitution clearly states that the parents are the primary educators of their children. Therefore, schools only complement and assist parents in their children's education (Villegas, 2017). In Philippine society, parenting is vital because the family is the center of one's social world. But social contexts in which Filipino families are embedded have changed rapidly over the past ten years. Children's learning is increasingly moving toward a broader vision of 21st-Century learning. As children's educations increasingly occur across a range of settings, parents are uniquely positioned to help ensure that these settings best support their children's specific learning needs (Bartolome, 2017).

On the other hand, Thompson (2017) found that parenting styles and parent-child relationships have many different functions. Among these goals are the development of children's abilities and skills, identification of those talents and skills, and parental familiarization with social standards and norms. Moreover, it seems that parents' parenting approaches are likely to have an impact on children's personality features.

According to the study by Crandall (2018), it takes various precise actions to be a good parent, both individually and collectively. Even though individual parenting practices, like reading aloud to children, may have an impact on their development, examining any particular behavior in isolation might be deceiving. Numerous authors have observed that the overall pattern of parenting matters more in predicting children's well-being than specific parenting techniques.

As observed, some children are quite shy and take a long time to open up to other children in order to make friends or have conversations, and other parents are not as interested in the school's activities. Also, the researcher observed that pupils' academic habits and interests are different despite being close neighbors and frequently interacting with one another. Parents may differ in how they approach their children's socialization, even if that is part of every parent's job description.

In connection with this, the researcher is interested in conducting a study to investigate the relationship between parenting styles and pupil's academic performance among Grade VI Pupils in Lagonglong District School Year 2022-2023.

2. Theoretical/Conceptual Framework

This study was anchored on Baumrind's Theory of Parenting Style (1960). Baumrind is a renowned clinical and developmental psychologist whose research on parenting styles is ground-breaking. According to Baumrind's view, parenting approaches and children's conduct are closely related. Different parenting practices can influence how children develop and how they turn out. For example, overbearing and unsupportive parents raised mistrusting and unhappy pre-schoolers. Conversely, independent and content pre-schoolers had talkative, demanding, yet nurturing parents.

Jaiswal et al. (2017) found that parental involvement in the education of their children is a key function of a child's total functioning. Parents play a dynamic role in enhancing their children's academic outcomes. They provide financial support, emotional support, and motivational support and facilitate the sources. On the other hand, parental expectations for their child's educational attainment have the strongest impact on academic performance compared with other types of parental involvement constructs such as participation in school events, parent-child communication, and help in homework as well as their academic success.

Thus, parents that are overbearing reject their children and exert psychological control. Authoritarian parents place high demands on their children and frequently use punishment and coercion to enforce an unbending code of conduct; democratic parenting means treating kids equally, as the name says. Parents appreciate and treat their children with dignity. Giving children choices and holding them accountable for their choices; permissive parents encourage psychological independence and acceptance and have lax behavioral control. This group of parents is affirming and does not put too many restrictions on their

children's behavior. Permissive parenting styles try to minimize using coercion or confrontation.

3. Method

This study made use of descriptive correlational with content analysis survey type of research design; hence, it employed a descriptive method in describing and interpreting the conditions and relationships between the variables presented in the theoretical framework. Correlational Design is a type of nonexperimental research design that is used to examine the relationship between two or more variables. The methodology used is quantitative, coupled with two study analyzes, the descriptive and the correlational, based on a non-experimental type design, correlational-causal transverse, since it seeks to explain the relationship between the variables (Rincon & Cézar, 2020). The respondents of the study were the two hundred twenty-one (221) Grade VI pupils of Lagonglong District, Division of Misamis Oriental. It used Slovin's Formula to identify the number of qualified respondents from its total pupil population. However, their First Grading average for School Year 2022-2023 was used to obtain their academic performance.

The researcher utilized survey questionnaires as the main instrument in this study to provide and gather as much information as possible for relevant evaluation. The questionnaire was adapted and modified from the study of Cartagena (2020) on Parenting Styles Affecting Learners' Cognitive Domains in the Jasaan District.

The instrument deals with parenting styles such as authoritarian, authoritative, permissive, and uninvolved. Each of the authoritative and authoritarian parenting styles contains six (6) measuring instruments. Permissive and Uninvolved parenting styles each have seven (7) indicators. Each with five options: Never, Seldom, Most of the time, Almost always, and All the time. The instrument has a total of twenty-six (26) items for pupil respondents.

The questionnaire was adapted and modified from the study of Cartagena (2020). The researcher modified some statements to suit the study respondents and target the desired outcomes. To ascertain the quality of the questions, the researcher consulted experts to take down the flaws of the researcher's adapted and modified questionnaires as to the format and content. Every suggestion and recommendation were taken into consideration for the review of the questionnaire.

The questionnaires were tried out to thirty (30) pupil respondents at Lagonglong Central School last November 3, 2022. They were not a part of the population yet with the same characteristics as those actual respondents. This was done last November 3 to 4, 2022. They were asked to read, observe, comment, and give a suggestion about the questionnaire to ensure the efficiency and effectiveness of the instrument and obtain accurate and reliable data in the procedure of investigation. After the tryout, the questionnaires were gathered. Revisions were made to the content before an actual investigation was made. After this, it underwent a Cronbach test with a 0.789 result which is good.

The researcher first presented her interest in conducting the study through a letter to the Dean of the Graduate School of Southern Philippines College for approval. Then, it was submitted to the Schools Division Superintendent of the Division of Misamis Oriental for the study permit. Such permission was granted, so the researcher proceeded to the office of the Public Schools District Supervisor and the ten (10) different public elementary schools in Lagonglong District as her coverage to gather the data needed. Before the study, the researcher asked for the respondents' parents' consent through the help of the classroom advisers. Then, the questionnaires were distributed to the study's two hundred twenty-one (221) respondents. The researcher read and clarified the questionnaire's instructions with the help of the class adviser. The researcher then asks about the pupil's First Grading grade from class adviser. The questionnaires were retrieved, gathered, recorded, and finally analyzed and interpreted.

After collecting and recording the data gathered, the researcher employed the following statistical treatment in the analysis and interpretation of the study. Descriptive Statistics such as mean and standard deviation were used to describe the variables in the study. In Problems 1 and 2, the level of parenting styles

and pupils' academic performance were assessed using the Mean and Standard Deviation. Pearson Product Moment Correlation Coefficient analysis was utilized to determine the relationship between parenting styles and the learner's academic performance.

4. Results and Discussions

Problem 1. What is the level of parenting styles of the parents of the Grade VI pupils as to:

- 1.1: Authoritarian;
- 1.2: Authoritative;
- 1.3: Permissive; and
- 1.4: Uninvolved?

Table 1

Parenting Styles in terms of being Authoritarian

Indicators	Mean	SD	Description	Interpretation
1. My parents serve as a constant reminder that they are my parents.	4.31	1.05	All the Time	Very High
2. My parents expect me to obey them without asking questions.	3.00	1.34	Most of the Time	Moderately High
3. My right to express myself is restricted.	2.57	1.20	Sometimes	Low
4. I am forbidden to open up my problems.	3.16	1.35	Most of the Time	Moderately High
5. I am unable to reason out when I think my parents rule is unfair.	2.67	1.30	Most of the Time	Moderately High
6. I am restricted to go out with classmates.	2.84	1.31	Most of the Time	Moderately High
Overall Mean	3.09	1.25	Most of the Time	Moderately High
Note: 4.20-5.00 Very High 3.40 - 4.19 High 2.60 - 3.24 Moderately High 1.80 - 2.59 Low 1.00 - 1.79 Very Low				

Table 1 displays the level of parenting styles in terms of being authoritarian. It has an overall Mean of 3.09 with SD=1.25, which is described as Most of the Time and interpreted as Moderately High. This means that the parents were able to achieve third highest level of parenting styles in terms of authoritarian. This implies that the parents do not employ much of being authoritarian. This is because oftentimes, it will result in the misunderstanding between children and parents as the parents do not want explanations or ideas from the children. This usually let the child feel neglected and not valued.

In an effort to maintain total control, authoritarian parents frequently speak to their children without seeking input or criticism. This strict parenting approach utilizes hard discipline, which is frequently explained as "tough love" (Zeltser, 2022). Implementing a parenting style like this is now a bit challenging, knowing the generation has low emotional strength.

In the same table, indicator 1, the highest indicator, *My parents serve as a constant reminder that they are my parents*, got the Mean of 4.31 with SD=1.05, which is described as All the Time and interpreted as Very High. The pupil respondents acknowledged the importance of parents' role in their lives. This indicates that the parents frequently remind their children that they are the ones whose will and decisions will be carried out inside the family so that the children will make sure to remember and develop respect for their parents.

This means that parents make sure that they are in command as parents and that they cannot be overpowered, especially in implementing discipline and authority as parents. This is so because high demands and low response are the main characteristics of authoritarian parents. Enforces tight rules without any regard for the social, emotional, or behavioral needs of their children. When a youngster queries the justifications for a rule or punishment, the parent frequently responds, "Because I said so," and communication is typically one-

way from parent to child (Zeltser, 2022).

Meanwhile, indicator 3, the lowest indicator, *My right to express myself, is restricted*, got a Mean of 2.57 with SD 1.20, which is described as Sometimes and interpreted as Low. This means that children are now allowed to express their ideas and opinions. As observed, this is one among the Filipino culture where the children are restricted from speaking their minds. This is a sign of respect among Filipinos to honor and respect the words or even decisions of the parents. On the other hand, Espinosa (2019) asserts that conversation enables children to communicate their ideas, obtain what they require, settle disputes, solicit assistance, and learn from both adults and other children.

Table 2 presents the level of parenting styles in terms of being authoritative. It has an overall Mean of 3.60 with SD=1.16, which is described as At all Times and interpreted as High. This means that the parents were able to achieve the second highest level of parenting styles in terms of authoritative. This implies that being authoritative in raising children is still an effective style of parenting. There are times when parents impose their will on decisions involving their children's welfare. This is to ensure that the children are doing productively and effectively. A child needs guidance and protection, and this can only happen if parents perform their duties and responsibilities. Parents who are in charge or authoritative are caring, helpful, and frequently aware of their children's needs. They mentor their kids by having frank conversations with them on morals and logic. Children with strong parental role models are often disciplined and capable of independent thought (Zeltser, 2021).

Table 2

Parenting Styles in terms of being Authoritative

Indicators	Mean	SD	Description	Interpretation
1. I am given the right to know why my parents impose rules.	4.35	1.01	All the Time	Very High
2. I am punished in accordance with my mistake.	3.11	1.19	Most of the Time	Moderately High
3. I am given the permission to go out with my peers.	2.93	1.27	Most of the time	Moderately High
4. My parents show thoughts and attention concerning my school activities.	3.86	1.12	At all Times	High
5. I am allowed to express my feelings and emotions.	3.43	1.23	At all Times	High
6. I am appreciated when I follow a rule.	3.89	1.17	At all Times	High
Overall Mean	3.60	1.16	At all Times	High

Note: 4.20-5.00 Very High 3.40 - 4.19 High 2.60 - 3.24 Moderately High 1.80 - 2.59 Low 1.00 - 1.79 Very Low

In the same table, indicator 1, the highest indicator, *I am given the right to know why my parents impose rules*, got a Mean of 4.35 with SD=1.01, which is described as At the Time and interpreted as Very High. This means that the parents give the children an explanation of why such a decision rule is being imposed or implemented. This is very important as it will allow the child to understand things and situations and that they will not feel rebellious or misunderstand the parents' actions. Moreover, children's exploration-based evidence-gathering and explanation-based understanding of it offer insights into the maturation of scientific thinking. With the aid of this technique, young children can develop their critical thinking abilities and fully utilize their capacity for scientific reasoning (Ares, 2022).

Meanwhile, indicator 3, the lowest indicator, *I am given the permission to go out with my peers*, got a Mean of 2.93 with SD=1.27, which is described as Most of the time and interpreted as Moderately High. This means that authoritative parents are curious about the activities of their children. When they feel that their child is not safe, they will not allow them to go out, even if in the company of friends. This is because safety and security are the important factors that parents want their children to have. Moreover, parents explain why such decisions were made to let their children understand them and the situation they might get involved with.

High responsiveness and appropriate requests are traits of authoritative parenting. Despite having

high expectations for their children, authoritarian parents also provide them with the tools and encouragement they need to succeed. This type of parenting involves listening to children, showing them love and warmth, setting boundaries, and exercising fair discipline. This kind of parenting forgoes threats and punishment in favor of techniques like positive reinforcement (Cherry, 2022).

Table 3

Parenting Styles in terms of being Permissive

Indicators	Mean	SD	Description	Interpretation
1. My parents ignore my bad behavior.	1.58	1.17	Never	Very Low
2. My parents teach me rules.	4.18	1.18	At all Times	High
3. I am given the permission to do what I want.	2.65	1.17	Most of the Time	Moderately High
4. My parents will reward me for obeying their rules.	3.20	1.35	Most of the Time	Moderately High
5. I am unpunished when I break the rules.	2.99	1.41	Most of the Time	Moderately High
6. Whether I go home or not is of no concern to my parents.	1.83	1.40	Sometimes	Low
7. My parents unsought who I am with.	3.78	1.40	At all Times	High
Overall Mean	2.89	1.30	Most of the time	Moderately High
Note: 4.20-5.00 Very High 3.40 - 4.19 High 2.60 - 3.24 Moderately High 1.80 - 2.59 Low 1.00 - 1.79 Very Low				

Table 3 presents the level of parenting styles in terms of being permissive. It has an overall Mean of 2.89 with SD=1.30, which is described Most of the Time and interpreted as Moderately High. This means that the parents were able to achieve the third highest level of parenting styles in terms of permissive.

This implies that the parents do not employ much of being permissive. This is because oftentimes, it will result in being too close to the children or complacency. This further means that parents do not employ much discipline and control over their children. With their children, permissive parents are more likely to adopt a friendship role than a parental one. They prefer to stay out of arguments, and they frequently give in to their children's requests at the first indication of trouble. These parents mainly let their children do whatever they want and sometimes offer advice or direction (Oco, 2022).

In the same table, indicator 2, the highest indicator, *My parents teach me rules*, got a Mean of 4.18 with SD=1.18, which is described as At all Times and interpreted as High. This means that parents make sure that they teach their children about the basic rules at home and in the community. This will allow the children to be cautious and aware of their movements and actions to avoid accidents and violations. Rules are made to show children how to behave in a safe and appropriate manner. Basically, the home is the first community exposure for the children. It is the duty of the parents to let children identify right from wrong. Parents have the greatest responsibility to lead their children's manners and conduct acceptable to society as they grow older.

Permissive parents tend to be very loving yet provide few guidelines and rules. Because there are few rules, expectations, and demands, children raised by permissive parents tend to struggle with self-regulation and self-control (Cherry, 2021). There would not be any rules to obey, which would result in chaos

(IPL.org., 2021).

Meanwhile, indicator 1, the lowest indicator, *My parents ignore my bad behavior*, got the Mean of 1.58 with SD=1.17, which is described as Sometimes and interpreted as Low. This means that parents do not let their children develop bad behavior as much as possible and usually correct it. This implies that despite the overwhelming amount of work and responsibilities parents have, they still find time to observe and understand how to develop their children's manners. Children should be taught appropriate manners so that they can make a positive impression on others. They can learn to cherish and consider others' feelings by using good manners. Children who have good manners will be more likely to respect their parents, teachers, and other adults.

The child's actions and doings reflect the parents' way of disciplining and raising their children. That is why some parents are sensitive to other people's comments toward their children. This can lead to misunderstanding as sometimes the parents will believe more from the gossip than the side of their children (Oco, 2022).

Table 4

Parenting Styles in terms of being Uninvolved

Indicators	Mean	SD	Description	Interpretation
1. My parents are too busy to attend school programs and activities.	2.54	1.29	Sometimes	Low
2. My parents are too preoccupied with their own interests to even consider regulating my school projects.	2.40	1.23	Sometimes	Low
3. My parents fail to give due care and attention to me in my school activities.	2.92	1.45	Most of the Time	Moderately High
4. My parents are unable to meet my needs.	3.75	1.35	At all Times	High
5. My parents are unable to prioritize my needs in reading.	4.08	1.18	At all Times	High
6. My parents are too busy to check my lessons.	2.29	1.13	Sometimes	Low
7. My parents are unable to help me when I am studying.	3.76	1.25	At all Times	High
Overall Mean	3.11	1.27	Most of the Time	Moderately High
<i>Note:</i> 4.20-5.00 Very High 3.40 - 4.19 High 2.60 - 3.24 Moderately High 1.80 - 2.59 Low 1.00 - 1.79 Very Low				

Table 4, exhibits the level of parenting styles in terms of being Uninvolved. It has an overall Mean of 3.11 with SD=1.27, which is described Most of the time and interpreted as Moderately High. This implies that the parents were able to achieve the third highest level of parenting styles in terms of being uninvolved. In as much as possible, parents will get involved with their children's activities, whereabouts, and welfare. Even though the majority of parents have busy lives, they nevertheless find time to encourage and participate in their children's school activities, especially regularly attending Parents Teachers Association conferences so that parents will be informed of their children's performance. Involvement in PTA meetings or conferences keeps parents informed about school activities and helps build harmonious relationships among co-parents and teachers.

However, there are also cases that show parents that are uninvolved to their children. Some of these include low responsiveness, demandingness, letting their children largely find for themselves, possibly because they are unconcerned with their needs or distracted by other obligations offering little nurturing, direction, and attention, and frequently struggling with their own self-esteem issues and finding it difficult to establish close relationships with others (Zeltser, 2022).

In the same table, indicator 5, the highest indicator, *My parents are unable to prioritize my needs in*

reading, got the Mean of 4.08 with SD=1.18, which is described as At all Times and interpreted as High. This means that some parents might not be aware of the current situation regarding the status of some pupils' reading ability and capacity. Thus, they may find ways to provide assistance to the pupil's needs, especially in reading. Parents should be aware of the significance of reading in their children's life as well as their academic performance. Parents are concerned about the progress of reading of their children. Some parents may allocate time for the child to read, ask their class adviser for reading materials and reading activity sheets, and access books. In contrast, others provide story books to encourage their children to read. In order to help their children acquire early literacy abilities, parents can improve their child's reading by including them in phonemic awareness exercises, rhymes, pointing out each word as they read, and repeating (Steltzer, 2019).

Meanwhile, indicator 6, the lowest indicator, *My parents are too busy to check my lessons*, got the Mean of 2.29 with SD=1.13, which is described as Sometimes and interpreted as Low. This means that the parents try their best to provide assistance to their children in whatever form despite their busyness with their ways and means of earning a living for the family. Parenting constantly imparts to their children love, moral ideals, life skills, knowledge, traditional values, and other virtues. Most children follow the moral principles, traditions, and knowledge that their parents have taught them. In this way, most of them abide by and respect their parents' advice. In essence, their parents profoundly molded children's minds and worldviews. Finding money for the family is one of the things that keep parents busy. Typically, both parents are hunting for money because their income is insufficient. As a result, they are too exhausted to spend enough time with their children, especially to check their homework and lessons.

By interacting with their parents and environment, children learn to understand what is happening around them. They learn to see, think, question, and seek out satisfying answers through the eyes of their parents. Therefore, there is a very good chance that society would be better off if children were reared in a nice or positive way. Therefore, becoming a parent should be a privilege for a brighter future for both society and the children it owns (Valledor, 2022).

Table 5
Summary Level of Parenting Styles

Parenting Styles	Mean	SD	Description	Interpretation
Authoritative	3.60	1.16	At all Times	High
Authoritarian	3.09	1.25	Most of the Time	Moderately High
Permissive	2.89	1.30	Most of the time	Moderately High
Uninvolved	3.11	1.27	Most of the time	Moderately High
Overall Mean	3.17	1.24	Most of the Time	Moderately High

Note: 4.20-5.00 Very High 3.40 - 4.19 High 2.60 - 3.24 Moderately High 1.80 - 2.59 Low 1.00 - 1.79 Very Low

Table 5 represents the summary of parenting styles. It has an overall Mean of 3.17 with SD=1.24, which is described as Most of the time and interpreted as Moderately High. This means that the parents were only able to achieve the third level of employing parenting styles toward their children. This implies that the parents have challenging times in dealing with regards to parenting. This is quite alarming as children raised by absent parents may struggle to build bonds later in life because of the absence of emotional receptivity and love. Furthermore, although parents are eager to assist their children, their commitment to the family and hard work often prevents them from carrying out their duties in relation to their children's school activities. Moreover, Cherry (2021) claimed that children experiencing less parental supervision and monitoring are more prone to misbehave because it is challenging for them to learn proper actions and limitations in school and other social contexts.

In the same table, the highest variable is the Authoritative parenting style with a Mean of 3.60 with SD=1.16, which is described as At all Times and interpreted as High. This means that of the four (4) parenting

styles being considered in this study, Authoritative was the most used parenting style by the parents. Many parents still raise their children in authoritative parenting styles because they still think it is the best way to teach their children by advocating democracy and social equality principles. Authoritative parenting is popular among middle-class, educated households and has been related to better child outcomes all around the world. Children reared by this kind of parenting are more likely to grow up to be independent, self-sufficient, well-behaved, and accepted by others. Additionally, they are less prone to experience melancholy and anxiety, as well as to participate in antisocial behaviors like drug use and crime (Dewar, 2017).

Meanwhile, the lowest variable, Permissive parenting style, got a Mean of 2.89 with SD 1.30, which is described Most of the Time and interpreted as Moderately High. This means that the least used style of parenting in this study is permissive. Parents still prefer to check on their children's activities inside and outside the home. Parents think it is crucial to restrict their children's independence, especially when it comes to their education. Children have few obligations and are free to control their conduct and decisions. A parent views their child as an equal rather than as one of their offspring. They primarily use bribery and gift-giving as parenting strategies. Parents still desire for their children to develop solid social skills, good manners, responsibility, and self-assurance (Trautner, 2017).

Problem 2. What is the level of academic performance of the Grade VI pupils for the First Grading period in Lagolong District for the School Year 2022-2023?

Table 6
Pupils' Academic Performance

Level of Performance	Frequency	Percentage	Mean	SD	Description
Outstanding	86	38.91	87.46	4.94	Very Satisfactory
Very Satisfactory	71	32.13			
Satisfactory	53	23.98			
Fairly Satisfactory	11	4.98			
Did not Meet Expectation	0	0			
Total	221	100.00			
Note: 90%-100% Outstanding 85%-89% Very Satisfactory 80%-84% Satisfactory 75%-79% Fairly Satisfactory 74% and Below Did not Meet Expectations					

Table 6 exhibits pupils' academic performance. It has an Overall Mean of 87.46 with SD=4.94, which is described as Very Satisfactory. This means that the pupils were able to register the second highest level of performance at a Very satisfactory level. This demonstrates how excellent and beneficial it is for children to learn when parents lead and educate them. Parents may make more efforts in monitoring the activities of their children as it can be observed that there are pupils that are less performing in their academics. Filipino parents put a high value on the educational achievement of their children. Parents' primary goal is to provide for their children's educational needs. Then, in return, children will strive for educational success to fulfill the filial obligation and parents' expectations (Amplaya & Garcia, 2019).

Study shows a favorable and somewhat substantial positive link between parental practices and children's performance and achievement in school (Kosterelioglu, 2018). The study suggests that parents and teachers must continue their cooperation and teamwork. Parents should be consistent with their obligations to their children (Mwakausya, 2019).

Problem 3. Is there a significant relationship between parenting styles and pupils' academic performance?

Table 7 reveals the test correlation between parenting styles and pupils' academic performance.

Authoritative parenting style has a computed r -value of 0.7156 p -value=0.000 with the description of a strong positive relationship and is significant at 0.05 level of significance. Authoritarian parenting style got a computed r -value of 0.9364 with p -value=0.000 with the description of a strong positive relationship and is significant at 0.05 level of significance. This significant relationship was registered between parents' parenting styles on authoritative parents towards pupils' academic performance. Thus, the null hypothesis is rejected.

Table 7*Test Correlation on Level of Parenting Styles and Academic Performance*

Parenting Styles	r -value	p -value	Description	Interpretation
Authoritarian	0.9364	0.000	Very Strong	Significant Relationship
Authoritative	0.7156	0.000	Very Strong	Significant Relationship
Permissive	0.0621	0.358	Strong	Not Significant
Uninvolved	0.0689	0.308	Strong	Not Significant

Note: *significant at $p < 0.05$ alpha level S – significant NS – not significant

r -Values	Description	r -Values	Description
0.01 – 0.30	Weak	0.31 – 0.50	Moderate
0.51 – 0.70	Strong	0.70 – 0.99	Very Strong

This means that authoritative parenting styles are associated with the academic performance of the pupils. Children as still very young, therefore, they must be given priority and attention as they are still at their developmental stage. This stage is crucial as this is the foundation of the child's well-being. It refers to the parent's act of raising children by advocating democracy.

High learning results for pupils are favorably correlated with an authoritative parenting style. High parenting style correlation are related to parents adopting a number of ideal parenting techniques during their children's early years, such as maternal sensitivity and responsiveness to children's needs, warm and caring parental behavior, and monitoring (Kong et al., 2022). Moreover, Weicker (2022) claimed that authoritarian and authoritative parenting styles were positively correlated with learners' academic achievement and that learners showed high appreciation and satisfaction towards their parents implementing those styles. Thus, parents' involvement and parenting styles are essential to a child's development.

On the other hand, the Permissive parenting style got a computed r -value of 0.0621 with p -value=0.358 with the description of no linear relationship and is not significant at 0.05 level of significance. Uninvolved parenting style got a computed r -value of 0.0689 with p -value=0.308 with the description of no linear relationship and is not significant at 0.05 level of significance. This means that no significant relationship was registered between parents' parenting styles on permissive and uninvolved toward pupils' academic performance. Thus, the null hypothesis is accepted.

This means that permissive and uninvolved parenting styles have no bearing on the pupils' academic performance. This only show that, indeed, children need the guidance and assistance of their parents as they grow up. Moreover, a permissive parenting style involves a lack of demands and expectations from their children. Due to a lack of boundaries at home and a possible lack of academic motivation, children may be more disruptive in class. Children with uninvolved parenting have lower levels of confidence and self-esteem. Poor academic achievement is one of the other effects. They are characterized by low responsiveness and low demandingness.

Checa et al. (2018) study revealed that permissive and uninvolved parenting styles most frequently negatively correlated with academic attainment or performance. However, the researchers also suggested that culture has a significant impact on the relationship between parenting and academic success. This was also confirmed in the study of Hafsa et al. (2021) who made recommendations that scheduling of parent-teacher conferences, training for parents, and the provision of incentives and facilities should be consistently made and conducted to inspire families.

5. Conclusions

Based on the summary of findings, the following conclusions were derived from this study:

1. Parents demonstrate being authoritative All the Time, which means they will force their will on issues involving the well-being of their children in order to make sure they are performing well and successfully.
2. Pupils showed Very Satisfactory in their academic performance, which means that the pupils demonstrated a high level of enthusiasm and achievement in their studies despite the different parenting styles in their homes.
3. Parents are authoritative, caring, helpful, and frequently aware of their children's needs. This means that authoritative parenting styles are associated with the academic performance of the pupils.

6. Recommendations

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

1. Permissive parents may monitor their children's activities both within and outside the home. Parents may want their children to grow up with strong social skills, decent manners, responsibility, and self-assurance. They may also educate their children on strong study habits and accountability for homework or academics.
2. Parents may consider monitoring their children's activities both outside and within the home because it has been observed that certain pupils perform poorly academically. Parents may be consistent with their responsibility to raise responsible and well-mannered children.
3. Parents might consider the undesirable attitudes of their children. They may be involved with activities in school for the welfare of their children. Parents may try their best to aid their children in any means.

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