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THE ROLE OF PARENTING STYLES IN SHAPING THE ACADEMIC PERFORMANCE OF INTERMEDIATE – LEVEL STUDENTS

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ABSTRACT

This study seeks to explore the connection between parenting styles and the academic success of intermediate-grade students. Using a sample of 94 students from Sumacab Este Elementary School, the research adopts a quantitative approach, incorporating surveys and academic records. It examines how authoritative, authoritarian, permissive, and neglectful parenting styles influence various academic outcomes, particularly student grades, through structured survey questionnaires. Additionally, the study delves into key mediating factors, including disciplinary strategies, communication patterns, parental support, and expectations. The findings offer valuable insights into the complex relationship between parenting styles and student performance, highlighting implications for parental strategies that foster academic growth.

KEYWORDS : *Parental influence, Student academic success, Intermediate-grade learners, Quantitative research, Contributing factors*

INTRODUCTION

Parents undeniably aspire to provide the best opportunities for their child's future, with academic performance being a primary concern. Education is widely regarded as a gateway to a successful career and a stable livelihood (Weicker, 2022). Beyond fulfilling basic parental responsibilities, parents play a critical role in guiding and supporting their child's educational journey (Ceka & Murati, 2016; Li, 2019). From birth, they serve as primary caregivers, providing love, care, and essential needs. Parenting style, which refers to the approach parents use in disciplining, communicating with, and nurturing their children (Bester & Rooyen, 2015; Cherry, 2022), significantly impacts a child's development. However, determining the most effective parenting style remains a challenge, as there is no universal formula for perfect parenting (Mariappan, 2015). Given the unique characteristics of each child, what works well for one may not be suitable for another.

A child's academic performance is shaped by multiple factors, yet research consistently highlights the crucial role of parenting styles in educational outcomes. Studies suggest that authoritarian (high control, low responsiveness) and permissive (low control, high responsiveness) parenting styles are often associated with lower academic achievement (Rauf & Ahmed, 2017; Sekar & Eyasu, 2017; Shakil, 2014). In contrast, authoritative parenting, which balances warmth and discipline, fosters better student performance by promoting a supportive learning environment (Noreen, 2021; Kuppens & Ceulemans, 2019; Checa & Gutierrez, 2018). These findings underscore the profound influence of parenting approaches on a child's academic success.

However, not all parents are fully aware of the impact their parenting style has on their child's education. Candelanza, Buot, and Merin (2021) emphasize the need for parental awareness regarding how their interactions and expectations affect academic outcomes. Some parents may unknowingly undervalue the importance of education, reflecting their own lack of ambition or aspiration (Gamboa, 2023). Others may place excessive academic pressure on their children, which, while potentially motivating, can also contribute to stress and anxiety. Conversely, overly controlling parenting can limit a child's ability to develop independence and critical thinking skills. Given the central role of family in shaping educational experiences, it is essential to examine how different parenting styles contribute to a child's academic success.

Understanding the intricate relationship between parenting styles and academic achievement is particularly relevant in the context of Sustainable Development Goal 4 (SDG 4), which emphasizes Quality Education as part of the United Nations' 2030 Agenda for Sustainable Development. Research indicates that effective parental involvement can enhance student achievement, boost

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parental confidence in their child's education, and reduce absenteeism. While SDG 4 aims to promote inclusive and equitable education, further exploration of parenting styles can provide valuable insights for shaping educational policies and best practices, fostering a more supportive and effective learning environment.

Although numerous studies have examined the connection between parenting styles and academic performance in elementary students, findings remain inconsistent. Recognizing this gap, the present study seeks to investigate the relationship between parenting styles and academic achievement, with a particular focus on intermediate-grade students. By addressing this research gap, this study aims to contribute to a deeper understanding of how parenting practices shape academic success, ultimately informing educational strategies and parental engagement initiatives**.**

Statement of the Problem

This study aimed to determine the relationship between the academic performance of intermediate-grade students. Specifically, it sought to answer the following question:

1. How may the demographic profile of the respondents be described in terms of:
   1.1 Learners
      1.1.1 sex; and
      1.1.2 grade level
   1.2 Guardian;
      1.2.2 age; and
      1.2.3 immediate caregiver?
2. How may the parenting styles of intermediate learners' primary guardians be described in terms of:
   2.1 Discipline style;
   2.2 Communication;
   2.3 Nurturance; and
   2.4 Expectation?
3. How may the academic performance of intermediate-grade students be described in terms of their general weighted average (GWA)?
4. Is there a significant relationship between the demographic profile of the respondents and the parenting styles of the primary guardian?
5. Is there a significant relationship between the parenting styles and academic performance of intermediate grades?
6. What output may be proposed based on the results of the study?

Hypotheses

1. There is no significant relationship between the demographic profile of the respondents and the parenting styles of the primary guardian.
2. There is no significant relationship between the parenting styles and academic performance of intermediate grades.

METHODOLOGY

Research Design

This study employed a quantitative research approach, which, according to Williams et al. (2022), is rooted in scientific methodology, emphasizing description, inference, and the potential for causal explanation and prediction. Common quantitative research methods include experiments, sociological surveys, and the analysis of government statistics or naturally occurring data.

Specifically, this study utilized a descriptive-correlational research design to examine the relationship between parenting styles and the academic performance of intermediate-grade students through a structured questionnaire. As noted by Creswell (2022), correlation studies assess the extent to which two or more variables change consistently, identifying potential patterns and associations.

Survey questionnaires were chosen as the primary data collection tool, as they provide a systematic method for gathering information on a specific issue by soliciting responses from individuals, with the findings generalizable to a larger population (Hart, 2020). This approach facilitates statistical analysis to identify trends and relationships, offering valuable insights into factors that influence students' academic performance. Additionally, survey data support the development of evidence-based strategies for program improvement (Hart, 2020).

Respondents

This study utilized Stratified Random Sampling, a method that involves selecting a representative subset from the population through classification and random selection (Etikan & Etikan, 2021). This approach was applied to determine the respondents who participated in the study.

The research focused on students from grades 4, 5, and 6 at Sumacab Este Elementary School as the target respondents. The total student population consisted of 122 learners, distributed as follows: 39 students in grade 4, 42 in grade 5, and 41 in grade 6.

Table 1
Distribution of Respondents According to Grade Level

Grade Level	Frequency (f)	Percentage (%)
4	30	31.91%
5	32	34.04%
6	32	34.04%
Total	**94**	**100%**

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Research Instruments

This study utilized questionnaires as the primary data collection tool. The questionnaire employed a 4-point Likert scale, where respondents could choose from four options: 4 - Always Practice, 3 - Sometimes Practice, 2 - Rarely Practice, and 1 - Not Practice. This scale was designed to measure the frequency or intensity of specific behaviors or actions. The use of structured, closed-ended questions allowed for efficient data collection within a short period (Creswell, 2013).

The questionnaire was personally developed by the researchers, drawing insights from relevant studies, including *Parenting Style and Academic Performance of Senior High School Students*, *The Parenting Style and Dimensions Questionnaire: A Reconceptualization and Validation*, and *The Parenting Style and Dimensions Questionnaire* by Robinson et al. The statements were carefully formulated to align with the study's objectives and the target respondents.

To ensure content validity, the instrument was rigorously reviewed by subject matter experts

The questionnaire was tailored specifically for intermediate students and their guardians, encompassing various sections to gather comprehensive information.

1. Learners' Profile – Included details such as sex, grade level, and general weighted average to assess their academic standing.
2. Guardians' Profile – Covered aspects like age and role as immediate caregivers, providing insight into the learners' support system.
3. Parenting Style Assessment – Examined key factors influencing academic performance, including discipline style, communication patterns, nurturance levels, and expectations set by guardians.

Table 2
Distribution of Verbal Interpretation

Range	Verbal Description	Verbal Interpretation
1-1.75	Not Practiced	Neglectful Parenting Style
1.76-2.50	Rarely Practiced	Authoritarian Parenting Style
2.51-03.25	Sometimes Practiced	Permissive Parenting Style
3.26-4.00	Always Practiced	Authoritative Parenting Style

Data Collection

The study was conducted at Sumacab Este Elementary School during the academic year 2023-2024, following a structured research process.

The planning phase took place in August, focusing on defining the study's context and methodology. This included identifying data sources and preparing survey materials for the respondents. In September, the researchers formulated questionnaire statements relevant to the study. Concurrently, from late August to early September, a comprehensive review of related literature and studies was conducted using internet resources. The research methodology development was further refined in November, alongside the review of literature. The first week of December was dedicated to finalizing the research draft for the colloquium.

To proceed with data collection, the researchers sought approval from the Dean of the College of Education, to conduct the study. Upon receiving approval, the research team developed the questionnaire instrument, which was validated by field experts to ensure reliability and accuracy.

Following validation, the questionnaires were distributed to Grades 4, 5, and 6 students enrolled at Sumacab Este Elementary School for the 2023-2024 school year, as they served as the study's primary respondents. The researchers personally administered the questionnaires, ensuring proper completion and retrieval. The confidentiality of respondents' answers was strictly maintained, adhering to the mutual agreement between the researchers and the participants.

RESULTS AND DISCUSSION

This chapter presents the data gathered from respondents using the study's research instrument. The data is presented in a manner that succinctly summarizes the tabulated results.

1. Profile of the Respondents

The profile of student and parent respondents were interpreted. Four tables depict the respondents' profiles. The first two tables display the student profile based on gender and year/level. The two tables present the parents' respondents' age and parent/guardian of the learners.

1.1 Learners

Table 3 and Table 4 show the profile of the learners according to sex and grade level.

1.1.1 Sex

Table 3 shows the distribution of learners according to sex.

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Table 3
Distribution of Learners in Terms of Sex

Sex	Frequency (f)	Percentage (%)
Male	37	39.36%
Female	53	56.38%
LGBTQ	3	3.19%
Prefer not to say	1	1.06%
Total	**94**	**100%**

n=94

Table 3 presents the distribution of students based on their sex or gender identity. The data shows that 56% identified as female, 39% as male, 3% as LGBTQ, and 1% preferred not to disclose their gender**.** This indicates that the proportion of female students exceeded that of males by nearly 14 percentage points and surpassed the LGBTQ group by 50 percentage points**.**

A study by Adigun and Aghiomesi (2015) similarly observed a higher representation of female respondents among students. Their findings indicated that 42.9% of respondents were male**,** while 57.1% were female, reinforcing the trend of female students being the predominant group in educational settings.

1.1.2 Grade Level

Table 4 shows the distribution of learners according to grade level.

Table 4
Distribution of Learners in Terms of Grade Level

Grade Level	Frequency (f)	Percentage (%)
4	30	31.91%
5	32	34.04%
6	32	34.04%
Total	**94**	**100%**

n=94

The table illustrates the distribution of students according to their grade level**,** detailing the frequency and percentage of respondents per grade. The data indicates that 31.91% were in grade 4, while grades 5 and 6 each comprised 34.04% of the sample. This suggests that the majority of the study's respondents were from grades 5 and 6**.**

Similarly, Yildirim (2013) found that the highest proportion of elementary school respondents came from these grade levels. Specifically, 23.7% were in grade 5, while 20.9% were in grade 6**,** supporting the observed trend in this study.

1.2 Guardian

Tables 5 and 6 show the guardian as to age and immediate caregiver.

1.2.2 Age

Table 5 shows the distribution of parent respondents in terms of age.

Table 5
Distribution of Parent-Respondents in Terms of Age

Age	Frequency (f)	Percentage (%)
20-24	2	2.13
25-29	15	15.96
30-34	25	26.60
35-39	23	24.47
40-44	12	12.77
45-49	5	5.32
50-54	8	8.51
55-59	1	1.06
60-64	3	3.19
Total	**94**	**100**

n=94

The table presents the distribution of parent respondents across different age groups, highlighting their composition and corresponding frequencies.

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The largest proportion of respondents belonged to the 30-34 age group, accounting for 26.60% (f = 25)**.** In contrast, the 55-59 age group had the fewest respondents, comprising only 1% (f = 1.06)**.** These findings indicate that the majority of the parent respondents were early middle-aged adults**.**

Similarly, a study by Guzman and Banaag (2023) at Kasiglahan Village Elementary School found that the 31-35 age group had the highest number of respondents, reinforcing the trend observed in this study.

1.2.3 Immediate Caregiver

Table 6 shows the *distribution of immediate caregivers for the learners.*

Table 6
Distribution of Parents/Guardian of the Learners

Immediate caregiver	Frequency (f)	Percentage (%)
Parent	75	79.79%
Guardian	19	20.21%
Total	**94**	**100%**

n=94

The table presents the distribution of immediate caregivers, highlighting the proportion of parents and guardians who identify themselves as their child's primary caregivers.

The data indicate that 79.79% of the respondents identified as the student's parents, while 20.21% identified as guardians. This suggests that most of the learners are under the care of their biological parents.

A study by Tigere and Makhubele (2019) similarly found that the majority of their respondents, 12 out of 14 participants, identified their biological parents as their primary caregivers, while the remaining two reported having a legal guardian. These findings closely align with the results of the current survey.

2. Parenting Styles of the Primary Guardian

The following four tables outline the parenting styles of intermediate learners' primary guardians, categorized based on discipline, communication, nurturance, and expectations.

2.1 Discipline Style

Table 7 shows the discipline style of primary guardians of intermediate learners.

Table 7
Discipline Style

Statement	Mean		Average Weighted Mean	Verbal Description
	Student	Parent		
1. My parents/guardians talk to me and help me understand the mistakes I make rather than just punish me.	3.30	3.51	3.41	Always Practice
2. My parent/guardians don't yell at me whenever they scold me.	2.90	3.08	2.99	Sometimes Practice
3. My parent/guardians make sure I finish my schoolwork before allowing me to play.	3.67	3.49	3.58	Always Practice
4. My parent/guardians take away my phone at bedtime.	3.23	3.23	3.23	Sometimes Practice
5. My parent/guardians give me household chores to help me learn to be more independent.	3.59	3.73	3.66	Always Practice
Weighted Mean	**3.34**	**3.41**	**3.38**	**Always Practice**

Descriptor: 4.00 - 3.25 = Always Practice; 3.24 - 2.50 = Sometimes Practice; 2.49 - 1.75 = Rarely Practice; and 1.74 - 1.00 =Never Practice

This table presents the discipline styles of parents along with their corresponding weighted mean scores. The highest recorded weighted mean is 3.66, while the lowest is 2.99. The overall average weighted mean is 3.38, which is interpreted as "Always Practiced." This indicates that the discipline practices observed align with the Authoritative Parenting Style.

Among the student-respondents, Item 3 received the highest weighted mean, categorized as "Always Practiced" and falling under the Authoritative Parenting Style. In contrast, Item 2 recorded the lowest mean of 2.90, interpreted as "Sometimes Practiced," which corresponds to the Permissive Parenting Style.

Similarly, among parent-respondents, Item 5 obtained the highest weighted mean of 3.73, interpreted as "Always Practiced,"

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indicating an Authoritative Parenting Style. Conversely, Item 2 had the lowest mean of 3.08, interpreted as "Sometimes Practiced," falling under the Permissive Parenting Style.

Robinson and Harris (2014) emphasize the critical role of discipline in academic success. They suggest that parents or guardians who actively monitor their child's academic progress, establish structured routines, and provide academic support through consistent discipline significantly contribute to improved academic performance.

2.2 Communication

Table 8 shows the *communication of* primary guardians of intermediate learners.

Table 8
Communication

Statement	Mean		Average Weighted Mean	Verbal Description
	Student	Parent		
1. I feel comfortable talking to my parents/guardians about what I do in school.	3.54	3.26	3.40	Always Practice
2. My parents/ guardians make me feel their interest in my school activities, and they help and support me when needed.	3.47	3.26	3.37	Always Practice
3. My parents/ guardians talk to me about important matters.	3.54	3.65	3.60	Always Practice
1. My parents guardians understand me when I talk to them.	3.47	3.63	3.55	Always Practice
5. My parents/ guardians encourage me not to hesitate to approach and tell them or other family members about my problems or concerns.	3.38	3.63	3.51	Always Practice
Weighted Mean	**3.48**	**3.48**	**3.48**	**Always Practice**

Descriptor: 4.00 - 3.25 = Always Practice; 3.24 - 2.50 = Sometimes Practice; 2.49 - 1.75 = Rarely Practice; and 1.74 - 1.00 =Never Practice

This table presents the communication practices of parents along with their corresponding weighted mean scores. The highest recorded mean is 3.60, while the lowest is 3.37. The overall average weighted mean is 3.48, which is interpreted as "Always Practiced" and aligns with the Authoritative Parenting Style. This suggests that parents consistently engage in the cited communication practices when interacting with their children.

The data indicate that learners perceive their parents as comfortable discussing school activities and regularly engaging in conversations about important matters. This is reflected in Statements 1 and 3, both with a mean score of 3.54, interpreted as "Always Practiced", reinforcing the Authoritative Parenting Style.

However, there is a difference in perception regarding openness in discussing personal concerns. Statement 5 recorded the lowest mean score of 3.38, also interpreted as "Always Practiced", indicating a relative gap in parental encouragement for open communication about problems.

On the other hand, parents believe they communicate effectively about significant matters with their children. This is demonstrated by Statement 3, which received the highest mean score of 3.65, interpreted as "Always Practiced", further affirming the Authoritative Parenting Style. However, a communication gap is evident, as parents report feeling less comfortable discussing and showing interest in their children's school activities. This is reflected in the lowest mean scores of 3.26 for Statements 1 and 2, both still interpreted as "Always Practiced" within the Authoritative Parenting Style.

These findings highlight the importance of fostering open communication between parents and children to create a supportive family environment where all concerns can be freely discussed.

According to Nuzulul Hidayah (2021), a child's social and emotional development is strongly influenced by their communication with parents. Different communication patterns shape parent-child interactions, each carrying unique implications Permissive – Emphasizes freedom, allowing children to express themselves openly Authoritative – Balances guidance, support, and mutual respect through open dialogue.Laissez-faire – Takes a hands-off approach with minimal parental intervention.Paternalistic – Involves decision-making by parents, assuming they know what is best.Self-melting – Adapts communication styles based on the child's needs.Pioneering – Encourages innovation and leadership in children. Manipulative – Uses subtle influence over a child's behavior and choices. Cautious – Prioritizes stability and security. Selfless – Focuses on the child's needs over the parent's, fostering empathy. Militaristic – Emphasizes obedience and structured discipline.

These diverse communication styles illustrate the various ways parents engage with their children, shaping their emotional and social development in distinct ways.

2.3 Nurturance

Table 9 shows the nurturance of primary guardians of intermediate learners.

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Table 9
Nurturance

Statement	Mean		Average Weighted Mean	Verbal Description
	Student	Parent		
1. My parents/ guardians spend time talking to me and listening to my stories and problems.	2.94	3.46	3.20	Sometimes practice
2. I see and feel the love and care from my parents/ guardians.	3.50	3.74	3.62	Always Practice
3. My parents/ guardians provide support and uplift my spirits when I am sad or worried.	3.53	3.73	3.63	Always Practice
4. My parents/ guardians help me with my schoolwork and other activities.	3.37	3.37	3.37	Always Practice
5. My parents/ guardians praise me when I do something well and encourage me to do better next time.	3.44	3.80	3.62	Always Practice
Weighted Mean	**3.36**	**3.62**	**3.49**	**Always Practice**

Descriptor: 4.00 - 3.25 = Always Practice; 3.24 - 2.50 = Sometimes Practice; 2.49 - 1.75 = Rarely Practice; and 1.74 - 1.00 =Never Practice

This table presents the level of parental nurturing along with its corresponding weighted mean scores. The highest recorded weighted mean is 3.63, while the lowest is 3.20. The overall average weighted mean is 3.49, interpreted as "Always Practiced", which aligns with the Authoritative Parenting Style. This suggests that parents consistently engage in nurturing behaviors when caring for their children.

Among the learner-respondents, Item 3 received the highest weighted mean of 3.53, interpreted as "Always Practiced", reinforcing the Authoritative Parenting Style. Conversely, Item 1 recorded the lowest mean of 2.94, interpreted as "Sometimes Practiced", aligning with the Permissive Parenting Style. This indicates that while parents often uplift their children when they feel sad or anxious, they only occasionally spend time talking and listening to their children's stories and concerns.

For the parent-respondents, Item 5 had the highest weighted mean of 3.80, interpreted as "Always Practiced", reflecting an Authoritative Parenting Style. Meanwhile, Item 4 recorded the lowest weighted mean of 3.34, also interpreted as "Always Practiced", within the same parenting style. This suggests that while parents frequently praise their children for achievements and encourage self-improvement, they engage less in conversations that provide emotional support and guidance with schoolwork and activities.

According to Pasquale and Gunnar (2020) in their study *"Parental Sensitivity and Nurturance,"* parental responsiveness and nurturance play a critical role in a child's overall well-being, affecting biological, behavioral, and socioemotional development. These nurturing behaviors act as protective factors against early stress and trauma, shaping long-term health outcomes. Their findings highlight the importance of proactive policies and interventions aimed at supporting at-risk families, emphasizing the significant impact of nurturance on child development.

2.4 Expectation

Table 10 shows the expectations of primary guardians of intermediate learners.

Table 10

Statement	Mean		Average Weighted Mean	Verbal Description
	Student	Parent		
1. My parents/guardians explain the importance of rules before enforcing them.	3.45	3.47	3.46	Always Practice
2. My parents/guardians demonstrate fair punishment when I commit wrongdoings.	3.65	3.76	3.71	Always Practice
3. My parents/guardians listen to my reasons for doing something before giving me punishment for my mistakes.	3.38	3.53	3.46	Always Practice

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4. My parents/guardians allocate time to discuss the wrong things I have done.	3.13	3.52	3.33	Always Practice
5. I feel the support and love from my parents/guardians even when they scold or reprimand me.	3.57	3.79	3.68	Always Practice
Weighted Mean	**3.44**	**3.61**	**3.53**	**Always Practice**

Distribution of Respondents in Terms of Expectation

Descriptor: 4.00 - 3.25 = Always Practice; 3.24 - 2.50 = Sometimes Practice; 2.49 - 1.75 = Rarely Practice; and 1.74 - 1.00 =Never Practice

This table presents parental expectations along with their corresponding weighted mean scores. The highest recorded weighted mean is 3.71, while the lowest is 3.33. The overall average weighted mean is 3.53, verbally categorized as "Always Practiced" and interpreted as reflecting an Authoritarian Parenting Style. This suggests that parents consistently uphold the cited expectations when interacting with their children.

The refined data provides further insights: among learner-respondents, Item 2 received the highest mean of 3.65, indicating that they perceive their parents as fair when administering punishments for misbehavior. Among parent-respondents, Item 5 had the highest mean of 3.79, suggesting that parents believe their children feel supported and loved even when being reprimanded. However, Item 4 recorded the lowest mean for learners (3.13), indicating that they feel their parents spend less time discussing their misbehavior. Conversely, for parents, Item 1 had the lowest mean (3.47), suggesting that they may not consistently explain the importance of rules before enforcing them.

According to Bartolome et al. (2017), parental involvement significantly influences children's education and has broader societal implications. Research shows that parental expectations are a key factor in academic success, with students whose parents set high expectations achieving better grades, scoring higher on standardized tests, and demonstrating greater persistence in school compared to those with lower parental expectations.

2. Academic Performance of Intermediate-Grade Students

Table 11 shows the general weighted average of intermediate students.

Table 11
The General Weighted Average of Intermediate Students

Range	Frequency	Percent (%)
75 - 79	7	7.45
80 - 84	32	34.04
85 - 89	33	35.11
90 - 94	19	20.21
95 - 99	3	3.19
Total	**94**	**100.00**

n=94

The table presents the distribution of learners' General Weighted Average (GWA), showcasing the scores across various ranges along with their corresponding frequencies and percentages. The highest frequency is observed in the 85 to 89 range, where 35.48% (33 learners) fall within this category. This aligns with the Authoritative Parenting Style, which is characterized by warmth, support, and clear expectations. Learners raised under this parenting style often receive both encouragement and guidance, fostering academic success and contributing to higher scores.

Conversely, the lowest frequency is recorded in the 95 to 99 range, with only 3.23% (3 learners) achieving this level. This may be influenced by varying parenting styles, such as Authoritarian or Neglectful Parenting, which are associated with high control or low involvement, respectively. These styles may limit a child's academic growth by depriving them of the necessary support, motivation, and encouragement, resulting in fewer students attaining the highest scores.

According to Noreen and Shahzadi (2022), parenting styles significantly impact academic achievement. Their study recommends implementing strategies such as Parents-Teacher Meetings (PTMs), parental training programs, and incentives to enhance parental involvement. Integrating these elements into elementary education programs could help improve student performance and overall academic success.

2. Relationship between the Demographic Profile and Parenting Styles of Respondents

Table 12 and Table 13 show the learners' and parent demographic profiles and parenting style.

5.1 Learners Demographic Profile and Parenting Style

Table 12 shows the relationship between the demographic profile of learners and parenting styles of the primary guardian

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Table 12
Relationship between the Demographic Profile and Parenting Styles of Respondents

VARIABLES		SEX	GRADE LEVEL
Discipline Style	Pearson's r	-.348**	-0.123
	p-value	0.001	0.238
Communication	Pearson's r	-0.091	-0.113
	p-value	0.385	0.280
Nurturance	Pearson's r	-.224*	-.220*
	p-value	0.030	0.033
Expectation	Pearson's r	-0.178	0.038
	p-value	0.086	0.718

Correlation is significant at the 0.05 level

This table presents the Pearson's r values for the demographic profile of learners, specifically their **sex** and grade level**,** and examines their relationship with various parenting styles**.**

For discipline style, the Pearson's r value for **sex** is -0.348**,** indicating a low negative correlation, while for grade level**,** it is -0.123**,** signifying a **very** low correlation**.** This suggests a significant relationship between discipline style and the sex of the learners**.**

In terms of communication**,** the Pearson's r value for sex is -0.091**,** and **for** grade level**,** it is -0.113, both indicating very low negative correlations. These results suggest that the relationship between communication and the demographic profile of learners is not significant**.**

Regarding nurturance, the Pearson's r values for both sex (-0.224) and grade level (-0.220**)** indicate very low correlations, but still suggest a significant relationship between the demographic profile of learners and nurturance.

For expectations, the Pearson's r value for **sex** is -0.105**,** showing **a** very low correlation, while for grade level, it is 0.038**,** indicating **a** very low positive correlation. These findings imply no significant relationship between the demographic profile of learners and expectations.

According to Kashuhu, Omanaga, and Bushati **(2014)** in their study *"Demographic Profile of Students, Parenting Style, and Academic Achievement,"* parenting styles are influenced by a learner's gender. Their findings indicate that the authoritative parenting style is more common among girls**,** highlighting a connection between students' demographic profiles and parenting styles.

5.2 Demographic Profile of Parents and Their Parenting Style

Table 13 shows the relationship between the demographic profile of the parent/guardian and the parenting styles of the primary guardian.

Table 13
Relationship between the Demographic Profile of Parent/Guardian and Parenting Styles of the Primary Guardian

VARIABLES		AGE
Discipline Style	Pearson's r	0.055
	p-value	0.600
Communication	Pearson's r	0.125
	p-value	0.229
Nurturance	Pearson's r	0.1411098
	p-value	0.175
Expectation	Pearson's r	0.060
	p-value	0.565

Correlation is significant at the 0.05 level

The data presented in this table suggests that a parent's age does not have a significant impact on their parenting style. In other words, age is not a determining factor in how parents approach discipline, communication, nurturance, or expectations.

- Discipline style and age show a weak positive correlation (Pearson's r = 0.055), but this relationship is not statistically significant (p-value = 0.600).
- Communication and age also exhibit a weak positive correlation (Pearson's r = 0.125), but this too is not statistically significant (p-value = 0.229).
- Nurturance and age display a slightly stronger positive correlation (Pearson's r = 0.141), approaching statistical significance (p-value = 0.175).
- Expectation and age have a weak positive correlation (Pearson's r = 0.060), but this relationship remains not statistically significant (p-value = 0.565).

According to Kample and Naik (2023) in their study *"The Relationship Between Parental Demographics, Parenting Styles, and Academic Achievement,"* a parent's age does not have a significant influence on their child's educational success.

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3. Relationship between Parenting Styles and Academic Performance

Table 14 shows the relationship between parenting styles and academic performance.

Table 14

Relationship between Parenting Styles and Academic Performance

Variable		GWA
Discipline Style	Pearson's r	-.216*
	p-value	0.036
Communication	Pearson's r	0.016
	p-value	0.881
Nurturance	Pearson's r	0.024
	p-value	0.822
Expectation	Pearson's r	0.077
	p-value	0.461

Correlation is significant at the 0.05 level

The findings in Table 14 highlight a significant relationship between parenting styles and academic performance, as measured by General Weighted Average (GWA).

A negative correlation is observed between disciplinary style and academic achievement, with a Pearson's r value of -0.216. This suggests that as negative disciplinary practices increase, academic performance tends to decline. The p-value of 0.036 confirms the statistical significance of this association.

Conversely, the correlation between communication and academic performance is 0.016, indicating a very weak positive relationship that is not statistically significant (p-value = 0.881). Similarly, nurturance shows a weak correlation of 0.024, with a p-value of 0.822, also indicating no significant relationship. The correlation coefficient for expectation and academic performance is 0.077, suggesting a slightly stronger positive association than communication and nurturance, but this relationship remains not statistically significant (p-value = 0.461).

Overall, the statistically significant p-value of 0.036 for disciplinary style supports a significant correlation with GWA at the 0.05 significance level. This provides evidence to reject the null hypothesis that no relationship exists between discipline style and academic performance, although the correlation remains weak.

Discipline plays a vital role in academic success. According to Lansford (2019), parents may use reactive discipline to address misbehavior after it occurs or proactive discipline to prevent issues and encourage positive behavior. However, when discipline becomes too strict or authoritarian, it can negatively impact students' academic performance. Excessive strictness may create a fear-based learning environment, increasing anxiety and pressure, which hinders focus, participation, and overall academic achievement. Instead of fostering a supportive atmosphere, overly harsh discipline can suppress creativity, lower self-confidence, and reduce students' ability to perform well. Therefore, while discipline is essential, it should be balanced with encouragement and understanding to promote both academic and personal growth.

SEMINAR PROPOSAL

Title of Seminar	***Fostering Healthy Tech Habits: Balancing Screen Time of Intermediate Grades***
Proponent/ Implementing Unit	College of Education
Participants	Parents
Duration	2 hours
Venue	Sumacab Este Elementary School
Budgetary Requirements	Php 5,000
Fund Sources	Personal

I. RATIONALE

With the widespread use of technology among intermediate-grade learners, there is a growing need to strike a balance between utilizing technology for educational purposes and preventing overexposure to screens. This seminar aims to provide educators, parents, and guardians with practical strategies to promote healthy tech habits among intermediate-grade students, fostering their overall well-being and academic success.

II. OBJECTIVES

This seminar is designed to meet the following:

- Discuss the impact of screen time on academic performance among intermediate-grade students to promote awareness and informed decision-making regarding technology usage;
- Provide stakeholders with techniques for integrating technology in a balanced manner; and
- Present a guideline for fostering healthy tech habits.

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III. PARTICIPANTS

This seminar's target participants are primarily guardians, but other interested professionals can join and benefit from this activity.

IV. METHODOLOGY

COURSE CONTENT	STRATEGIES	DURATION
Understanding Screen Time: Impact on Intermediate Grade Students	Face to face	40 minutes
Practical Approaches for Intermediate-Grade Students to Promote Digital Wellness	Face to face	40 minutes

Supplies and Materials

Item Description	Quantity	Unit
HDMI Cables	2	Pcs
Laptop	2	Pcs
Projector	1	pcs
Printer	1	Pcs
Bond paper	100	Pcs
Pens	100	Pcs
Notebooks	100	Pcs
Name Tags	100	Pcs

Facilities and Equipment

Facility/Venue	Location
Gymnasium	Sumacab Este Elementary School

Budgetary Requirements

Particulars	Total Cost (in Pesos)	Remarks
Supplies and Materials	2000 pesos	Pens: 7 pesos per pen (Blue ink) Notebooks: 12 pesos per notebook (80 pages) Bond paper 1 pesos per bond paper Personal: HDMI Cables Laptop Projector
Food and Drinks	2,055 pesos.	Water bottles 10 pesos per bottle / 100 pcs Food 45 pesos per person/ 100 pcs

Schedule of Activities

Date	Time	Activity
June 20,2025	9:00 – 9:05	National Anthem
	9:06 – 9:10	Prayer
	9:11 – 10:20	Welcome Remarks
	10 :21 – 10 :25	Statement of Purpose
	10:26 – 10:36	Introduction to the Speakers
	10:37 – 11:07	Speaker 1
	11: 08 – 11:38	Speaker 2
	11:39 – 11:49	Question and Answer
	11: 49 – 12:00	Closing Ceremony

SEMINAR PROPOSAL

Title of Seminar	***"Building Bridges: Enhancing School-Home Communication for Parental Engagement"***
Proponent/ Implementing Unit	College of Education
Participants	Parents
Duration	2 hours
Venue	Sumacab Este Elementary School
Budgetary Requirements	Php 5,000
Fund Sources	Personal

I. RATIONALE Effective communication between parents/guardians and their children regarding school activities and experiences is crucial for fostering a supportive and enriching learning environment. By facilitating open dialogue and

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encouraging parents/guardians to feel comfortable discussing school matters with their children, this seminar aims to strengthen the parent-child relationship, promote parental involvement in education, and enhance student well-being and academic success. Through proactive engagement and mutual understanding, parents/guardians can better support their children's educational journey and contribute to a positive school-home partnership.

II. OBJECTIVES

This seminar is designed to meet the following:

- Increase parents' awareness of the importance of regular communication with their children about school activities and experiences;
- Provide parents with practical communication skills to facilitate meaningful discussions with their children regarding school matters; and
- Empower parents to actively engage in their children's education by fostering a supportive and open environment for dialogue at home.

III. PARTICIPANTS

The target participants of this seminar are primarily guardians and other interested professionals can join and benefit from this activity.

IV. METHODOLOGY

COURSE CONTENT	STRATEGIES	DURATION
Emphasizing the vital role of effective school-home communication in parental engagement.	Face to face	40 minutes
Equipping parents with actionable strategies to enhance communication with their children about school matters.	Face to face	40 minutes

Supplies and Materials

Item Description	Quantity	Unit
HDMI Cables	2	Pcs
Laptop	2	Pcs
Projector	1	pcs
Printer	1	Pcs
Bond paper	100	Pcs
Pens	100	Pcs
Notebooks	100	Pcs
Name Tags	100	Pcs

Facilities and Equipment

Facility/Venue	Location
Gymnasium	Sumacab Este Elementary School

Budgetary Requirements

Particulars	Total Cost (in Pesos)	Remarks
Supplies and Materials	2000 pesos	Pens: 7 pesos per pen (Blue ink) Notebooks: 12 pesos per notebook (80 pages) Bond paper 1 pesos per bond paper Personal: HDMI Cables Laptop Projector
Food and Drinks	2,055 pesos.	Water bottles 10 pesos per bottle / 100 pcs Food 45 pesos per person/ 100 pcs

Schedule of Activities

Date	Time	Activity
August 15,2025	9:00 – 9:05	National Anthem
	9:06 – 9:10	Prayer
	9:11 – 10:20	Welcome Remarks
	10:21 – 10:25	Statement of Purpose
	10:26 – 10:36	Introduction to the Speakers
	10:37 – 11:07	Speaker 1
	11: 08 – 11:38	Speaker 2
	11:39 – 11:49	Question and Answer
	11: 49 – 12:00	Closing Ceremony

CONCLUSIONS

Based on the summarized findings, the researchers drew the following conclusions:

1. The majority of learners' immediate caregivers are their parents, suggesting a strong parental presence in their children's education.
2. The study indicates that authoritative parenting is the most prevalent approach, characterized by consistent discipline practices, open communication, and emotional support. While parents provide essential guidance and nurturance, they also maintain fair

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expectations and consequences, incorporating some elements of authoritarian parenting.

3. A significant correlation was found between parenting style and students' General Weighted Average (GWA), demonstrating its influence on academic success. Most learners scored within the 80-84 to 85-90 GWA range, highlighting the substantial impact of parenting on student achievement. These findings emphasize the crucial role of nurturing and supportive parenting in fostering academic success.
4. While gender appears to influence disciplinary approaches, other demographic factors, such as age, do not significantly determine parenting styles. This suggests that parenting practices are shaped by a complex interplay of various factors beyond demographic characteristics.
5. The study found a significant correlation between discipline style and academic performance, as measured by GWA. However, communication, nurturance, and expectations showed weaker associations. This suggests that while discipline is a key factor, other parenting dimensions may have a less direct impact on academic outcomes. Further research is needed to gain a comprehensive understanding of how different parenting styles collectively influence student success.

RECOMMENDATIONS

Based on the conclusions, the researchers recommend the following:

1. Parents should actively participate in their children's learning activities, such as reading together and exploring educational resources, to enhance academic engagement.
2. Parents should be mindful of their parenting approach and adopt positive discipline techniques instead of relying on yelling, as it was identified as a common concern.
3. Parents should establish weekly check-ins to discuss school activities, assist with homework, and attend at least one extracurricular event per month to show support and engagement.
4. Parents/guardians should dedicate daily time to engage in meaningful conversations with their children. Schools can support this initiative by offering workshops on effective communication and emotional . Parents should engage in regular, constructive discussions with their children about their mistakes, promoting accountability in a non-judgmental and supportive environment.
5. Parents should review homework and classwork daily, set clear academic expectations, volunteer at school events, and implement reward systems to motivate their children's educational progress.
6. Parents should focus on maintaining clear expectations, encouraging open communication, and providing emotional support. Further research is needed to explore how various parenting styles collectively impact academic outcomes.
7. Expanding Future Research Future studies should examine additional factors such as cultural background, socioeconomic status, and family dynamics to gain deeper insights into the influences on parenting styles and academic success.

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