

Parenting Style and Task Performance of Students

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Abstract- Parenting style refers to parental strategies on how they raise up their children. This study focuses on the effects of parenting styles to the task performance of students. This aims to examine the relationship between parenting styles and mode of learning of Senior High School Students in Jagobiao National High School for School year 2018-2019. For the purpose of this study, all grade 11 and 12 students in Jagobiao National High School are required to answer the questionnaires in rating scale form. Results indicate that parenting styles is correlated with the educational achievement of students. It can be inferred that Authoritarian parents show fair parental support to their children and only support them in the area of projects but fails to give support in terms of school activities and academics. On the contrary, there has been a similarity between Permissive and Authoritative parents. It has been found out that both of these parenting styles support their children only in the area of academics and fails to give some in terms of the school activities and projects of their children. In this study, suggestions such as giving parental seminar and training are provided for future research purposes.

Index Terms- Authoritarian, Authoritative, Parenting Style, Permissive

I. INTRODUCTION

In every success of the students life there is reason behind. Hardwork is a key towards educational achievement but sometimes it is influenced by parenting styles.

Family is made up society and the communities enriched with culture, religion and ethics. It's a fact that children are affected by their environment, primarily the family which influences them more. Parenting style is defined as psychological construct that represents parent's strategies in up bringing their children. It has an important effect of all stages of human's life in preschool leading to college. (Rahimpour, Moghadam, and Hashemian, 2005). It also plays an important role in the area of social and educational development for it influences a child's success in many domains such as academic achievement and it is considered an important cause of several aspects of children's outcome. (Khan, Ahmad, Hamdan, and Mustaffa, 2014). Parenting style is a set or a system of behaviors that describes the parent and child interactions over a system of behaviors that describe the parent and the child interaction atmosphere. (Zaghedani, Rezaee, Yazdani, Bagher, and Nabeie, 2016). There are three types of parenting style namely authoritative, permissive, and authoritarian. Authoritative parenting is characterized by high levels of nurture, involvement sensitivity, reasoning, and encouragement of autonomy. Conversely, permissive parenting is characterized by making few demands, exhibiting noncontrolling behaviors, and using minimal punishment. Lastly, authoritarian parenting tends to fall at the other end of the continuum. (Turner, Chandler and Heffer, 2009).

Generally, this study aims to determine the relationship between parenting style and task performance of senior high school students.

II. IDENTIFY, RESEARCH AND COLLECT IDEA

Family is the basic unit in the society that plays a vital role in the development of one's life. Although factors like societal relationship but children are more influence by the family. The way parents influence their children's behavior through establish pattern of parental authority is what we called parenting style. Parenting style is a behavior pattern that caregivers use to interact with children. (Besharat, Hzizi, and Poursharifi, 2011). According to Javady and Mahmoudi (2015), parenting style is a set of behaviors and attitudes of parents to their children that creates parenting method, feeling, perception and evaluation of children of their educational style.

Three basic parenting styles include authoritarian, permissive, and authoritative. Authoritarian parents have a higher level of control and a lower level of trust to their children. On one hand, permissive parents have seen to have a lower level of engagement and parental control to their children. Lastly, authoritative parents reported to have a higher level of trust, engagement, monitoring behavior and child disclosure from any other types. (Aunola, Stattin, and Nurmi, 2000).

Authoritarian parenting style plays an important role in the educational encouragement of special education students. (Khan, Ahmad, Hamdan, and Mustaffa, 2013). In contrary, several researchers showed that between authoritarian parenting styles and educational

achievement of students has no significant relationship (Bhartiya and Malik, 2017; Masud and Shakil, 2016) and a negatively significant relationship. (Zahedani, Rezaee, Yazdani, Bagheri, and Nabeiei, 2016).

On one hand, a study found out that permissive parenting style and educational achievement of students has no relationship. (Masafour, 2013). Permissive parenting styles is a bad influence (Odongo, Aloka, Raburu, 2016) and negatively affects students' academic performance. (Beicus, 2014). A study found that students of permissive parents have lower academic performance. (Hong, 2012). More so, adolescents with permissive parenting styles have lower level of academic achievement (Dehyadegary, Yaacob, Juhari, and Talib, 2011), of achievement orientation and self-efficiency. (Ingoldsby, Schanevelelt, Supple, and Bush, 2004).

Authoritative parents are sensitive to their children's needs, encourage their children to express their desires and feeling, firm but nor punitive. (Ashiono and Muvoma, 2013). Several studies have showed that authoritative parenting style is a good predictor of academic performance (Tuner, Chadler and Heffer, 2009; Seth and Ghormode, 2013), and students' attitude towards leisure time reading. (Rena, Abedalaziz, and Heny, n.d.).Nyarko (2011), says that there is a positive and significant relationship between authoritative parenting style and academic performance of the students. A study found out that authoritative parenting style have higher positive influence on academic performance (Yusuf, Agbonna, n.d.) and Chaudry, 2014).

Study showed that authoritative parenting style is associated with enhanced cognitive and metacognitive strategy use, time and study management and self-efficacy. (Alnafea and Curtis, 2017). Several studies found out that students whose parents adopted authoritative parenting style have high academic achievement (Koshahu, Dibra, Osmanaga and Bushati; 2014; Borak, Kawser, Haque and Sharmin, 2016; Jaiswal and cloudhari, 2017). On one hand, students whose farher adopted permissive and authoritative parenting alternatively showed better academic achievement. (Inam, Nomaan and Abiodullah, 2016). On the other hand, authoritative maternal parenting style had a significant correlation with students' academic achievement. (Besharat, Azizi and Poursharifi, 2011).

Other styles of parenting inludes Assertive, Loving, Democratic and Communicative. Assertive parenting style highly correlates students' academic achievement. (Rahimpour, Direkvand-Moghadam, DirekvandMoghadam, and Hasmenian, 2015). Loving parenting style contributes to a better mental health of students (Perween and Dewan, 2017) while Democratic parenting style led students to better academic performance (Ibakunolu, 2013). Lastly, it was found that there was a positive relationship between communicative parenting style and academic results. (Alonso, Diaz, Woitschach, Suarez-Alvarez and Cuesta, 2017).

Generally, parenting style have a significant relationship on students' academic performance (Schmuck, 2011; Dzever, 2015), and academic performance. (Taran, Kalantari, Dahaghin and Abhari, 2015; Shute, Hansen, Underwood and Razzouk, 2011; Necsoi, Porumbu, and Beldianu, 2013).

II. WRITE DOWN YOUR STUDIES AND FINDINGS

This chapter presents the findings, analysis and discussion and interpretation of data gathered wherein the object is to know the relationship between parenting styles and task performance of Senior High School students of Jagobiao National High School.

Table 1
Level of Parental Support of Authoritarian Parents to their Children

AUTHORITARIAN	Weighted Mean	Interpretation
1. My parents support me on my school activities often.	3.89	Agree
2. My parents get upset when I didn't meet their expectations on my grades.	3.19	Neutral
3. My parents use punishment for me to do my projects.	1.99	Disagree
4. My parents only attend PTA meeting when it is really needed.	3.29	Neutral
5. My parents only contribute fees in partial amount.	3.12	Neutral
Over-all Weighted Mean	3.10	Neutral

N=228

Legend: 1.00-1.80- Strongly Disagree 1-81-2.60 – Disagree 2.61-3.40 – Neutral
3.41-4.20 – Agree 4.21-5.00 – Strongly Agree

The table above shows the weighted mean of the performance of students of authoritarian parents in terms of their school activities. The statements “My parents support me on my school activities often.”, “My parents get upset when I didn't meet their expectations on my grades”, “My parents use punishment for me to do my projects”, “My parents only attend PTA meeting when it is really needed” and “My parents only contribute fees in partial amount” have an overall weighted mean of 3.10 and interpreted as neutral implies that authoritarian parents gave only enough parental support in terms of school activities, grades, projects, PTA meetings and the school fees of their children.

Table 2
Level of Parental Support of Permissive Parents to their Children

PERMISSIVE	Weighted Mean	Interpretation
1. My parents do not really care on my school activities.	2.07	Disagree
2. For my parents, my grades on school does not really matter.	2.54	Disagree
3. My parents have totally no expectations in my school projects.	2.30	Disagree
4. My parents are not active in any PTA meeting.	2.37	Disagree
5. My parents do not care in my school contributions.	2.08	Disagree
Over-all Weighted Mean	2.20	Disagree

N=228

Legend: 1.00-1.80- Strongly Disagree 1-81-2.60 – Disagree 2.61-3.40 – Neutral
3.41-4.20 – Agree 4.21-5.00 – Strongly Agree

The table above shows the weighted mean of the level of parental support of permissive parents to their children. The statement “My parents do not really care on my school activities”, “For my parents, my grades on school does not really matter”, “My parents have totally no expectations in my school projects”, “My parents are not active in any PTA meeting” and “My parents do not care in my school contributions” have an overall weighted mean of 2.20 and interpreted as disagree implies that students of permissive parents agrees that their parents show enough concern and support in terms of their school activities, grades, projects, PTA meetings and their school fees.

Table 3
Level of Parental Support of Authoritative Parents to their Children

AUTHORITATIVE	Weighted Mean	Interpretation
1. My parents always support me in my school activities.	3.92	Agree
2. My parents always monitor my grades.	3.55	Agree
3. My parents help me in doing my projects.	2.61	Neutral
4. My parents are always present in any PTA meeting.	3.18	Neutral
5. My parents always assure that they have already paid my school contributions before the school year ends.	3.71	Agree
Over-all Weighted Mean	3.39	Neutral

N=228

Legend: 1.00-1.80- Strongly Disagree 1-81-2.60 – Disagree 2.61-3.40 – Neutral
3.41-4.20 – Agree 4.21-5.00 – Strongly Agree

The table above shows the weighted mean of the level of parental support of authoritative parents to their children. The statement “My parents always support me in my school activities”, “My parents always monitor my grades”, “My parents help me in doing my projects”, “My parents are always present in any PTA meeting” and “My parents always assure that they have already paid my school contributions before the school year ends” have an overall weighted mean of 3.39 interpreted as neutral implies that authoritative parents often show enough parental support in terms of school activities, grades, projects, PTA meetings and the school fees of their children.

Table 4
Students’ Performance in terms of their School Activities

SCHOOL ACTIVITIES	Weighted Mean	Interpretation
1. I like to join school based contest in line with academic activities.	3.70	Agree
2. I like to engage in extracurricular activities.	3.63	Agree
3. I do participate competition during culminating activity.	3.51	Agree
4. I am always present in seminars and symposium in schools	3.60	Agree
5. I do participate in school community activities and program like brigada eskwela.	3.92	Agree
Over-all Weighted Mean	3.67	Agree

N=228

Legend: 1.00-1.80- Strongly Disagree 1-81-2.60 – Disagree 2.61-3.40 – Neutral
3.41-4.20 – Agree 4.21-5.00 – Strongly Agree

The table above shows the weighted mean of the performance of students in terms of their school activities. The statement “I like to join school based contest in line with academic activities”, “I like to engage in extracurricular activities”, “I do participate competition during culminating activity”, “I am always present in seminars and symposium in schools” and “I do participate in school community activities and program like brigada eskwela” have an overall weighted mean of 3.67 and interpreted as agree implies that students were participative in any activities held in school.

Table 5
Students’ Performance in terms of their Academics

ACADEMICS	Weighted Mean	Interpretation
1. I am participative in Oral Examination.	3.81	Agree
2. I like to raise my hand whatever a teacher ask a question.	3.48	Agree
3. I feel optimistic whenever a teacher gives an examination.	3.53	Agree
4. I like to do assignments and homeworks.	3.56	Agree
5. I study hard the night before examination.	3.61	Agree
Over-all Weighted Mean	3.60	Agree

N=228

Legend: 1.00-1.80- Strongly Disagree 1-81-2.60 – Disagree 2.61-3.40 – Neutral
3.41-4.20 – Agree 4.21-5.00 – Strongly Agree

The table above shows the weighted mean of the performance of students in terms of their academics. The statement “I am participative in Oral Examination “, “I like to raise my hand whatever a teacher ask a question “, “I feel optimistic whenever a teacher gives an examination”, “I like to do assignments and homeworks” and “I study hard the night before examination” have an overall weighted mean of 3.60 and interpreted as agree implies that students were participative and doing well in their studies in terms of academics.

Table 6
Students’ Performance in terms of their Projects

PROJECTS	Weighted Mean	Interpretation
1. I spend more time in doing school outputs and projects.	3.89	Agree
2. I submit projects on time.	3.56	Agree
3. I always make sure that my projects would be worth it.	2.80	Agree
4. I used less costly materials in doing projects.	3.69	Agree
5. I ask help in doing projects.	3.68	Agree
Over-all Weighted Mean	3.72	Agree

N=228

Legend: 1.00-1.80- Strongly Disagree 1-81-2.60 – Disagree 2.61-3.40 – Neutral
3.41-4.20 – Agree 4.21-5.00 – Strongly Agree

The table above shows the weighted mean of students’ performance in terms of their projects. The statement “I spend more time in doing school outputs and projects”, “I submit projects on time”, “I always make sure that my projects would be worth it”, “I used less costly materials in doing projects” and “I ask help in doing projects” have an overall weighted mean of 3.72 and interpreted as agree implies that students are doing well in the area of making and doing projects.

Table 7
Authoritarian Parenting Style in terms of School Activities

AUTHORITARIAN	X ²	Df	X ² (.05, 2)	Decision	Interpretation
School Activities	15.08	4	9.49	Reject	Not Significant

The table above shows that the computed value of school activities under authoritarian parents is 15.0849, this is greater than the critical value 9.49. Hence, the null hypothesis is rejected. Thus, there is no significant relationship between school activities and authoritarian parenting style. This can also be inferred that students of authoritarian parents do not involve themselves in any school and community based extracurricular activities, attending symposiums and seminars held in school.

Table 8
Authoritarian Parenting style in terms of Academics

Authoritarian	X ²	Df	X ² (.05, 2)	Decision	Interpretation
Academics	10.06	4	9.49	Reject	Not Significant

The table above shows that the computed value of academics under authoritarian is 10.0678, this is greater than the critical value 9.49. Hence, the null hypothesis is rejected. Thus, there is no significant relationship between academics and authoritarian parenting style. This can also be inferred that students of authoritarian parents were not performing well in their academic area such as

participating in an oral examination, raising one's hand to answer a question, liking to do assignments and homeworks and studying hard the night before examination.

Table 9
Authoritarian Parenting style in terms of Projects

Authoritarian	X ²	Df	X ² (.05, 2)	Decision	Interpretation
Projects	7.89	6	12.6	Failed to Reject	Significant

The table above shows that the computed value of projects under authoritarian is 7.8901, this is less than the critical value which is 12.6. Hence, the null hypothesis is accepted. Thus, there is a significant relationship between projects and authoritarian parenting style. This can also be inferred that students of authoritarian parents were doing well in making their outputs and projects worth it, submitting it on time and using less costly materials in making it. This further inferred that in reality, most of the parents of the students who prefer to pay money for the projects in exchange for the area of academics and school activities which their children failed to perform well in the two areas are authoritarian parents characterized by high demands and low responsiveness.

Table 10
Permissive Parenting Style in terms of School Activities

Permissive	X ²	Df	X ² (.05, 2)	Decision	Interpretation
School Activities	20.55	6	12.6	Reject	Not Significant

The table above shows that the computed value of school activities under permissive is 20.55, this is greater than the critical value 12.6. Hence, the null hypothesis is rejected. Thus, there is no significant relationship between school activities and permissive parenting style. This can also be inferred that students of permissive parents do not involve themselves in any school and community based extra-curricular activities, participation in any culminating activity, attending symposiums and seminars held in school.

Table 11
Permissive Parenting Style in terms of Academics

Permissive	X ²	Df	X ² (.05, 2)	Decision	Interpretation
Academics	8.23	8	15.5	Failed to reject	Significant

The table above shows that the computed value of academics under permissive is 8.23, this is less than the critical value 15.5. Hence, the null hypothesis is accepted. Thus, there is significant relationship between academics and permissive parenting style. This can also be inferred that students of permissive parents were participative and performing well in their academic area such as participating in an oral examination, raising one's hand to answer a question, liking to do assignments and homeworks and studying hard the night before examination.

Table 12
Permissive Parenting Style in terms of Projects

Permissive	X ²	Df	X ² (.05, 2)	Decision	Interpretation
Projects	16.16	6	12.6	Reject	Not Significant

The table above shows that the computed value of projects under permissive is 16.16, this is greater than the critical value 12.6. Hence, the null hypothesis is rejected. Thus, there is no significant relationship between projects and permissive parenting style. This can also be inferred that students of permissive parents were not doing well in making their outputs and projects worth it, submitting it on time and not using less costly materials in making their projects. This further inferred that those students who have high academic performance but is not performing well in their school activities and projects have permissive parents. Permissive parents characterized by low demands with high responsiveness show high support for their children in terms of their academics but fails to give some support in the area of school activities and projects.

Table 13
Authoritative Parenting Style in terms of School Activities

Authoritative	X ²	Df	X ² (.05, 2)	Decision	Interpretation
School Activities	14.48	2	5.99	Reject	Not Significant

The table above shows that the computed value of school activities under authoritative is 14.48, this is greater than the critical value 5.99. Hence, the null hypothesis is rejected. Thus, there is no significant relationship between school activities and permissive parenting style. This can also be inferred that students of authoritative parents do not involve themselves in any school and community based extra-curricular activities, participation in any culminating activity, attending symposiums and seminars held in school.

Table 14
Authoritative Parenting Style in terms of Academics

Authoritative	X ²	Df	X ² (.05, 2)	Decision	Interpretation
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Academics	3.40	4	9.49	Failed to Reject	Significant
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The table above shows that the computed value of academics under authoritative is 3.40, this is less than the critical value 9.49. Hence, the null hypothesis is accepted. Thus, there is a significant relationship between academics and authoritative parenting style. This can also be inferred that students of authoritative parents were participative and performing well in their academic area such as participating in an oral examination, raising one's hand to answer a question, liking to do assignments and homeworks and studying hard the night before examination. These findings, were consistent to the recent studies of (Koshahu, Dibra, Osmanaga and Bushati, 2014,246; Borak, Kawser, Haque and Sharmin, 2016; Jaiswal and Cloudhai, 2017, 118) who found that students whose parents adopted authoritative parenting style have high academic achievement

Table 15
Authoritative Parenting Style in terms of Projects

Authoritative Projects	X ²	Df	X ² (.05, 2)	Decision	Interpretation
	8.09	3	7.81	Reject	Not Significant

The table above shows that the computed value of projects under authoritative is 8.09, this is greater than the critical value 7.81. Hence, the null hypothesis is rejected. Thus, there is no significant relationship between projects and authoritative parenting style. This can also be inferred that students of authoritative parents were not doing well in making their outputs and projects worth it, submitting it on time and not using less costly materials in making their projects. This further inferred that in reality, authoritative parents characterized by high responsiveness and high demands only support their children in the area of academics but fails to show support in the area of school activities and projects.

The study reveals that the 3 types of parenting namely: Authoritarian, Permissive and Authoritative affects students' educational achievement. In this study, it was found out that students of authoritarian parents were not performing well in any activities held in school and not participative in their academics. On the contrary, students from this style of parenting are doing well in terms of making and passing their projects on time. On one hand, students of permissive parents were not performing well in terms of joining any classroom or school based activities held in school, making and passing their projects. On the contrary, it was found out that students from this type of parenting were performing well in their academics. Lastly, students of authoritative parents were not also performing well in terms of joining any classroom or school – based activities held in school and making and passing their projects. On the contrary, it was found out that student from this type of parenting were performing well in their academics.

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V. CONCLUSION

This study has examined the relationship between parenting styles and educational achievement of Senior High School students of Jagobiao National High School. Based on the results, authoritarian and authoritative parents show fair parental support to

their children in terms of school activities, grades, projects, PTA meetings and school contributions. On one hand, permissive parents show enough parental support to their children in the latter mentioned areas. Meanwhile, the three types of parenting affect students' educational achievement in terms of school activities, academics and projects. Moreso, it can also be inferred that it has been part of the Filipino culture wherein some parents used to offer payments for projects in exchange of the two areas namely academics and school activities in which their children fails to perform well. On the contrary, supporting more on the area of academics rather than the area of school activities and projects has been also a part of the Filipino culture.

APPENDIX

**APPENDIX A
 RESEARCH INSTRUMENT - A**

Name:

Instruction: Read each item carefully and rate according to your preference.

5 – Strongly Agree 4 – Agree 3 – Neutral 2 – Disagree 1 – Strongly Disagree

Authoritarian	5	4	3	2	1
1. My parents support me on my school activities often.					
2. My parents get upset when I didn't meet expectations on my grades					
3. My parents use punishments for me to do my projects.					
4. My parents only attend PTA meeting when it is really needed.					
5. My parents only contribute fees in a partial amount.					
Permissive					
1 My parents do not really care on my school activities.					
1. For my parents, my grades on school does not really matter.					
2. My parents have totally no expectations in my school projects.					
3. My parents are not active in any PTA meeting.					
4. My parents do not care in paying my school contributions.					
Authoritative					
1. My parents always support me in my school activities.					
2. My parents always monitor my grades.					
3. My parents help me in doing my projects.					
4. My parents are always present in any PTA meetings.					
5. My parents always assure that they have already paid school contributions before the school year ends.					

RESEARCH INSTRUMENT- B

Instruction: Read each item carefully and rate according to your preference.

5 – Strongly Agree 4 – Agree 3 – Neutral 2 – Disagree 1 – Strongly Disagree

I. SCHOOL ACTIVITIES	5	4	3	2	1
1. I like to join school based contest in line with academic activities.					
2. I like to engage in extra-curricular activities.					
3. I do participate competition during culminating activity.					
4. I am always present in seminars and symposiums in schools.					
5. I do participate in school community activities and program like BRIGADA.					
ACADEMICS					
1. I am participative in oral examination.					
2. I like to raise my hand whenever a teacher ask a question.					
3. I feel optimistic whenever a teachers gives an examination.					
4. I like to do assignments and homeworks					
5. I study hard the night before examination.					
PROJECTS					
1. I spend more time in doing school outputs and projects.					
2. I submit projects on time.					
3. I always make sure that my projects would be worth it.					
4. I used less costly materials in doing projects.					
5. I ask help in doing projects.					

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